

CATEGORY: ELEMENTARY SCHOOL

Call No.	Author	Title	Description	Publisher/Yr	Copies
9.3 A	Adams, Barbara Johnson	THE GO-AROUND DOLLAR	A dollar bill is something we all see and use every day of our lives. But do we know how it's made? The meaning of the symbols that are shown on the front and back of the dollar? How long the average dollar stays in circulation? These questions, other facts and anecdotes about the dollar are woven together in this fictional narrative.		
9.3 A	Allen, William S.	ECONOMICS IN STORIES	The purpose of Economics in Stories is to introduce students to basic concepts about the kind of economy in which they live. The format of the lessons follow the principle of "three fold explanations: reading, discussing, and writing." Reinforcement activities include asking students to bring in newspaper articles, to interview, or to write a paragraph supporting a decision or opinion. The resource includes review and test activities, too. Recommended for 5-6 grades and above.	1986	1
9.3 A	Amway Corporation	CHOICE: Suggested Activities to Motivate the Teaching of Elementary Economics	This handbook provides the classroom teacher with practical ideas and activities to enrich their economics curriculum for grades K-8. Recommended as a teacher resource.	1975	1
9.3 A	Anderson, Curt	SEAS, TREES, AND ECONOMIES	A set of lessons for students in grades three through six. These lessons were written to help students understand the relationship between our natural environment and the economy as well as to describe how the environment and the economy jointly provide us with goods and	1998	3

			services that we want. The lessons provide students with tools they need to recognize fundamental trade-offs, to explain how and why choices are made, and to explain how people can make better choices regarding the use of natural resources and the disposal of waste that production and consumption unavoidably create.		
9.3 A	Anderson, Curt	A YEN TO TRADE	<i>A Yen to Trade</i> is a set of lessons for students in grades three through six. These lessons were written to help students understand the basic rationale for making trades, the gains that are possible from trade, and how trading is done between people of different countries. Each lesson teaches about fundamental economic concepts such as scarcity, economic wants, resources, goods and services, opportunity cost, and money, as well as, international trade concepts including exports and imports, tariffs, quotas, embargos, exchange rates, and trade routes.	1999	3
9.3 ACEE	Arkansas State Council on Economic Education	ECONOMIC EDUCATION FOR ARKANSAS ELEMENTARY SCHOOLS	There are three main features of the guide: 1) Provide overview of basic economics for teacher's understanding, 2) Identify and illustrate basic economic understandings, and 3) Describe classroom activities. Areas covered: scarcity, economic analysis, economic goals, productive resources, U.S. market economy, financial institutions, circular flow, resource extenders, and interdependence and trade. The units of study include: Teaching Economics in Kindergarten, Private and Public Enterprise (primary), A Year in Economics with a Second Grade (grade 2), How A City Grew (grade 4), The Urban Community (intermediate), and Suggestions	1969	1

			for a Local Study. The guide also includes: materials for teachers and a dictionary of economic terms		
9.3 A	Armstrong, Louise.	HOW TO TURN LEMONS INTO MONEY, A Child's Guide To Economics	This paperback give an introduction to economic terminology by using a lemonade stand as an example. Terms are: raw materials, price, sale, consumer, product, market value, firm, retail, wholesale, profit, original investment, capital, capital loan, labor, management, wage, labor trouble, strike, boycott, conciliation, negotiation, broken down, arbitration, condition, compromise, mechanization, automation, unemployed, competition, underselling, competitive pricing, price war, diminishing, merger, liquidating your assets, and entrepreneur. Recommended for Grades 4-6	1976	2
9.3 B	Barr, Saul	LIFEGAMES: Activity-Centered Learning for Early Childhood Education in Economics	Eighty lessons centered on economic relationships. This book is divided into four sections: 1) Society as provider of goods and services, 2) Specialization and jobs, 3) Resources, and 4) Money and Banking. Lessons are self-contained and build on basic math and reading skills. Most lessons can be used by both readers and non-readers. Blackline masters are provided for some of the activities. A glossary of economic terms is included for easy reference. Recommended for grades 1-3.	1985	1
9.3 B	Bixler, Mary	TALE OF THE WHALE	Eight individual lesson plans reflect the relationship between the whaling industry and economics. Concepts covered are supply, demand, scarcity, the division of labor, marketing techniques, opportunity costs, profit, capital resources, specialization, externalities, accounting profit and loss, entrepreneurship, liquidation, and the private enterprise system. Economic decision-	1988	2

			making and simulations encourage involvement. Learning evolves from realizing and reconstructing situations. Activities are an integration of literature, math, history, and science. Recommended for grades 4-6.		
9.3 BCEE	Bradley University Center for Economic Education	AFTER-SCHOOL ECONOMICS	<i>After-School Economics</i> is four units designed to help students typically classified as "at-risk" understand they have the ability to make choices which can improve their future. Step 1 introduces the students to basic economic decision-making and elementary economic concepts related to their roles as consumers and producers in society. Step 2 helps students to increase their interest in reading by using an incentive structure that reinforces their understanding of the connections between work and wages, investment in human capital and productivity, and learning to plan and save. Step 3 helps students learn about businesses and jobs in the neighborhood and community with the help of a Business Mentor. Step 4 focuses on the costs and benefits of staying in school, introduces budgeting and provides an opportunity to explore a career of interest. Recommended for grades 4-6.	1991	1
9.3 B	Brenneke, Judith Staley	BIG BROWN BAG: Economics of The American Food System	The material is organized in four units which include consumer education and consumer economic concepts using the American food system as the base. Student activities contain concepts and skills related to geography, reading, writing, and math. The materials are designed to be used as a sequential, four-unit lesson on food systems, or as individual units or activities.	1981	1

			Recommended for grades 4-6 and middle school.		
9.3 BIE	Biedenweg, Karl	BASIC ECONOMICS	The intent of this book is to introduce students to the basic principles of economics. Hopefully, by understanding the basic economic terms and concepts, students will apply this knowledge to their everyday lives.	1999	1
9.3 C	Calderwood, James	ECONOMIC IDEAS AND CONCEPTS	This resource provides an explanation of the importance of economics and the nature of economic understanding and what economics is and what it is not. It also describes the central economic problems in all societies and the market economy of the U.S. Recommended as a teacher resource.	-----	1
9.3 CCEE	Cincinnati Center for Economic Education	ZOOLUTIONS: ECONOMICS AND THE ZOO	<p>This is a classroom experience designed to teach economic concepts by exploring information and ideas that concern the Cincinnati Zoo. It consist of 6 sequential classroom lessons and activities. A culminating zoo visit activity is also included. All materials are ready for duplication.</p> <p>Lesson 1: Teaches the concept of scarcity, decision making and opportunity costs.</p> <p>Lesson 2: Uses a problem solving model to help students make decisions about zoo projects.</p> <p>Lesson 3: Examines the resources of the zoo.</p> <p>Lesson 4: Explores the marketplace.</p> <p>Lesson 5: Looks at different types of zoo expenses and ways of using its</p>	1988	1

			<p>limited resources.</p> <p>Lesson 6: Looks at zoo revenue</p> <p>Recommended for grades 4-6. This unit is easily adaptable for Hawaii's zoo.</p>		
9.3 C	Coulson, Elaine C. and Sarapage McCorkle	ECONOMICS FOR THE ELEMENTARY CLASSROOM	<i>Economics for the Elementary Classroom</i> combines a study of economics for teachers who have had little or no previous economic education with strategies for teaching economics to children. Each chapter contains two sections: economic content for the teacher and lesson activities for teaching that content to students in grades 1-8.	1982	2
9.3 D	Dawson, George G.	SO, YOU HAVE TO TEACH ECONOMICS...IN GRADES 5 + 6	This guide provides many ideas for teaching economic concepts which have been field tested by teachers in grades 5 or 6. Ideas and activities are presented in a variety of forms, ranging from "snippets" that can be incorporated into a portion of a daily lesson to projects that require several days to complete. The basic ideas are set forth briefly so that the teacher can adapt them to a given classroom situation.	1987	1
9.3 D	Day, Harlan R.	PLAY DOUGH ECONOMICS Motivating Activities for Teaching Economics	This is a booklet of 15 economic concepts which have been field tested by teachers in grades 5 or 6. Ideas and activities are presented in a variety of forms, ranging from "snippets" that can be incorporated into a portion of a daily lesson to projects that require several days to complete. The basic ideas are set forth briefly so that the teacher can adapt them to a given classroom situation.	1995	1

9.3 DCEE	Delaware Center for Economic Education	ECONOMIC ACTIVITIES FOR KINDERGARTEN, GRADE 1, GRADE 2 (3 Separate Resources; 2 copies per grade level)	These curriculum units contain a possible sequence of topics for introducing kindergarten, first and second grade students to economics. Within each topic are a variety of lessons and activities.	-----	2 copies per grade level
9.3 D	Drobot, Eve	MONEY (AMAZING INVESTIGATIONS)	This easy-to-read book gives the history of money from the days of barter to computer shopping. It includes interesting facts, myths, and superstitions. Recommended for grades 4-6 or as a teacher resource.	1987	1
9.3 E	Ellenberg, Norman L.	CREATIVE CHALLENGES FOR YOUNG PEOPLE, THEIR TEACHERS AND PARENTS		1973	1
9.3 EA		ECON AND ME: Teacher's Guide		1989	1
9.3 F	Fair, Jan	KIDS ARE CONSUMERS, TOO! Real-World Mathematics for Today's Classroom	The purpose of this book is to provide the teacher with a rich collection of ideas and materials that will make the math curriculum "real" and as a result, help students become wise consumers in the real world of their daily lives.	1986	2
9.3 F	Fair, Jan	KIDS ARE CONSUMERS, TOO! Real World Reading and Language Arts	The activities in this book require students to make consumer decisions related to earning, saving, sharing, and spending money. This book provides teachers with a rich collection of ideas and materials which involve critical thinking and problem solving, two necessary consumer skills.	1988	2
9.3 FRB:	Federal Reserve	ELEMENTARY	A listing of resources available to help elementary	1992	5

Chicago	Bank of Chicago	ECONOMICS: A BIBLIOGRAPHY	teachers find materials to teach economic concepts. It contains materials produced only by non-commercial publishers and is indexed by grade level and by the Joint Council's Basic Economic Concepts. Recommended for grades K-6.		
9.3 FRBR	Federal Reserve Bank: Richmond	MY MONEY	<i>My Money</i> is an educational package on money in the United States. Each part consists of lessons on money and exercises for evaluating the student's understanding of this information and other classroom discussions about money. It is designed to supplement and augment other classroom information on U.S. coins and currency.	1990	2
9.3 FRB: Boston	Federal Reserve Bank of Boston	WISHES AND RAINBOWS	This story, in comic book form, acquaints students with many economic concepts which include scarcity, supply, demand, and allocation. It includes "The Road to Roota," a teacher's guide with follow up activities. Recommended for grades 4-6.	1981	1
9.3 F	Figgie International Inc.	UMPS FWAT	A short story about how businesses get started. Recommended grades for 4-6.	1990	1
9.3 FCEE	Florida Center for Economic Education	CHOICES, GRADES K-1, 2-3	These units on making choices introduces students to decision-making through the concepts of scarcity, choice, and opportunity costs.	1991 1981, 1991	3 for K-1 3 for 2-3
		GOODS AND SERVICES GRADES, 2-3	These guides provide students with an understanding of (1) what goods and services are, (2) buying goods and services, and (3) producing goods and services.	1991	1
		MONEY, GRADES K-1, 2-3, 4-6	The units introduces the students to two forms of exchange: barter and money, money as a medium of exchange, the advantages of using money, the value of	1992 1989 1989	1 1 1

			money, the creation of money, and the advantages and disadvantages of using credit.		
		PUBLIC and PRIVATE PROPERTY, Grades 2-3	The unit deals with private and public property, private goods and services, public goods and services, and taxation	1989	1
		SCARCITY, Grades 4-5	The topics of scarcity (limited resources) and opportunity costs are covered in this unit.	1984	1
		DECISION MAKING, Grades 5-6	The activities in this unit uses a five-step decision making model.	1984	1
		PROPERTY, TAXES, & GOVERNMENT SERVICES, Grades 5-6	Each guide includes lesson plans to introduce economic concepts of our free enterprise system into the elementary school curriculum. Lesson plans include an integration with other subject areas, games, filmstrips, and numerous activity sheets ready for duplication.	1990	2
9.3 F	Flowers, Barbara and Suiter, Mary	LABOR WORKS FOR YOU	These lessons provide students the opportunity to build economic awareness in the areas of human resources, capital resources, and human capital. Each of 3 units focuses on a specific handiwork profession – Plumbers, Carpenters, and Sheet Metal Workers. Ideally, these lessons should be taught by a union plumber, carpenter, or sheet metal worker. Regardless of who delivers the lessons, it is important that children become aware of the opportunities in the construction trades.		
9.3 G	Gallagher, Suzanne and Hopkins, Martha	ADVENTURES IN ECONOMICS AND U.S. HISTORY	The lessons in this book were written to help elementary and middle school teachers apply the economic way of thinking, as they instruct their students about events in U.S. History. Volume I: Colonial America and Volume II: A Young Nation (1765-1877).		

9.3 GCEE	Georgia State University Center for Business and Economic Education	CHICK FIL-A	Students work their way through a case study of Chick-fil-A restaurant to learn about economic ideas such as scarcity, opportunity cost, business, entrepreneurship, natural resources, and savings. Recommended for grades 4-6.	1993 1991	1 2
9.3 GCEE	Georgia State University Center for Business and Economic Education	EGG-BERT A Case Study of Sutherland's Eggs, Inc.	This is a story, with teacher-directed questions at the end of each chapter, to show the production of eggs. Recommended for grades 2-3. Revised 1993.	1993	3
9.3 GCEE	Georgia State University Center for Business and Economic Education	IT AIN'T PEANUTS: A CASE STUDY OF COOSA BAKING COMPANY	An imaginary company used for a Economic Case Study unit and lesson plans.	1984	1
9.3 GCEE	Georgia State University Center for Business and Economic Education	KEEPING UP WITH THE JONES'S KIDS	There are three sections of this study: <ol style="list-style-type: none"> 1. Eleven lessons plans introducing and developing basic economic concepts 2. Case study, five readings, and study questions on the Little People 3. Supplementary lessons on the Cabbage Patch Kids Recommended for grades 4-6. Many hands-on activities which would interest the students.	1986	1
9.3 GCEE	Georgia State University	ORIGINAL GREAT AMERICAN	An economic case study about the development of a cookie company with study questions for each chapter.	1991	1

	Center for Business and Economic Education	CHOCOLATE CHIP COOKIE COMPANY, INC.	Recommended for early grades (2-3).		
9.3 GCEE	Georgia State University Center for Business and Economic Education	WE'RE MORE THAN JUST FLOWERS	There are two sections to this case study on Hall's Flower Shops and Greenhouses. The first section includes nine lesson plans; basic economic concepts are introduced in these plans. The second section contains the actual case studies and includes eight readings and study questions about the flower shops and greenhouses. Recommended for grades 1-3.	1982	1
9.3 G	Godfrey, Neale S.	A MONEY ADVENTURE: SAMPLER EXCERPT	Join Penny Bright and the Green Street Kids as they start their own fruit-pop business. The Kids discover the ups and downs of running a business, the impact of advertising, and the fairest way to share their profits.	-----	1
9.3 G	Godfrey, Neale S.	THE KID'S MONEY BOOK	This non-fiction book is about money – its uses and purposes. Using imaginary characters, children learn about the history of money in the world, specifically in the US. It also relates factual information to children about banking, the stock market, general money skills used in budgeting as well as general knowledge of inflation, recession, and consumer skills. This book is part of the core materials used in <i>Money</i> , a thematic unit.	1991	1
9.3 H	Harman, Hollis Page	MONEY SENSE FOR KIDS	A book with the complete story of money – where it comes from, how to invest it and make it grow, how to open a bank account and use an ATM card, how to write checks and keep track of your money. There are money games and puzzles, plus the fascinating story of	1999	1

			how the dollar system became the standard in the United States.		
9.3 H	Haskell, Diana & Douglas	PERSONAL FINANCE ECONOMICS 3-5: SMART SPENDING AND SAVING			
9.3 IDOE	Indiana Department of Education	TEACHING ECONOMICS IN THE MINI-ECONOMY	The purpose of this booklet is to better equip teachers with the knowledge and skills necessary to use the mini-economy form of instruction to teach economics to elementary students. It introduces teachers to economic concepts appropriate to the elementary curriculum, and also explains how to use mini-economy activities and other classroom situations to teach these concepts.	1 st edition	2
9.3 IDOE	Indiana Department of Education	THE MINI-ECONOMY: Integrating Economics Into The Elementary Curriculum	The mini-economy is a form of economics instruction in which students participate in a classroom economy in order to simulate real world economic activity. It provides instruction in basic economics, decision-making, and living skills and encourages creative thinking and problem solving.	1990	2
9.3 I	Instructional Fair Inc.	MONEY: Primary Whole Language Theme Unit	This thematic unit incorporates oral and written language, reading, poetry, vocabulary development, spelling, critical thinking, math, social studies, art, music, and more. The unit culminates with a Dress-Up Day to be shared with parents or another class.	1987	2
9.3 I	Interact	BUSINESS: A Simulation Setting Up Popcorn or Paper Airplane Businesses	BUSINESS is a teaching unit that involves students in the establishment and maintenance of small, competitive businesses. Acting as sole proprietors of, or as partners in, a small business, or in supporting roles as	1983	1

			employees or consumers, students learn how the American business system works.		
9.3 I	Interact: Learning Through Involvement	CLASSROOM CITY: A Simulation of Local Government and Economics in a Classroom Mini-City	<i>Classroom City</i> simulates the variety of real life situations involved in earning a livelihood in a city. It is divided into three phases: Phase 1: Planning the City; Phase 2: City Operation; Phase 3: Tear Down and Wrap-Up. Recommended for grades 4-6.	1990	1
9.3 I	Interact: Learning Through Involvement	STOCK MARKET: A Simulation of Buying and Selling Stocks	This simulation gives students an introduction to the stock market as well as a brief look at banking. The activity is designed to allow students to follow the fluctuations of a real stock market as well as learn about commissions, the balancing of accounts, and the writing of checks. Recommended for grades 4-6.	1980	2
9.3 I	Interact: Learning Through Involvement	ZOO: A Simulation of caring for animals in a modern zoo	Zoo is a simulation in which students try to save their local zoo, called Zooland, from destruction. Recommended for use with other zoo economic resources, ie. Zoorific, Zooconomy I, II.	1990	1
9.3 J	Juntunen, Kerry	STEP BY S.T.E.P. Simplified Teaching of Economic Principles	The premise behind this resource is to give educators with little or no economic background an opportunity to introduce themselves and their students to economics. Recommended as a resource for teachers of grades K-6.	1992	1
9.3 KCEE	Kansas Center for Economic Education	THE KIDS TOWN CLUB: Economics in the Primary Grades	As students participate in economic activities, they derive basic economic concepts from their experiences in their own "Kids Town." These concepts fall into the following six categories: 1)scarcity, 2)opportunity cost, 3)production and resources, 4)money, 5)goods and services, and 6)consumption and the market. The lessons in the first section are set up in a "club" format in order to develop student interest and to promote	1992	1

			student ownership of the activities. The second section describes the many follow-up classroom activities that are provided to teach, review, and reinforce the economic concepts presented.		
9.3 KCEE	Kentucky Council on Economic Education: Brenda Rich and Betty Sue Williams	ZOORIFIC ECONOMICS	<i>Zoorific Economics</i> allows students to study the zoo and extend their knowledge to include economics. This thematic whole-language based curriculum uses teacher-made zoo puppets to introduce primary students to basic economic concepts, consumer spending, and the workings of the marketplace. The major goal of the program is to enhance the student's decision-making skills and apply this knowledge to real-life situations. Recommended for grades K-3.	1993	1
9.3 L	Lenning, Lorene Renie	MORE THAN MONEY	This excellent book of flexible and adaptive units introduces children to the basic concepts of economics through the use of activities and bulletin boards. The bulletin boards also can be "hands on" and used as learning centers for games, activities, concept reinforcement, etc. Concepts are: Needs and Wants, Consumers and Producers, Goods and Services, Scarcity, Opportunity Costs, and Interdependence. Recommended for grades K-3, but can be adapted for use in grades 4-6.	1990	2
9.3 L	Littrell, Rita	FROM MIND TO MARKET	<i>From Mind to Market</i> students become producers and consumers in a simulated economic system as they determine what, how and for whom to produce. They earn "Funny Money" by working and being productive. Product markets each focus on different economic concepts. The first two markets introduce the students	1993	2

			to the processes and incentives in the market economy and to the role of government. The third market explores the theory of socialism and an alternative way to allocate resources. The evolution to the fourth market results in the construction of a market socialist economy or a planned market economy. The study culminates in an international marketplace experience where classes or groups of students create fictitious countries. Recommended for grades 2-8.		
9.3 L	Littrell, Rita	INTERNATIONAL MONEY MUSEUM	This interdisciplinary teaching unit introduces the function of money as a medium of exchange. The "Money Mystery" activities facilitate creative and critical thinking and help to develop research skills. In completing these activities, students will research global economic issues, scientific problems, and social dilemmas of the world's countries. Instructions to construct a Money Museum is included. Recommended for grades 4-6.	1992	2
9.3 MCEE	Maryland Council on Economic Education	ECONOMICS AND GEOGRAPHY LESSONS FOR CHILDREN'S BOOKS	To help teachers prepare students for the Maryland School Performance Assessment Program	1998	2
9.3 MCEE	Maryland Council on Economic Education	TEACHING ECONOMICS AND GEOGRAPHY IN MARYLAND HISTORY		1998	2
9.3 M	McDonald's Corporation,	ECONOMICS Action Pack	This learning package, which introduces basic economic concepts, includes activities with spirit duplicating	1976	1

	1976		<p>masters, pre/post tests, and a three-part simulation designed to make economics come alive. The learning objectives are:</p> <ul style="list-style-type: none"> -to develop an awareness that consumer choices, including their own, have an impact on the market system -to provide students an introduction to the workings of the market system -to acquaint students with the economic concepts of scarcity, factors of production, supply and demand, and opportunity cost. Recommended for grades 4-6 		
9.3 MCEE	Missouri -St Louis Center for Economic Education	ARTS MART	The <i>Arts Mart</i> curriculum is designed to integrate art and economics into the middle-school world history course. Students learn about diverse cultures and civilizations, engage in a more detailed investigation of art forms of cultures or civilizations, and create works of art representing each culture/civilization. The students are organized into art museum groups to develop a business plan, examine costs of production and revenues, conduct budget analyses, and decide on art collections for their new museum. Recommended for grades 5-8.	1994	3
9.3 MCEE	Missouri Council on Economic Education and The Federal Reserve Bank of St. Louis	THE MONEY TREE	This curriculum helps students to understand the basics of money and banking in order to be better informed consumers of banking services. It includes four units: Money, Money and Banks, Money and the Central Bank, and Money and the World. Recommended for grades 4-8.	1989	1
9.3	Missouri -St	KALEIDOSCOPE,	<i>Kaleidoscope</i> explores the many economic lessons	1992	3

MCEE	Louis Center for Economic Education	USA	presented in the development and growth of a community. It includes a lesson Community Economic Development , which explains what a community is and introduces students to community economic development and the important role of planning. The units are: Unit 1 - 1659: Proprietor Colony; Unit 2 - 1750: Importance of Trade to Colonies; Unit 3 - 1850: Impact of the Industrial Revolution; Unit 4 - 1950: Impact of Urban/Suburban Growth; Unit 5 - 2050: Scarcity...An Important Problem of the Future. Recommended for grades 4-6.		
9.3 MCEE	Missouri -St Louis Center for Economic Education	LABOR WORKS FOR YOU		2000	2
9.3 MCEE	Missouri -St Louis Center for Economic Education	THE GINGERBREAD MAN	Using <i>The Gingerbread Man</i> folk tale as a theme, this curriculum unit encourages cooperative learning instruction with emphasis on respect, sharing, and decision-making. It incorporates content and skills in economics, mathematics, science, written language, social studies, and reading. The unit contains fifteen days of instruction. Each day requires 3-1/2 to 4 hours of classroom time. The activities for each day introduce content and develop higher-order thinking skills as well as social skills. The classroom teacher has the flexibility to use all lessons as presented in the unit or select a desired section for instruction. Recommended for late first grade to third grade.	1993	C2
9.3	Missouri-St.	THE VOYAGES OF	The story of Columbus is used to teach economics in the	1992	2

MCEE	Louis Center for Economic Education	COLUMBUS	elementary classroom. <i>Lesson 1, Early Trade Barriers</i> , examines obstacles to trade which existed in the Middle Ages. <i>Lesson 2, Resources for the Voyage</i> examines Columbus' entrepreneurial ability as he combines resources for the trip. <i>Lesson 3, Technology and the Trip</i> , examines decisions Columbus made in planning the ocean crossing. The activities provided within each lesson range in degree of challenge from fourth to sixth grades. The appendix contains supplementary activities about the voyage and subsequent changes in the world resulting from Columbus' arrival. Recommended grades 4-6.		
9.3 MCEE	Missouri-St. Louis Center for Economic Education: Elaine Coulson, Sarapage McCorkle	ZOOCONOMY I and II	Zooconomy I uses the context of the zoo to teach the basic features of an economy. There is a tape program and a filmstrip to introduce the unit. The activities attempt to integrate the study with other content areas, ie. social studies and math. Zooconomy II includes a unit about the rainforest. Recommended for grades 4-8.	1983	4
9.3 NCEE	National Council on Economic Education	AN ECONOMICS COURSE FOR ELEMENTARY SCHOOL TEACHERS	A basic course of economics for the elementary teacher. Course content include: What economics is all about, Producers and consumers in our economic system, Businesses and governments, Regional (and International) specialization and trade, Money and banking, Economic growth and stability, Jobs and income, Oregon government services and taxes, Consumer choices, Review, and a "Just for Fun" quiz. Recommended as a teacher resource.	1975	1
9.3	National Council	CHILDREN IN THE	The purpose of producing this booklet is to fill materials	1986	3

NCEE	on Economic Education	MARKETPLACE: Lesson Plans in Economics for Grades 3 and 4	gap in elementary education as well as send a message that economic education is a critical ingredient of a balanced early childhood education. The lessons underscore the close linkage of economics to the basic elementary curriculum.		
9.3 NCEE	National Council on Economic Education	CHOICES AND CHANGES	<i>Choices and Changes</i> is an educational program which endeavors to give children the hope that comes from self-esteem and from being aware, that, since life can be more a matter of choice than of chance, they have the ability to shape their own futures. Three main themes are emphasized: <i>HUMAN CAPITAL</i> : By investing in your own skills and knowledge, you can improve your alternatives; <i>DECISION-MAKING</i> : By making sound decisions, you can have more control over your life; <i>PARTICIPATION IN THE ECONOMY</i> : By understanding your role in the economy, you can participate more productively.	1992	1
9.3 NCEE	National Council on Economic Education	CHOICES & CHANGES IN LIFE, SCHOOL, AND WORK: STUDENT JOURNAL (GRADES 2-4)	In this updated version, students develop the ability to make decisions that affect their lives in the present and in the future. With an increased emphasis on children's literature, the lessons in this edition can be integrated across the curriculum with an emphasis on language arts, fine arts, and social studies.	2001	C1, C3
9.3 NCEE	National Council on Economic Education	CHOICES & CHANGES IN LIFE, SCHOOL, AND WORK: TEACHER'S RESOURCE	In this updated version, students develop the ability to make decisions that affect their lives in the present and in the future. With an increased emphasis on children's literature, the lessons in this edition can be integrated across the curriculum with an emphasis on language	2001	C1, C3

		MANUAL (GRADES 2-4)	arts, fine arts, and social studies.		
9.3 NCEE	National Council on Economic Education	CHOICES & CHANGES IN LIFE, SCHOOL, AND WORK: STUDENT JOURNAL (GRADES 5-6)	The fifteen lessons are all activity based and correlated with economics, history, and literature standards. Each of the 5 units contains one literature-based lesson to help integrate the concept across the curriculum. Activities include: attempting to make something without required skills and knowledge, making improvements on a new product, solving a problem through group effort, and simulating the real life of trading and earning income.	2001	3
9.3 NCEE	National Council on Economic Education	CHOICES & CHANGES IN LIFE, SCHOOL, AND WORK: TEACHER'S RESOURCE MANUAL (GRADES 5-6)	The fifteen lessons are all activity based and correlated with economics, history, and literature standards. Each of the 5 units contains one literature-based lesson to help integrate the concept across the curriculum. Activities include: attempting to make something without required skills and knowledge, making improvements on a new product, solving a problem through group effort, and simulating the real life of trading and earning income.	2001	3
9.3 NCEE	National Council on Economic Education	ECON ED AWARD PROJECTS: Buddy Cones Co. (Gr.1) Econ. of the Middle Ages (Gr.2&3) Get Smart with Econ. (Gr.1)		1989	1

9.3 NCEE	National Council on Economic Education	ECON ED AWARD PROJECT: Lesson Plans for Gr.K- 3		1988	1
9.3 NCEE	National Council on Economic Education	ECON ED AWARD PROJECT: Lesson Plans for Gr.4-6		1989	1
9.3 NCEE	National Council on Economic Education	ECON ED AWARD PROJECT: Colonial Collectibles (Gr.2) Planet Econ (Gr.2&3)		1986	1
9.3 NCEE	National Council on Economic Education	ECON ED AWARD PROJECT: Fairview Econ Times (Gr.2&3) Entrepreneurs: Past, Present, Future (Gr.2- 6) Newseconomy (Gr.8)		1986	1
9.3 NCEE	National Council on Economic Education	COMMUNITY PUBLISHING COMPANY Activity Book Teacher's Manual	This experiential teaching unit contains 33 student activities which focus on 7 economic concepts: scarcity, opportunity cost and trade-offs, productivity, economic institutions and incentives, exchange, money, and interdependence, markets and prices, and supply and demand. The students view their community through an economic perspective. It also allows them to become involved with their community marketplace in "The Community Publishing Company." Lessons integrate	1989 1989	3 3

			language arts, math, and social studies. Recommended for grades 3-6.		
9.3 NCEE	National Council on Economic Education	ECONOMIC EDUCATION EXPERIENCES OF ENTERPRISING TEACHERS Vol.26-31 and Samples of Original Projects	The reports published in these books are condensed versions of original projects of winning entries from the National Awards Program for the Teaching of Economics. Original projects for some units are available, e.g.: Planet Econ: An Out-of-this World Economic Adventure Gr.2-3 Buddy Cone Company Gr. 1 Gridiron Gambit II Gr. 4-5 Recommended as a teacher resource for teaching unit ideas.		
9.3 NCEE	National Council on Economic Education	ECONOMIC EDUCATION PROJECTS (Abstracts from 1979-80 Competition)	Samples of innovative and imaginative units in economics. Recommended for grades primary to college.		
9.3 NCEE	National Council on Economic Education	FINANCIAL FITNESS FOR LIFE: TEACHER GUIDE (GRADES K-2)	This revised and updated version of Pocketwise provides an enhanced learning system for personal finance economics education that appeals to young children at all learning levels. Includes 16 creative lessons with background information, preparation material, student activities, and assessments to promote active learning. An illustrated storybook highlights topics in each lesson.	2001	2
9.3 NCEE	National Council on Economic Education	FINANCIAL FITNESS FOR LIFE: STUDENT GUIDE (GRADES K-2)	This revised and updated version of Pocketwise provides an enhanced learning system for personal finance economics education that appeals to young children at all learning levels. Includes 16 creative lessons with	2001	2

			background information, preparation material, student activities, and assessments to promote active learning. An illustrated storybook highlights topics in each lesson.		
9.3 NCEE	National Council on Economic Education	FINANCIAL FITNESS FOR LIFE: PERSONAL FINANCE PARENTS GUIDE (K-5)	Help students apply economics and decision-making skills to the real world of learning and spending an income, savings, using credit, and managing money.	2001	2
9.3 NCEE	National Council on Economic Education	FINANCIAL FITNESS FOR LIFE: TEACHER GUIDE (GRADES 3-5)	This substantial revision of <i>Smart Spending and Saving</i> contains 15 action oriented lessons where students make strategic decisions about earning an income, saving and spending money, using credit, and budgeting. A student activities packet is also available to accompany the set of lessons.	2001	2
9.3 NCEE	National Council on Economic Education	FINANCIAL FITNESS FOR LIFE: STUDENT GUIDE (GRADES 3-5)	This substantial revision of <i>Smart Spending and Saving</i> contains 15 action oriented lessons where students make strategic decisions about earning an income, saving and spending money, using credit, and budgeting. A student activities packet is also available to accompany the set of lessons.	2001	2
9.3 NCEE	National Council on Economic Education	INTERNATIONAL NEWS JOURNAL	The <i>International News Journal</i> helps students become aware of the world around them as they study trade relationships between the United States and Japan, Brazil, Egypt, France, China, Mexico, and Kenya. Students study the world around them as they research and write articles for a news journal, form a classroom corporation, and they market and sell their product to the community. Families and members of the business community are actively involved in the teaching-	1992	4

			learning process. Recommended for grades 5-7.		
9.3 NCEE	National Council on Economic Education	IN THE MARKETPLACE	The overall theme of these lessons is the world economy. They stress the magnitude of trade and the interrelatedness of people throughout the world. Recommended for grades 5-7	1990	C1
9.3 NCEE	National Council on Economic Education	KINDERECONOMY	<i>KinderEconomy</i> , a complete interdisciplinary program of action, simulation, and participation, is designed to introduce basic economics concepts -- scarcity, opportunity cost, production, distribution. The program provides students with countless opportunities to make decisions and then bear the consequences of their actions. The program culminates with the establishment of a business venture, integrating all the concept learned. The <i>Teacher Resource Manual</i> contain step-by-step lesson plans plus games, learning centers, bulletin boards, worksheets, tests, transparencies, and market surveys. Recommended for students in the primary grades.	1992	1
9.3 NCEE	National Council on Economic Education	PERSONAL FINANCE ECONOMICS K-2: POCKETWISE	Lessons are divided into four parts: money management, spending, saving, and credit. The 14 lessons provided focus on personal finance and money management and may be taught as a complete unit or as independent lessons. Each lesson provides several activities that permit the teacher to select the most appropriate teaching strategy. Each lesson is divided into four parts: FOCUS presents objectives, background info, and concepts from personal finance and economics, PREPARE gives a list of materials needed, TEACH is the core of the lesson, and CONNECT suggests optional	1996	3

			activities which integrate personal finance with other subject areas.		
9.3 NCEE	National Council on Economic Education	PERSONAL FINANCE ECONOMICS 3-5: SMART SPENDING AND SAVING	Unit plans and activity sheets provided which employ economics to demonstrate how children can effectively prioritize the staggering array of choices facing them when making decisions. This material responds the question: how can students use economic knowledge to make better decisions in real-world situations in which they participate as spenders, savers, borrowers, and managers of money? Active learning is used in situations that they face in everyday life and follow-up activities with parents reinforce at home the skills and understandings learned in the classroom. Recommended for students in grades 3-5.	1996	3
9.3 NCEE	National Council on Economic Education	STRATEGIES FOR TEACHING ECONOMICS (Primary Level Grades 1-3)	This guide is designed as a resource which provides detailed classroom lessons illustrating tested ways in which these concepts can be taught at different levels of difficulty. It focuses on activities for the following concepts: scarcity, choice-making, opportunity costs, resources, specialization, division of labor, and exchanging goods and services.		
9.3 NCEE	National Council on Economic Education	STRATEGIES FOR TEACHING ECONOMICS (Intermediate Level Grades 4-6)	Each lesson in this resource guide is self-contained and ready for teaching, but can be readily modified to fit individual classroom needs. The concepts chosen for emphasis are: Scarcity, Opportunity Cost, Property and Economic Systems, Demand and Supply, Competition vs. Monopoly, Money and Banking, and Inflation and Deflation.	1978	2
9.3	National Council	TEACHING	This guide demonstrate ways to teach the economic	1993	4

NCEE	for Economic Education	STRATEGIES: K-2 Master Curriculum Guides in Economics	concepts recommended by <i>Economics: What and When</i> for grades K-2. Part 1 shows how goods and services satisfy all peoples's economic wants. Part 2 introduces students to the world of work, showing them the role of workers in providing goods and services that people want and demonstrating how different resources require all people to make choices, which always result in an opportunity cost. In Part 3, students become aware of a world of scarcity and the need to make choices. Part 4 teaches specialization and interdependence. Part 5 shows how consumers and producers are brought together through exchange, and students learn about the role of money in exchange. The final two lessons, in Part 5, review the concepts from earlier lessons.		
9.3 NCEE	National Council for Economic Education	TEACHING STRATEGIES: 3-4 Master Curriculum Guides in Economics	The instructional activities in this guide engage students in a wide variety of activities. In small groups they role play, produce bookmarks, and make decisions. They have opportunities to interview adults, perform services for their families, do independent research, conduct experiments, and perform in skits. As a class they take part in a trading activity, engage in a classroom competition, and take part in a simulation. Discussion, reading, and writing clarify and reinforce the concepts that the activities are designed to teach.	1993 1994 1996	1 1 1
9.3 NCEE	National Council for Economic Education	TEACHING STRATEGIES: 5-6 Master Curriculum Guides in Economics	This master curriculum guide is for grade 5-6 students who are beginning to think about their place in the world as future wage earners, consumers, and voting citizens. They are increasingly able to compare things and evaluate them by certain criteria. Lessons tap their	1993 1994	1 1

			keen interest in business through production activities, role plays, and market simulations. They also encounter models, flow charts, and graphs.		
9.3 NCEE	National Council for Economic Education	WORK, HUMAN RESOURCES, AND CHOICES: Teacher Resource Manual	This unit emphasizes three main themes: Human Capital, Decision Making, and Participation in the Economy.	1992	1
9.3 NCEE	National Council for Economic Education	YOU CAN BE AN INVENTOR: HUMAN CAPITAL AND ENTREPRENEURSHIP Teacher Resource Manual Student Activities	By studying invention and inventors, students learn the significance of decisions, how they are made, and what influences them. The human capital concept for this intermediate level highlights the similarities among people and identifies capabilities of successful people that can be developed by the at-risk student.	1992 1992	3 6
9.3 NCEE	National Council for Economic Education	ECONOMICS FOR KIDS 1993-1996		1993- 1996	1
9.3 NCEE	National Council for Economic Education	ECONOMICS AND THE ENVIRONMENT		1997	3
9.3 NCFC	National Council of Farmer Cooperatives	TAKING CARE OF BUSINESS: EDUCATIONAL UNITS FOR GRADES 3-7	<i>Taking Care of Business</i> is a multi-media educational program designed to introduce young people to organizations that serve their communities. The video describes four types of businesses, examines the similarities and differences among business forms, and demonstrates how each form satisfies people's needs for products and services. The accompanying written	-----	1

			materials discuss businesses, government, and community service. The materials included in the program provide an effective framework for economics, social studies, language arts, and basic mathematics.		
9.3 NSCEE	National Schools Committee for Economic Education, Inc.	INTRODUCING ECONOMICS	The portfolio includes three kits to be used in sequence by a teacher with little or no exposure to economics: -The Economic Story of Man -The Customer is Boss -America's Wheel of Economic Progress Recommended for grades 4-6.	1984	1
9.3 NSCEE	National Schools Committee for Economic Education, Inc.	MINDING MS. B'S BUSINESS	A student workbook about the processes involved in setting up a business. Each economic concept is briefly explained and is followed by written activities. Recommended for grades 4-6.	1988	1
9.3 NSCEE	National Schools Committee for Economic Education, Inc.	YOU CHOOSE	A student workbook with brief explanations of economic concepts followed by written activities related to concept. Recommended for grades 4-6.	1984	1
9.3 NSCEE	National Schools Committee for Economic Education, Inc.	INTRODUCING THE WORLD OF WORK		1977	1
9.3 P	Pratt, Robert and Joan O'Bannon	ELEMENTARY ECONOMICS GRADES 1-6: A GUIDE TO CONCEPTS, ACTIVITIES, AND RESOURCES	This guide features economics as a part of a larger social studies whole. The following economic ideas are developed in each of the 1-6 grade levels: Economic Institutions, Scarcity, Choice and Decision-Making, Specialization, and Economic System	1987	2

9.3 P	Puckett, Elizabeth	LAST ONE IS A ROTTEN EGG – Grades K – 2	This module focuses on the concepts of scarcity, choice, and opportunity cost.	1976	2
9.3 P	Puckett, Christine and James Curry, Jr.	TRANSPORTATION IN A CHANGING SOCIETY	The concept that is developed in this module is the relationship between transportation and trade. Many of the activities suggested are research oriented. Recommended for grades 4-6.	1974	1
9.3 RICEE	Rhode Island Council on Economic Education	ELEMENTARY LESSON PLANS K-6	<p>Lessons are designed to be integrated into curriculum areas, especially language arts and social studies. Time needed for primary lessons is 30 minutes and 45 minutes for 4-6.</p> <p>CONCEPTS COVERED IN</p> <p>Grade K: Scarcity, Exchange, Money, and Interdependence, Opportunity Cost and Trade-Offs, Markets and Prices</p> <p>Grade 1: Scarcity, Exchange, Money, Interdependence, Opportunity Cost and Trade-Offs</p> <p>Grade 2: Scarcity, Opportunity Cost and Trade-Offs, Productivity, Exchange, Money, and Interdependence, Competition and Market Structure, Role of Government</p> <p>Grade 3: Scarcity, Exchange, Money, Interdependence, Opportunity Cost and Trade-Offs, Productivity, Competition and Market Structure, Role of Government</p> <p>Grade 4: Scarcity, Opportunity Cost and Trade-Offs, Productivity, Economic Institutions and Incentives, Exchange, Money, and</p>	1988	2 each per grade level

			<p>Interdependence, Supply and Demand, Absolute & Comparative Advantage, Barriers to Trade</p> <p>Grade 5: Scarcity, Opportunity Cost and Trade-Offs, Productivity, Economic Systems, Economic Institutions and Incentives, Exchange, Money, and Interdependence,</p> <p>Markets and Prices, Supply and Demand, Absolute & Comparative Advantage, Barriers to Trade, Economic Systems, Competition and Market Structure, Role of Government, Unemployment, Profit, Unemployment</p> <p>Grade 6: Scarcity, Economic Institutions and Incentives, Exchange, Money, and Interdependence, Unemployment, Opportunity Cost, Productivity (specialization of labor, inventions), Economic Systems, Markets and Prices, Competition and the Market Structure, Role of Government, Unemployment, Absolute and Comparative advantage and Barriers to Trade</p>		
9.3 S	Schug, Mark C.	ECONOMICS FOR KIDS (Ideas for Teaching in the Elementary Grades)	This book is a starter kit and guide for teaching economics. Each lesson teaches a particular economic concept or process and can be completed in one or two days. It also includes four simulations. Recommended for grades K-6.	1986	3
9.3 S	SEER (Solutions for Economic Educators	SCENIC VIEWS & THINGS WE USE: A WORKSHOP FOR	This is a workshop collection with disks that contains materials and presentations needed for a two and a half hour workshop designed to show intermediate grade	2001	C1

	Requested)	SEAS, TREES, AND ECONOMIES	school teachers how to integrate Economics into their Social Studies curriculum.		
9.3 S	Skeel, Dorothy	SMALL-SIZE ECONOMICS Lessons for the Primary Grades	<i>Small-Size Economics</i> presents economic concepts in relation to topics taught in the lower grade levels. ie. The lesson related to wants and needs can be used in the context of family. There is a variety of teaching strategies...role playing, manipulatives, etc. Recommended for grades K-3.	1988	3
9.3 SCEE	St. Cloud State University Center for Economic Education	TEACHING ECONOMICS EFFECTIVELY Level 1-2, 5-6	Three teaching units based on the following generalizations: 1) scarcity, 2) choice-making, 3) opportunity cost, 4) labor as a force of income, 5) relationship between specialization with productivity and interdependence, and 6) the need for an efficient exchange mechanism (barter and money). Included are activity materials and evaluation materials ready for duplication.	1979	1 each
9.3 S	SPEC Publishers (1993 Edition)	ECONOMICS AND CHILDREN'S LITERATURE	This manual was written to satisfy the needs of both economic educators and elementary teachers in working for the common goal of literacy. It uses 45 commonly read children's fiction and nonfiction books in grades 1-3 and 4-6 as a basis for teaching basis economic concepts of: scarcity, opportunity cost, resources, costs and benefits, entrepreneurship, productivity, competition, barter, and many more.	1993	2
9.3 S	SPEC Publishers (1994 Supplement)	ECONOMICS AND CHILDREN'S LITERATURE	This resource manual uses 15 commonly read children's fiction and nonfiction books in grades 1-3 and 4-6 as the basis for teaching basis economic concepts of: scarcity, resources, interest, investment in human capital, specialization, barter, and more.	1994	4

9.3 S	SPEC Publishers - Supplement 2 (1998)	ECONOMICS AND CHILDREN'S LITERATURE	This manual was written to satisfy the needs of both economic educators and elementary teachers in working for the common goal of literacy. It uses 45 commonly read children's fiction and nonfiction books in grades 1-3 and 4-6 as a basis for teaching basic economic concepts of: scarcity, opportunity cost, resources, costs and benefits, entrepreneurship, productivity, competition, barter, and many more.	1998	C1
9.3 S	SPEC Publishers – Supplement 3	ECONOMICS AND CHILDREN'S LITERATURE – STORYBOOKS FOR PRIMARY GRADES	The lessons in this guide are especially designed for use with young children in the primary grades. These children usually have short attention spans and need to be actively involved in the learning process. For these reasons the lessons in this book were planned so teachers can present economic concepts found in popular primary storybooks in an active-learning environment.	1998	1
9.3 S	SPEC Publishers	PERSONAL FINANCE AND CHILDREN'S LITERATURE: For the 1-3 Classroom		2001	1
9.3 S	Stavros Center for Free Enterprise and Economic Education	CRITICAL THINKING ACTIVITIES IN ECONOMIC EDUCATION: E=c.t.s.	This guide is organized around six critical thinking skills linked to appropriate economic concepts and some activities to reinforce the skills. The curriculum guide promotes problem solving skills, decision making skills, creative thinking, life long learning, reasoning and visualization through economic concepts in math, reading, and writing. The modules are: Scarcity and Choice = Problem Solving; Understanding Opportunity	1992	1

			Cost = Decision Making; Economic Models = Organizing and Processing Information; Understanding The World Today = Changing the World Tomorrow; Efficient Use of Resources = Learning How to Learn; and Everything is Economic = Discovering Rules and Principles. Recommended for grades 4-8.		
9.3 S	Stavros Center for Free Enterprise and Economic Education	LEARNING COOPERATIVELY THROUGH ECONOMIC EDUCATION	This curriculum guide identifies the elements of cooperative learning by utilizing a variety of concepts and economic issues. Students in the middle grades work together to solve financial problems and make economic decisions. Strategies such as the Circle of Knowledge and Team Learning are employed to infuse economic education into other disciplines. Recommended for grades 4-8.	1992	1
9.3 S	Stavros Center for Free Enterprise and Economic Education	THIS LITTLE PIGGY WENT TO MARKET AND OTHER TALES OF ECONOMICS...A Resource Guide for Using Children's Literature to Teach Economic Concepts	The lessons in this guide use a whole language approach to teaching children about economics. Activities are designed to start with the students' experiences and knowledge and to help them to see the bigger picture as well as the application of some of the detailed, newer concepts. The activities are also sequenced to develop students' potential by leading them through several different types of thinking important to understanding the concepts presented. It includes an annotated bibliography of K-3 books with economic concepts. Recommended for grades K-3.	-----	2
9.3 S		BRIGHT IDEAS: A Resource Manual for Teaching Innovation and Entrepreneurship		1992	1

9.3 V	Varney, Noreen	BANKING JUST FOR KIDS	In this book, teachers will find information needed to prepare their students to build and maintain a bank and store in their class. Students learn about money and the skills of identifying, counting, and determining values of money. They also learn about budgets, that banks help people manage money, checking accounts, and the skills of using a checking account. Students cooperatively plan how they will get and spend their money and plan, build and operate their bank and store. It includes book lists for teachers and students, a resource list for manipulatives and games, and a community resource list for Hawaii.	1994	2
9.3 VCEE	Virginia Council on Economic Education	ADVENTURES IN ECONOMICS AND U.S. HISTORY		2001	C1
9.3 WCEE	Washington Council for Economic Education	THE BOOK COMPANY	In this teaching unit, the students write and illustrate stories, assemble their work into a classroom book, then sell copies of the book to family members and friends. Throughout the unit, the pupils have an opportunity to practice and strengthen skills from a variety of disciplines including language arts, math, art, and social studies. The Book Company includes three educational computer software programs to enhance the economics instruction and to demonstrate how computers can increase productivity. Recommended for grades 4-6.	1986	2