



POWELL CENTER FOR
ECONOMIC LITERACY

Curriculum

FIFTH GRADE: The World - Past and Present

Curriculum: A chronological study of ancient civilizations of the world, including geography, history, and culture, with tie-in to modern day countries.

Introduction: People and the Earth

Define components of a civilization

History - offers clues to the way people live

Technology - tools and their use

Economy - ways to make, buy, sell, and trade in order to get what one needs and wants

Government - necessary to solve problems and make choices

Geography - its effect on the economy of an area

Arts - trade and exchange of literature, music, sculpture, and jewelry of a people

Sociology - behavior influenced by heritage and unwritten rules of behavior

People and Land

Environment affects how and where people live

Settle near water, rivers, and along the coasts to enable farming, trading, and transportation

Land use affects the number of people in a region

Resources affect how the land is used

Geography of the Middle East

Crossroad of trade between Africa, Europe, and Asia

Key role in the spread of material goods and ideas between countries

Wealth from oil cultivates the desert

Import food to support growing populations

Resources of area may be source of conflict between competing groups

A Civilization Begins in Mesopotamia

“Fertile Crescent” - cradle of civilization between the Tigris and Euprates Rivers



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in present day Iraq.

Hunting and gathering

Development of agriculture - basis of village life and culture

Domestication of plants and animals

Trade for obsidian

Jericho - important trading center of Middle East

Sumer

Invention of wheel and wheeled cart

Control environment through canals, dikes, shaduf -- provide jobs

Growth of city-states

Division of labor - due to surplus provided through agriculture

Leisure time now available

New ideas and inventions - acre, quart, large reed boats with sails

Copper - first metal from Turkey

Bronze - stronger tools and weapons

Trade encourages invention of "cuneiform" - writing

Beginning of history

Clay tags with cuneiform label contents and ownership of bags and baskets

Import wood and stone

Scribes - record keepers

Ziggurats

Home for gods

House community activities

Craft shops

Important part of Sumerian economy

Four social classes based on jobs

Use of silver for payment

Women allowed to own property and start a business

Slaves buy freedom

Ur-Nammu charges fines for punishment

Sumerian wealth of resources causes conflict with neighbors

Ancient Egyptians Bring Life to Desert

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Similar to Sumer in many ways
Agriculture and irrigation
Domestication of animals
City-states
Rivalry for resources
Trade surplus brings luxury and wealth to Egypt
Invention of paper (papyrus)
Use of natural resource (stone) for pyramids
Rise of middle class (traders, scribes, pharaoh's workers)
Social unrest - first strike in 1170 B.C.

World Paths Cross in the Middle East

Add symbol of "0" to our number system
Ancient farming methods limit efficiency of agriculture
Bedouins migrate to cities for work
Rising population in cities causes lack of food, housing, jobs, poor sanitation,
rise in fighting and crime

Geography of Europe

Wide variety of natural resources - coal, fertile land, mild temperature
Most densely populated continent with travel between countries easy
Meet each other's needs for trade and idea exchange
Competition for land causes frequent invasions and wars
Exports beyond the continent

Greece Introduces New Ideas

Mountains and sea affect history and trade of this country
Expert fishermen, traders, and sailors due to location on the Mediterranean Sea
Colonies a result of lack of fertile farmland
Town grows around acropolis to form cityAgora – marketplace
Greeks get alphabet from the Phoenicians
Colonies provide space for expanding population - Greek civilization expanding
Sparta not allowed to visit or trade with other regions
Athens

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Slaves do most of work allowing citizens to spend time on public affairs

People given opportunities for making decisions

“Golden Age of Pericles”

Sea trade encouraged

Small salary paid to jurors

Jobs increase through building of Parthenon and other public buildings

Rome Governs an Empire

More tillable soil and fewer good harbors lead to development of private ownership of land

Sea trading Etruscans rule early Rome and introduce ideas from Greece, Asia, and the Middle East to the Latins

Punic wars with Carthage for sea rights to the Mediterranean

Romans collect taxes from Roman provinces and encourage trade with **Rome** in exchange for protection

Defenseless people welcome the Romans, hoping to become more prosperous and secure

Patrician families compete for power by promising land and help to the common people

Julius Caesar promises:

Land to landless and grain to hungry

Jobs to poor people

Augustus Caesar - “Golden Age of Rome”

Carefully chose people to fill government jobs

Fair taxes

Made improvements in Rome and provided jobs while making Rome more beautiful

“Pax Romana” - 200 years of peace

Rome rich due to taxes and trade within the empire

Jobs increase through construction of public buildings, aqueducts, paved roads

Fall of Rome influenced by:

Defense of empire costly

Rising taxes

Rise in cost of food and goods

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Middle Ages Brings Changes to Europe 500-1500

Charlemagne encourages learning for all classes.

Vikings plunder churches and homes - later become traders and contribute knowledge of trade routes and sailing to people they meet – also become explorers and colonists

Crusades - “Holy Wars” - lead to:

Discovery of spices and silks from the East
Increased demand for goods in Europe, and
Encouraged growth of trade which helped cities grow.

Feudalism - loyalty, farmland, and service given in exchange for protection from the feudal lord. Society organized into:

Classes - king, nobles, vassals, serfs;
Villages are self-supporting - make and trade necessities;
Little travel or trade beyond the manor;
New farming methods (fallow) and tools (plow) help farmers grow more food;
Powerful kings increase trade, population and the standard of living.

Monastery or convent like a small village

Monks decorate and copy books

High church officials own land

Building of a cathedral a community activity - rich pay, poor give labor -entire town takes pride

Rise of cities, after 1000 A.D., results from:

People growing more food, safer travel, increased trade, and towns growing into cities,

Merchants looking for safe places on or near trade routes,

Craft workers seeking wider markets for their skills,

Rise of bourgeoisie (middle class),

Establishment of guilds - craft organizations which:

Set prices, standards, ensure quality, and Discourage competition.

Rise of Nation-states characterized by:

Paid government officials,

Citizens thinking of themselves as members of a single country,

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Support of merchants and middle class (need safe trade),
Encouragement of merchants (taxes on trade and business pay for
government).

Renaissance Begins Modern World 1400-1600

Rebirth of the learning of ancient Greece and Rome.
Starts in Italy due to geography (Mediterranean Sea) and its advantage in sea
trade between Europe and Middle East.
Independent city-states controlled by wealthy “merchant princes.”
“Patrons” encourage artists, writers, and scholars and support them financially.
Changes in warfare and politics occur at end of Italian Renaissance:
Use of mercenaries (paid soldiers),
Money important for nation’s military power.
Discovery of new routes to Asia and the Americas by Spain and Portugal
in 1490’s brings sharp decline in Italy’s trading wealth.
Silver and gold from the Americas make Spain very rich; trade with Asia does the
same for Portugal.
Spain and England vie for control of seas:
Defeat of Spanish Armada weakens Spain;
England proves to be a powerful nation.
Elizabeth Tudor is Queen of England:
Reign called “Golden Age.”
England gains in wealth and power. Trade, business, and exploration
encouraged.

Europeans Adjust to New Ideas:

Industrial Revolution begins in Great Britain:
Iron used to make machinery parts
Coal burned to provide energy
Cottage industries spread.
New machines make textile industry more efficient, productive.
Factories’ growth leads to:
Population shift from country to city,
New means of transportation,

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Poor working conditions and child labor.
Positive results of Industrial Revolution:
Gap lessened between rich and poor
More opportunities for advancement of poor
Strong middle class.

Japan, China, India Unit

Students fill in a 3-D geographical map (from Afganistan in the west to Japan in the east)
Mark features-rivers, deserts, crops
Place Names
Religion
Industries
Capitals

Archaeology Themes

Components of "culture" defined and identified
Entire 5th grade participates at one time

Math: Stock Market Game

Fifth grade plays ten-week game through math classes.
Teams of 2-3 students start with \$100,000 (imaginary money) to purchase stocks.
Students use stock listings from daily newspaper to follow stocks.
Students receive weekly computer printout of portfolio and standing relative to peers.
Students work with terms such as stock, dividend, shares, broker, broker's fee, shares traded, gain/loss.
Recognition given to winners in geographic region at end of game.



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SIXTH GRADE: Geography, Economics, and International Relations

Two semesters. The study of world geography, economics, and international relations. This course emphasizes the interdependence of the countries of the world as well as their cultural, economic and political differences.

First Three Weeks

Introduction of geography and economics

Remainder of Year

An overview of all the countries of the world from a geographical, economic, political, and cultural perspective.

Text Used

World Geography, People and Places, Armstrong and Hunkins, Merrill Publishing, 1994

Teaching Around the World - Introducing Economics into the Middle School Curriculum,

Harlan R. Day, Indiana Department of Education 1993.

Economic Materials

“Kingdom of Mocha,” “Return to Mocha,” and “Chickenomics” videos

Used as a springboard to discussions on economic terms and theory.

“The Stock Market Game”

Used as a springboard to discussions of companies, how they are formed, stockholder, etc.

“The Baseball Game”

Used to illustrate scarcity and inflation.

Objectives

Students will be able to:

Define and discuss economic terms.

Compare and contrast the advantages and disadvantages of different economic systems.

Discuss the importance of international trade and the interdependence of the countries of



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the world.

Economic Concepts

Gross National Product - Students learn that GNP is the total market value of all final goods and

services produced during a specific year.

Capitalism - Students learn that capitalism is an economic system based upon private ownership and use of the means of production and distribution.

Communism - Students learn that this is a system of government in which an authoritarian party controls the political, economic, cultural, and social life of the people; its economic system is one in which society as a whole owns all means of production and distribution and controls the exchange of goods.

Socialism - Students learn that this is an economic system in which government owns and controls production and distribution of goods in part.

Comparative Advantage - Students learn the principle that trade is beneficial to parties when each of them can provide a good or service that the other wants at a lower opportunity cost than the trading partner.

Exchange Rates - Students learn how the value of a foreign currency is determined, by the supply of and demand for that currency.

Quotas and Tariffs - Students learn the difference between a quota and a tariff.

Scarcity - Students learn that natural resources are finite and not evenly distributed among the different geographical regions of the earth.

Wants - Students learn to explain wants in terms of how a culture defines and distributes wealth and necessities.

Choice - Students learn the meaning of opportunity cost as well as monetary cost when making choices. Students learn the difference between trade-offs and opportunity costs.

Producer - Students learn that a producer has to make three basic economic decisions: what to produce?, how?, and for whom?

Consumer - Students learn how consumers affect demand by the way they spend their money in the marketplace; that dollars vote.

Specialization/Division of Labor - Students learn how trade relates to division of labor in a culture.

Trade - Students learn the advantages of exporting and importing.



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Goods and Services - Students learn the demand for different goods and services varies from

culture to culture.

Money - Students learn the characteristics of money - that it is easily transported, divisible, generally accepted, usually stable in value, difficult to reproduce, and easy to store or save. Students learn how the use of money facilitates exchange and saving when compared to barter.

Income - Students learn to identify the uses of family income: to pay for the basic needs of the family, individual and family wants (utilities, insurance, recreation), taxes (which pay for things to be bought collectively), and savings.

Saving - Students learn to explain how capital is obtained.

Natural Resources - Students learn to identify the natural resources of a country or region and to explain how the wealth of a country is determined by its natural resources.

Interdependence - Students learn to explain how interdependence varies among cultures.

Competition - Students learn how competition forces a seller to use productive resources as efficiently as possible and pass the benefits of such efficiency on to the consumer in the form of both better price and quality. Students discuss the difference between competition and a monopoly.

Taxes - Students learn to name several kinds of taxes.

Property Ownership - Students learn that not all cultures of the world allow people the right to private ownership of property.

Technology - Students learn how the level of technology and specialization determines a country's productivity.

Business (Capital) - Students learn that business investments are financed by savings or borrowing. Students learn the differences between starting a business by selling stock (capital) and obtaining a loan (debt).

Capital - Students learn the meaning of capital - human capital, financial capital, capital goods - and its role in the production of goods.

Labor - Students learn to distinguish between labor and management.

Factors of Production - Students will be able to classify decisions and raw materials as either land, labor, capital, or entrepreneur.

Profit/Loss - Students learn the meaning of profit and loss. Students learn that businesses from which

people do not choose to buy goods or services will go out of business.

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Demand - Students learn that demand is the number of goods people will buy at a certain price. Students see the difference between demand and supply by plotting the curves on a graph. Students learn to predict how changes in price affect the quantity of goods demanded.

Allocation - Students learn different strategies for deciding how to allocate scarce resources.



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SEVENTH GRADE - American History

Curriculum: A survey course of American history from the Revolution through the present.

The Road to Rebellion

New British policies restrict trade:
2nd Bank of U. S., 1816
Protective Tariff, 1816

Age of Jackson

Tariffs of 1828 and 1832
2nd Bank of U.S. charter vetoed:
Pet banks
“Specie Circular”
Land speculation

Panic of 1837:

Prices dropped
Business slowed
Workers lost jobs
Fewer goods sold
Businesses failed

Sectionalism and the Coming of Civil War

Economic differences between North and South:
Industry vs. agriculture
Hired workers vs. slave labor

Westward expansion:

Land is a resource
Gold is discovered

Rise of industry stimulated by inventions:

Textiles - factory system
Whitney - cotton gin
McCormick - reaper
Goodyear - vulcanization process

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Morse - telegraph
Howe - sewing machine
Fulton - steamboat.

Civil War and Reconstruction

Wartime finance:

1st American income tax
“Greenbacks” - fiat money
Banking Act - 1863

Economic Results:

Industry of the North prospered - immigrants continued to come to work in factories.

Agriculture of South - land devastated and great loss of goods and services that could have been produced by those at war.

The Age of Big Business

Industrial Growth:

Natural resources
Labor supply
New inventions
Free Enterprise System
Supply and demand
Entrepreneurs
Capital

Industrial Grants Emerge:

Railroads
Oil
Steel
Meat Packing
Corporations
Trusts
Monopolies

Business and Government

Rise of American Labor

Knights of Labor
American Federation of Labor
Strikes

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The Effect of WWI on Industry and Agriculture

1920's

Boom Economy:
Growth of industries
Consumer goods
Advertising
Stock Market
Multiplier Effect
American Business and Labor
American Plan
Phases of a business cycle:
Peak, recession, trough, recovery

1930's

The Great Depression:
Installment plan
Buying stock "on margin"
Stock market crash
Hoover and indirect relief
Roosevelt and direct relief/New Deal

WWII

Effect of War on the Economy:
Women in the labor force
Price controls and rationing
Financing the War
From War to Peace:
Peacetime production
Inflation
Labor

1960's, 70's, 80's

Wage - price guideposts
Stagflation
Energy crisis and deregulation

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Inflation
“Windfall profits” tax
“Reaganomics”
Reducing the deficit
Balance of trade
Failure of Savings and Loans
International Economics
NAFTA



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EIGHTH GRADE: Ancient Civilizations

Two Semesters. Prehistory, the four River Valley Civilizations: the Aegean Civilizations, Greek and Roman Eras: Foundations for Medieval Society-emphasis on archaeological evidence.

Archeology - A complex field that mirrors society:

- Competition - For financial support and land uses to excavate and preserve sites
- Scarcity - Of undisturbed sites in U.S.A., of archaeological techniques, of equipment: flotation, probes, transits, dendrochronology, carbon 14 dating
- Specialization - Field divided into historic, prehistoric, paleontology
- Division of Labor at Dig - Site supervisor, director, specialists, workers
- Interdependence - Of property owners, archaeologists, conservators, historians, sponsoring institutions.

Aegean Civilization

Minoan

Utilization of natural resources: Island geography means land and resources are scarce. Marine life resources cleverly utilized.

Innovations - Shipbuilding, navigation skills open new markets for exchange of pottery, jewelry, art work. Market economy based on supplying transportation service to meet demand for foodstuffs and products from Egypt, Mesopotamia, India.

Competition - Land based Mycenaean emulated Minoan economics and supplanted them in trade dominance.

Mycenaean

Utilization of natural resources - Mainland society used mountain mineral deposits as medium of exchange during a time when bronze was the most desired material for tools and weapons.

Economic growth - expanded Aegean markets through conquest (Trojan War)

Economic stratification of society at the top: King Agamemnon of Mycenae, King Nestor of Pilos, King Menelaus of Sparta could afford elaborate



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decorated palaces, beehive tombs, extensive inventory of furnishings and slaves.

Taxes created archival records on clay tablets.

Innovations in weaponry help maintain economic dominance, e.g. Figure eight shields.

Economic decline brought on by invasion by iron armed Dorians, Internecine

Wars over control of productive resources.

Greek

Hellenic - Post Dark Ages (1100-776 B.C.)

Trade - Flowering of culture coincides with reemergence of trade.

Utilization of factors of production - City-states' cooperation leads to first Olympic Games (776 BC).

Specialization - Navy critical to political and economic independence.

Innovations - Democratic form of government fosters economic growth, market economy, reduces power of nobility.

Development of the Greek Trireme, a sleek war vessel.

Competition - Successful defense of Hellenic economic interests results in Persians' defeat 490-479 B.C.

Factors of production - Used to develop, build, man and train crews and ships (triremes). Power of nobility declines as trade-based middle class wealth increases.

Market economy - Top priority given to meeting demand for goods and services.

Hellenistic

Interdependence - Alexander the Great campaigns to unite economies of East and West through conquests.

International trade - Greek philosophy, art, drama, language, poetry, science disseminated into each of the Kingdoms which follow the death of Alexander the Great. Influence spreads from Greece to India.

Competition - Alexandria in Egypt, home of the Ancient World's greatest library, supplants Athens as hub of economic, political, scientific, philosophical life.



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Roman Era

Roman Republic

Competition-Formation of Latin League to protect economic interests on Italian peninsula and to gain more natural resources.

Innovation - To enlarge economic base - Romans adopt naval warfare in order to seize

Sicily (grain producing island) from Carthage.

Specialization - Military units - legion, centurion, to maintain control of expanding territories.

Roman Empire

Competition - Eliminated conquering all lands around Mediterranean Sea (Mare Nostrum)

Consumption - Rome and its citizens become the ultimate consumers: grain from Egypt, minerals

from Spain, wood and furs from southern Europe, slaves and ebony from Africa.

“Might makes right” - economic approach.

Inflation.

Beginning of Empire

New found wealth from so many territories creates a large supply of money.

Increased demand for goods and services drives up prices: inflation

False prosperity masks underlying weakness of economic system - slave labor.

End of Empire:

Economic destruction

Increased attacks on frontiers

Economic drain to maintain defensive army

Upper classes' (emperor, his court, government officials) lavish lifestyles

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Loss of key territories

Destructive monetary and fiscal policies of devaluation of money (price freezes, wage freezes, job freezes)

Breakdown of all aspects of economic system - production, distribution, consumption

Sophisticated production, distribution, consumption replaced by barter, home industries, lowered standard of living.

Grenville Acts:

Proclamation Line of 1763

Stamp Act - 1764

Sugar Act - 1765

Townshend Acts

Monopoly granted to East India Tea Company

Intolerable Acts in response to colonists' boycott - effective economic protest

Boston Port Act

Quebec Act

Economic results of revolution:

Land gained for settlement.

American manufacturing stimulated and U.S. becomes leader in world trade as new markets are found in Europe

Government deeply in debt (\$80 million).

Inflation rampant.

Loyalists' property and businesses confiscated.

Confederation Period

Federal government very weak under the Articles:

Could not tax

Could not regulate trade among states.

Spain closed port of New Orleans to western farmers.

Britain interfered with American trade with British West Indies.

Shay's Rebellion - Pennsylvania farmers protest high state taxes.

The New Government under the Constitution

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Bank of the U.S. established
American debt paid
Protective tariff passed
Whiskey rebellion
American trade restricted by British and French impressment
 Jay Treaty
 XYZ Affair
Louisiana Purchase

Growth of Nationalism

Embargo Act of 1807
War of 1812:
 New England opposed war
 Hartford Convention
Madison's measures:
 Improved transportation