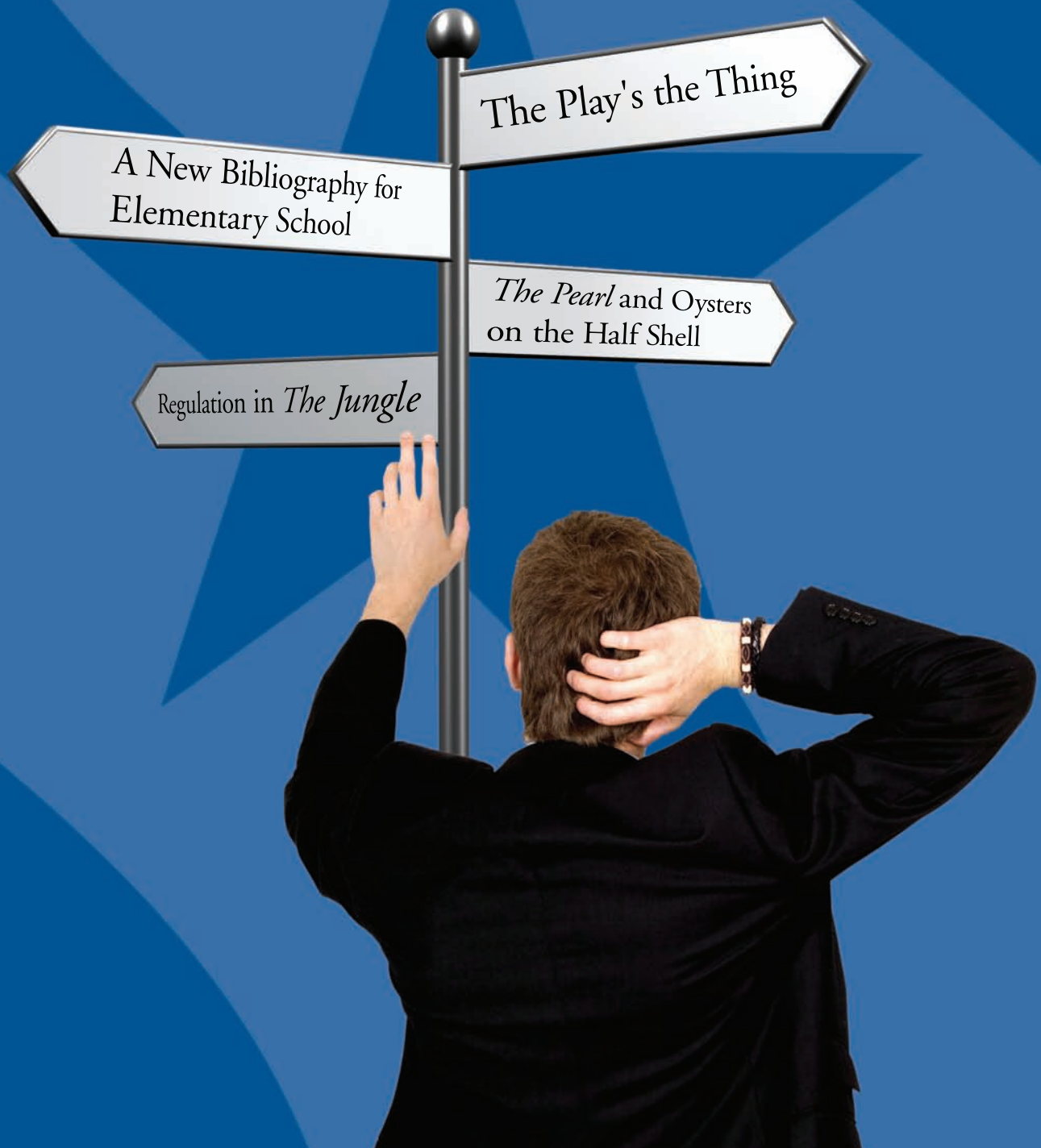


# ECON-EXCHANGE

volume 10 number 2 Spring 2007

[www.powellcenter.org](http://www.powellcenter.org)

*Using Literature to Teach Economics:  
Ways to take The Road Not Taken*



# Economics and Literature

*Two cultures? Literature and economics are not as far apart as you might think.*

— JOHN MCMILLAN, *Reinventing the Bazaar*

In his lead essay, Dr. Michael Watts demonstrates that authors from many different times and places, using a variety of literary genres, deal with economic concepts, issues and themes. In poetry, novels, and plays, Watts finds that literature connects with economics in memorable ways. And he finds no surprise in this. Literature and economics, he observes, often deal with the experience of everyday life. Dr. Watts' essay provides several examples of economic concepts woven into literature. Teachers at every level can enhance their students' economic understanding by incorporating literature into their economics lessons.



BARBARA SCHNEIDER

Employing children's literature is also an excellent way to introduce economics to elementary students. Allison Williams provides an annotated bibliography of recent books for children (in grades K – 5) that represent or dramatize economic concepts and themes. She has included key words for economic concepts and the appropriate level for the books—K-2 or 3-5 or both.

In a middle school lesson, Richard Waters explains how teachers may use John Steinbeck's famous novel *The Pearl* to introduce students to the complexities of the relationship between government and business. Similarly, Andy Lambertson explains how teachers may use Upton Sinclair's powerful novel *The Jungle* to introduce high school students to the changing nature of American political and economic structures in the early twentieth century.

Literature can provide powerful and memorable lessons in economic concepts and issues. Ezra Pound put it this way: Great literature is simply language charged with meaning to the utmost possible degree.

We hope you enjoy ECON-EXCHANGE. We welcome your response; please send us your ideas and tell us about your lessons. Understanding how incentives work, the Powell Center for Economic Literacy may even pay for your contribution.

ECON-EXCHANGE is a publication of the Powell Center for Economic Literacy. Each issue features an essay on a unique aspect of economics followed by three practical lesson plans. Copies of all back issues are available on our web site: [www.powellcenter.org](http://www.powellcenter.org).

ECON-EXCHANGE  
volume 10 number 2 Spring 2007

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ECON-EXCHANGE is a semi-annual publication for K-12 teachers. Its mission is to promote economic literacy through insightful essays and exemplary lessons that elementary, middle and high school teachers may adapt for use in their classroom programs. Articles, lesson plans and handouts may be copied or reprinted without charge.

Submissions, questions, and suggestions are encouraged. To request submission guidelines, please contact:

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*The views expressed in ECON-EXCHANGE are those of the contributors and not necessarily those of the Powell Center for Economic Literacy*

# *The Play's the Thing to Help Teach Economics — and the Poem, the Short Story, and the Novel*



MICHAEL WATTS  
*Purdue University*

*Dr. Michael Watts is the Director of the Center for Economic Education at Purdue University. He has served as president of the National Association of Economic Educators and the Society of Economics Educators, as Vice President of the Midwest Economic Association, and as a member of the American Economic Association's Committee on Economic Education. He has made more than thirty trips to Eastern Europe and the former Soviet Union since 1992, to help universities in those countries restructure their economics curriculums, and to train or retrain university and secondary economics teachers and teacher trainers.*

In the first scene of *Our Town*, Thornton Wilder's play about the lives of ordinary people in America, the editor of the local newspaper takes questions from characters scattered around the audience. A "Tall Man" asks, "Is there no one in town aware of social injustice and industrial inequality?" The editor, Mr. Webb, answers, "Oh, yes, everybody is—something terrible. Seems like they spend most of their time talking about who's rich and who's poor." Public discussion of that issue apparently hasn't changed much since Wilder's play was first published, in 1938.

## INTRODUCTION

Nor have economists or policy makers been able to come up with a better statement of the goals the nation would like to achieve in dealing with these problems than Mr. Webb's reply to the blunt follow-up question from the Tall Man: "Then why don't they do something about it?" With a clear appreciation of how difficult it is to deal with these issues, and a fair degree of certainty that neither the Tall Man nor anyone else has been able to solve the problem, Mr. Webb replies, "Well, we're ready to listen to everybody's suggestion as to how you can see that the diligent and sensible'll rise to the top and the lazy and quarrelsome sink to the bottom. . . . Meantime, until that's settled, we try to take care of those that can't help themselves, and those that can, we leave alone."

I use this exchange in my economics classes to introduce controversial and enduring questions related to the distribution of income, and to public policies that redistribute income. I haven't found another approach that comes close to being as effective and memorable for students in so few words. Nor have I found a better way to continue the discussion of goals for income distribution than having students read Kurt Vonnegut's short story, "Harrison Bergeron," a hilarious and brutal satire describing a totalitarian state that has pursued and achieved perfect equality.

It begins:

*The year was 2081, and everybody was finally equal. They weren't only equal before God and the law. They were equal every which way. Nobody was smarter than anybody else. Nobody was better looking than anybody else. Nobody was stronger or quicker than anybody else. All this equality was due to the 211th, 212th, and 213th Amendments to the Constitution, and to the unceasing vigilance of agents of the United States Handicapper General.*

The poet Robert Frost also shows up in my economics classes, first when I teach the basic concept of opportunity cost. In the short poem "The Road Not Taken," Frost writes:

*Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could...  
Then took the other, . . .*

Many students who don't know any other lines from Frost can chime in on the last two lines of poem: "I took the one less traveled by, And that has made all the difference."

What few people remember, including many who have read Frost's poetry carefully, is that earlier in the same poem Frost says the road he didn't take was "equally fair," and *that, in fact*, "the passing there had worn them really about the same." John Siegfried, an economist at Vanderbilt University who claims to fear, hate, and not understand poetry, heard me read this poem to his class one day. He pointed out that in these lines Frost is describing what economists call the equilibrium process. For example, in competitive markets, firms that earn high profits attract more competitors producing similar products, so prices and profits fall over time to "normal," risk-adjusted levels in line with those earned by other competitive firms. Frost undoubtedly didn't think in those terms when he wrote this poem, but—in content, not style—his description of opportunity cost and the equilibrating process does not differ from the descriptions offered by economists.

In another poem, "Mending Wall," Frost raises two key questions about property rights: do "good fences make good neighbors" or not; and, if so, do people really understand why and how they make good neighbors, or do they just go around repeating their "fathers' sayings" with no real thought or understanding? Frost also addresses the narrower issue of when, in financial terms, it makes sense to build a

fence. In this case, it does not: "There where it is we do not need the wall: / He is all pine and I am apple orchard. / My apple trees will never get across / And eat the cones under his pines." Interestingly, the same sort of example and questions—on when it makes financial sense to build a fence and when it does not, and on how two neighbors who raise cows and wheat can resolve the question of who will pay to build it—appear as the centerpiece of an article that helped Ronald Coase win a Nobel Prize in economics. Frost's poem provides a more philosophical treatment of fences and property rights, but in my view the poem supports the idea that even this financially "unnecessary" fence between pine and apple trees does make good neighbors. In fact, it makes good neighbors even out of two people who are as different in intellectual outlook as anyone could imagine.

Novelists also write about economic concepts and issues. John Steinbeck's *The Grapes of Wrath* is perhaps still the most powerful treatment of the Great Depression, but later novelists have been able to see more evidence about public policy programs such as the WPA. In some cases, such as Ivan Doig's *Bucking the Sun*, they explicitly set these programs and policies in the framework of John Maynard Keynes' ideas on countercyclical fiscal policies.

Another Steinbeck novel, *The Pearl*, includes a condemnation of cartels and monopolies, as does Frank Norris' earlier work, *The Octopus*. In his *Travels with Charley: In Search of America*, Steinbeck includes passages describing the costs and benefits of specialization and the division of labor that are very similar to passages (on both benefits and costs) from Adam Smith's *The Wealth of Nations*. *Travels with Charley* also includes sections on racial discrimination, and on how private groups have formed to purchase and preserve redwood forests in California. The discussion of those private associations echoes another theme about property rights in the article by Ronald Coase that I mentioned earlier.

Mark Twain's *Adventures of Huckleberry Finn* is widely seen as the great American novel. At the heart of the story is Huck's difficult decision, which he believes will damn him, to deal with Jim not as an escaped slave but as an individual and friend. Today, treating a person based on group characteristics such as race or gender, rather than individual characteristics, is called statistical discrimination. Twain has long been known as one of the earliest and staunchest opponents of discrimination in American society, but he is also known for attacking outright stupidity wherever he finds it. In *The Connecticut Yankee in King Arthur's Court*, in a chapter titled "Ninth Century Political Economy," Twain finds stupidity—as many economics teachers still do—in many people's confusion of nominal and real values, and in their mulish resistance to education about the difference.

Money, barter, and monetary policies are often discussed in literature and drama—for example, in Charles Frazier's *Cold Mountain*, Erich Maria Remarque's *The Black Obelisk*, and Goethe's *Faust*. Goethe's writing on the risks of paper money and inflation may well reflect his personal experience as a finance minister.

I could go on and on with these examples, but in fact I already have in a recent anthology, *The Literary Book of Economics*. It presents nearly 80 passages and some 300 pages from great, near-great, and not-so-great authors. I intentionally drew the authors from many centuries, countries, and literary genres, because I wanted to establish the point that many different literary authors and genres deal with economic concepts, issues, and themes. That surprised many readers, or at least many economists; but it has always made plain and simple sense to me. After all, Alfred Marshall defined economics as the study of "the ordinary business of life," and a great deal of literature and drama deals with that fundamental aspect of the human condition, too. Some authors and works address economics more than others, of course, and some do

not address economics at all—especially if they focus on extraordinary issues and circumstances. But the economic problem is a large part of what goes into making individuals, communities, nations, and the world what they have been, are, or will be. That means literary authors and critics address those topics, often in ways that economics teachers can use well in their classes.

The same thing is true of children's literature, which reaches younger readers who are even more impressionable. For example, my mother tells me that my first favorite book was Frieda Friedman's *Bobbie Had a Nickel*. This book begins, "Bobbie had a nickel, all his very own. Should he buy some candy or an ice cream cone?" There it is again—opportunity cost—just as in Frost's "The Road Not Taken," or any introductory economics textbook. But which versions are students more likely to remember and enjoy?

## SOURCES FOR DIRECT QUOTATIONS:

Thornton Wilder, *Our Town, in Three Plays by Thornton Wilder*, New York: Bantam, 1958, p. 17.

Robert Frost, "The Road Not Taken" and "Mending Wall," in *The Road Not Taken*, Luis Untermeyer, ed., New York: Henry Holt and Company, 1951, pp. 270-71 and 112-13.

Kurt Vonnegut, "Harrison Bergeron," in *Welcome to the Monkey House*, New York: Delacorte Press, 1968.

Frieda Friedman, *Bobbie Had a Nickel*, Kenosha, WI: John Martin's House, Inc., 1948, pp. 1-3.

Michael Watts, ed., *The Literary Book of Economics*, Wilmington, DL: ISI Books, 2003.

# A New Bibliography for Elementary School



ALLISON WILLIAMS

*Allison has her undergraduate degree from Brown University and a Master of Education degree from Virginia Commonwealth University. She was a classroom teacher in Connecticut, and has been a librarian at Collegiate School in Richmond since 1988. Allison received the Clarence B. Williams award for excellence in teaching at Collegiate and has received Alumni Grants to travel to Germany and Denmark studying the fairytales of the Brothers Grimm and Hans Christian Andersen.*

AGEE, JON.

**Z GOES HOME.**

*New York : Hyperion Books for Children, c2003.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *producer, specialization*

Everybody's got a job to do, and that includes the letter Z. But then it's time to go home.

BAKER, JEANNIE.

**THE HIDDEN FOREST.**

*New York : Greenwillow Books, c2000.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *natural resources, interdependence*

When a friend helps him retrieve the fishtrap he lost while trying to fish just off the coast of eastern Tasmania, Ben comes to see the Giant Kelp forest where he lost his fishtrap in a new light.

BAKER, JEANNIE.

**HOME.**

*New York : Greenwillow Books, c2004.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *property ownership, interdependence*

A wordless picture book that observes the changes in a neighborhood from before a girl is born until she is an adult, as it first decays and then is renewed by the efforts of residents.

BECKER, BONNY.

**AN ANT'S DAY OFF.**

*New York : Simon & Schuster Books for Young Readers, c2003.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *labor, choice*

Having taken a day off from his job moving sand inside the nest, Bart the ant ventures into the outside world, meets other animals, and experiences both danger and fun.

BUNTING, EVE,  
**1928- GIRLS : A TO Z.**  
*Honesdale, Pa. : Boyds Mills Press, c2002.*  
**GRADE LEVEL:** K-2  
**CONCEPTS:** *choice, specialization*  
 Girls with names ranging from Alike to Zoe imagine themselves in various fun and creative professions.

CASTANEDA, OMAR S.,  
**1954- ABUELA'S WEAVE.**  
*New York : Lee & Low Books, c1993.*  
**GRADE LEVEL:** K-2  
**CONCEPTS:** *entrepreneur, income, producer, specialization*  
 A young Guatemalan girl and her grandmother grow closer as they weave some special creations and then make a trip to the market in hopes of selling them.

CHAMPION, JOYCE.  
**EMILY AND ALICE BABY-SIT**  
*Burton. San Diego : Gulliver Books/Harcourt, c2001.*  
**GRADE LEVEL:** K-2  
**CONCEPTS:** *income, goods and services, money*  
 When Emily and Alice accept their first baby-sitting job, they must learn how to care for their unusual charge, a bulldog jealous of the new human baby in its household.

CHILD, LAUREN.  
**HUBERT HORATIO BARTLE BOBTON-TRENT.**  
*New York : Hyperion Books for Children, c2005.*  
**GRADE LEVEL:** K-2  
**CONCEPTS:** *money, choice, wants*  
 Boy genius Hubert Horatio Bartle Bobton-Trent helps his spendthrift parents understand the true value of money and the dividends of happiness.

CHORAO, KAY.  
**PIG AND CROW.**  
*New York : Holt, c2000.*  
**GRADE LEVEL:** K-2  
**CONCEPTS:** *trade, choice*  
 Crow tricks Pig by trading him supposedly magic items for food, but in the process Pig discovers the value of hard work, patience, and an appreciation for beauty and joy.

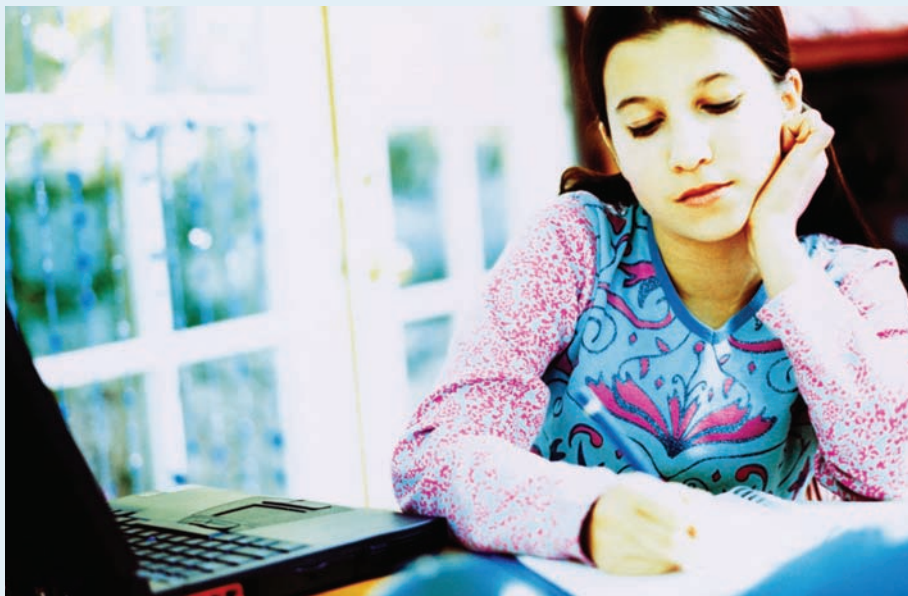
COMPESTINE, YING CHANG.  
**THE STORY OF CHOPSTICKS.**  
*New York : Holiday House, c2001.*  
**GRADE LEVEL:** K-2  
**CONCEPTS:** *producer, wants, technology*  
 When Kuai cannot get enough to eat, he begins using sticks to grab food too hot for the hands, and soon all of China uses Kuai zi, or chopsticks.

COMPESTINE, YING CHANG.  
**THE STORY OF NOODLES.**  
*New York : Holiday House, c2002.*  
**GRADE LEVEL:** K-2  
**CONCEPTS:** *producer, wants*  
 Left alone to prepare their family's dumplings for a cooking contest, the Kang boys accidentally invent a new dish, "mian tiao," or noodles.

COONEY, DOUG.  
**THE BELOVED DEARLY.**  
*New York : Simon & Schuster Books for Young Readers, c2002.*  
**GRADE LEVEL:** 3-5  
**CONCEPTS:** *business, entrepreneur, interdependence, labor*  
 Although his father has forbidden it, Ernie, a twelve-year-old business tycoon, makes a tidy profit in the pet funeral business, but when he refuses to give his star employee a raise and the business starts to fall apart, it takes the death of his own dog to bring everyone back together.

COOPER, JASON  
**1942- PAYING WITHOUT MONEY.**  
*Vero Beach, FL : Rourke, c2003.*  
**GRADE LEVEL:** 3-5  
**CONCEPTS:** *money, goods/services, banks*  
 Explains how people can use checking accounts, debit and credit cards, travelers' checks, and electronic funds transfers to pay for goods and services.

COTTRELL BOYCE, FRANK.  
**MILLIONS.**  
*New York : HarperCollins, c2004.*  
**GRADE LEVEL:** 3-5  
**CONCEPTS:** *property ownership, choice, wants, scarcity, money, supply, demand*  
 After their mother dies, two brothers find a huge amount of money which they must spend quickly before England switches to the new European currency, but they disagree on what to do with it.



Section 1 : ELEMENTARY SCHOOL

CUSHMAN, KAREN.

**RODZINA.**

*New York : Dell Yearling, [2005], c2003.*

**GRADE LEVEL:** 3-5

**CONCEPTS:** *money, scarcity, labor, choice*

A twelve-year-old Polish American girl is boarded onto an orphan train in Chicago with fears about traveling to the West and a life of unpaid slavery.

DALY, NIKI.

**WHERE'S JAMELA?.**

*New York : Farrar, Straus & Giroux, c2004.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *opportunity cost, property ownership, labor*

When Mama gets a new job and a new house, everyone is excited about moving except Jamela.

DAVOL, MARGUERITE W.

**THE SNAKE'S TALES.**

*New York : Orchard Books, c2002.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *trade, goods and services*

In the time before stories, two children meet a snake who offers to trade tales for their fruit.

DE REGNIERS, BEATRICE SCHENK.

**WAS IT A GOOD TRADE?.**

*New York : HarperCollins, c2002.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *trade, choice, wants*

Never satisfied with what he has, a man trades for a rake, a shoe, and even his wife, all the while wondering if he has made a good trade.

DÍAZ, KATACHA.

**CAROLINA'S GIFT : A STORY OF PERU.**

*Norwalk, CT : Soundprints, 2002.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *trade, saving, income, choice, consumer, producer*

On market day, Carolina, a young Peruvian girl, goes with her mother to the plaza for a very special task: finding a birthday gift for her abuelita, or grandmother. Also includes information about Peru and the tradition of the Sunday market.

DISALVO, DYANNE.

**GRANDPA'S CORNER STORE.**

*New York : HarperCollins, c2000.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *business, competition, interdependence*

Grandfather's corner grocery business is threatened by a new supermarket, but his granddaughter, Lucy, organizes the neighbors to convince him to stay.

DORROS, ARTHUR. JULIO'S MAGIC.

*New York : HarperCollins, c2005.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *competition, interdependence, specialization*

A young artist discovers the power of friendship when he helps his mentor win a prestigious wood-carving contest.

FAGAN, CARY.

**THE MARKET WEDDING.**

*Toronto : Tundra Books ; Plattsburgh, N.Y. :*

*Tundra Books of Northern New York, c2000.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *choice, wants, saving, allocation*

Morris wants to give his fiancée, Minnie, a wonderful home, but because he is only a poor fishmonger he is afraid Minnie will be disappointed, so Morris comes up with an outrageous plan to give Minnie the best of everything.

FOLAND, CONSTANCE M.

**FLYING HIGH, POGO!**

*Middleton, WI : Pleasant Co., c2002.*

**GRADE LEVEL:** 3-5

**CONCEPTS:** *entrepreneur, productivity, saving*

Twelve-year-old Pogo has her hands full trying to earn money for gymnastics camp, making up with her best friend, caring for her baby stepsister, and helping her mother succeed in business.

FRIEDRICH, ELIZABETH.

**LEAH'S PONY.**

*Honesdale, Penn. : Boyds Mills Press, c1996.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *choice, scarcity, money, interdependence*

A young girl sells her horse and raises enough money to buy back her father's tractor, which is up for auction, in this story of a Depression era farm.

GARDELLA, TRICIA.

**BLACKBERRY BOOTIES.**

*New York : Orchard Books, c2000.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *trade, producer, income*

Mikki Jo is able to trade the blackberries she picks for what she needs to make a special present for her baby cousin.

GARDINER, LINDSEY.

**WHEN POPPY AND MAX GROW UP.**

*Boston : Little, Brown, c2001.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *labor, choice, specialization*

Poppy imagines being grown-up and spinning like a ballet dancer, painting like an artist, and more, but for now, taking care of her dog, Max is the best job in the world.

GERSHATOR, PHILLIS.

**ONLY ONE COWRY : A DAHOMEAN TALE.**

*New York : Orchard, c2000.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *trade, economic growth*

A clever young fellow persuades an equally clever chief's daughter to marry the king of Dahomey, and both the young man and future queen prosper in the bargain.

GLASS, JULIE.

**A DOLLAR FOR PENNY.**

*New York : Random House, c2000.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *money, saving, entrepreneur, business*

Penny sets up a lemonade stand to earn money for her mother's birthday card and learns about currency.

GREENE, STEPHANIE.

**OWEN FOOTE, MONEY MAN.**

*New York : Clarion Books, c2000.*

**GRADE LEVEL:** 3-5

**CONCEPTS:** *wants and needs, choice, saving, money*

Ingenious eight-year-old Owen wants to make money for things he absolutely needs, like plastic vomit, and he tries to come up with some alternatives to earning an allowance, which sounds like too much work.

HADDIX, MARGARET PETERSON.

**THE GIRL WITH 500 MIDDLE NAMES.**

*New York : Simon & Schuster Books for Young Readers, c2001.*

**GRADE LEVEL:** 3-5

**CONCEPTS:** *choice, wants, competition*

Janie's parents move to the suburbs so she can go to a better school, but when she discovers that all the other students are richer than she is, she feels out of place--until she realizes that there are more important things than money.

HALL, MARGARET,

**1947- CREDIT CARDS AND CHECKS.**

*Chicago : Heinemann Library, c2000.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *banks, money, trade, goods and services*

Provides an introduction to checks, credit cards, and debit cards, explaining how they work and why people use them.

HALL, MARGARET,

**1947- MONEY.**

*Chicago : Heinemann Library, c2000.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *money, trade, banks, capital*

An introduction to money, describing how it evolved to replace the barter system, how it is used, different forms it takes, and currency in countries around the world.

HALL, MARGARET,

**1947- YOUR ALLOWANCE.**

*Chicago : Heinemann Library, c2000.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *money, saving, choice, wants*

Offers young people information on how to manage the money they have, providing advice on spending, saving, and donating money to help others.

Section 1 : ELEMENTARY SCHOOL

HARPER, CHARISE MERICLE.

**ITSY BITSY, THE SMART SPIDER.**

*New York : Dial Books for Young Readers, c2004.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *labor, saving, choice*

The spider from the famous nursery rhyme gets a job in order to buy a cover that will keep her dry and prevent her being washed down the water spout again.

HASKINS, LORI.

**NO MONEY? NO PROBLEM!.**

*New York : Kane Press, c2004.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *saving, choice, wants, money*

Amy, desperate to get her hands on the latest video game, learns how people acquired things before money existed, and decides to take a lesson from history.

HAWKINS, COLIN.

**FAIRYTALE NEWS.**

*Cambridge, MA : Candlewick Press, c2004.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *entrepreneur, labor*

The events of several familiar fairy tales get mixed up in the story of Jack, who takes a job delivering newspapers, until he finds his fortune at the top of a magic beanstalk.

HERRERA, JUAN FELIPE.

**GRANDMA AND ME AT THE FLEA --**

**LOS MEROS MEROS REMATEROS.**

*San Francisco : Children's Book Press, c2002.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *trade, money, business, consumer*

Juanito accompanies his grandmother to a flea market in southern California.

HOLUB, JOAN.

**THE GARDEN THAT WE GREW.**

*New York : Puffin Books, c2001*

**GRADE LEVEL:** K-2

**CONCEPTS:** *factors of production, natural resources*

Children plant pumpkin seeds, water and weed the garden patch, watch the pumpkins grow, pick them, and enjoy them in various ways.

HOPKINSON, DEBORAH.

**A BAND OF ANGELS: A STORY INSPIRED BY THE JUBILEE SINGERS.**

*New York : Atheneum Books for Young Readers, c1999.*

**GRADE LEVEL:** 3-5

**CONCEPTS:** *saving, wants, income, money*

The daughter of a slave forms a gospel singing group and goes on tour to raise money to save Fisk University.

HOPKINSON, DEBORAH.

**SAVING STRAWBERRY FARM.**

*New York : Greenwillow Books, c2005.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *choice, scarcity, money, interdependence*

During the Great Depression, Davey rallies his friends, neighbors, and family to help save Strawberry Farm.

HOWARD, GINGER.

**A BASKET OF BANGLES :**

**HOW A BUSINESS BEGINS.**

*Brookfield, CT : Millbrook Press, c2002.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *bank, entrepreneur, economic growth, capital*

With seed money borrowed from a bank, a young woman and four of her friends in Bangladesh change their lives by starting their own business.

JOHNSON, D.B. (DONALD B.),

**1944- HENRY BUILDS A CABIN.**

*Boston : Houghton Mifflin, c2002.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *natural resources, property ownership, labor*

Young Henry Thoreau appears frugal to his friends as he sets about building a cabin. Includes biographical information about Thoreau.



JOHNSON, D.B. (DONALD B.),  
**1944- HENRY HIKES TO FITCHBURG.**  
*Boston : Houghton Mifflin, 2000.*  
**GRADE LEVEL:** K-2  
**CONCEPTS:** *choice, saving, labor, competition*  
 While his friend works hard to earn the train fare to Fitchburg, young Henry Thoreau walks the thirty miles through woods and fields, enjoying nature.

JOHNSON, D. B. (DONALD B.),  
**1944- HENRY WORKS.**  
*Boston : Houghton Mifflin, c2004.*  
**GRADE LEVEL:** K-2  
**CONCEPTS:** *interdependence, labor, natural resources*  
 On a misty morning, Henry, a bear modeled after Henry David Thoreau, shows his awareness of nature as he helps neighbors during his walk to work.

KIMMEL, ERIC A.  
**EASY WORK! : AN OLD TALE.**  
*New York : Holiday House, c1998.*  
**GRADE LEVEL:** K-2  
**CONCEPTS:** *specialization, labor, choice, technology*  
 Thinking his work in the fields is harder than his wife's work in the house, Mr. McTeague trades places with her for one day.

LEVENSON, GEORGE.  
**BREAD COMES TO LIFE: A GARDEN OF WHEAT AND A LOAF TO EAT.**  
*Berkeley, CA : Tricycle Press, c2004.*  
**GRADE LEVEL:** K-2  
**CONCEPTS:** *factors of production, natural resources, producer*  
 A poetic, photographic explanation of how wheat is turned into bread. Includes related activities and a bread recipe.

LEWIN, TED.  
**BIG JIMMY'S KUM KAU CHINESE TAKE OUT.**  
*New York : HarperCollins, c2002.*  
**GRADE LEVEL:** K-2  
**CONCEPTS:** *property ownership, spillovers, productivity, producer, consumer*  
 The sights, sounds, and smells of a busy Chinese take-out restaurant are seen through the eyes of the owner's young son.

LINDSEY, KATHLEEN D.  
**SWEET POTATO PIE.**  
*New York : Lee & Low Books, c2003.*  
**GRADE LEVEL:** K-2  
**CONCEPTS:** *property ownership, income, saving, productivity, entrepreneur, supply, demand*  
 During a drought in the early 1900s, a large loving African American family finds a delicious way to earn the money they need to save their family farm.

LIPNIACKA, EWA.  
**WHO SHARES?**  
*New York : Dial Books for Young Readers, c2003.*  
**GRADE LEVEL:** K-2  
**CONCEPTS:** *property ownership, interdependence, choice, wants*  
 Two rabbits, a brother and sister, have trouble sharing what they should, and not sharing what they should not.

LONDON, JONATHAN,  
**1947-WHERE THE BIG FISH ARE.**  
*Cambridge, Mass. : Candlewick Press, 2001.*  
**GRADE LEVEL:** K-2  
**CONCEPTS:** *labor, productivity, natural resources*  
 Although their efforts to build a raft so they can go "where the big fish are" are almost destroyed by a fierce storm, two young boys do not give up.

LUBAR, DAVID.  
**DOG DAYS.**  
*Plain City, OH : Darby Creek, c2004.*  
**GRADE LEVEL:** 3-5  
**CONCEPTS:** *supply, demand, scarcity, saving, money, labor*  
 During summer vacation, rising dog food prices and falling scrapyard payouts leave Larry wondering how he will feed his three dogs until his little brother alerts him to an intriguing mystery involving a hostile dog in an alley.

MADRIGAL, ANTONIO HERNANDEZ.  
**ERANDI'S BRAIDS.**  
*New York : G.P. Putnam's, c1999.*  
**GRADE LEVEL:** K-2  
**CONCEPTS:** *money, capital, trade, choice*  
 In a poor Mexican village, Erandi surprises her mother by offering to sell her long, beautiful hair in order to raise enough money to buy a new fishing net.

MAHONEY, DANIEL J.,  
**1969- THE PERFECT CLUBHOUSE.**  
*New York : Clarion Books, c2004.*  
**GRADE LEVEL:** K-2  
**CONCEPTS:** *labor, choice, wants*  
 When four friends decide to build the perfect clubhouse, they quickly discover that each has a different idea about what is perfect.

MARTCHENKO, MICHAEL.  
**MA, I'M A FARMER.**  
*New York : Annick Press, c2003.*  
**GRADE LEVEL:** K-2  
**CONCEPTS:** *choice, natural resources*  
 Fred quits his city job and moves to a farm.

MASON, SIMON, 1962-  
**THE QUIGLEYS NOT FOR SALE.**  
*New York : David Fickling Books, c2004.*  
**GRADE LEVEL:** 3-5  
**CONCEPTS:** *money, saving, choice, wants, taxes, entrepreneur, consumer, producer, income*  
 The adventures and misadventures of the Quigleys—Mum, Dad, Lucy, and Will—continue, as they visit an elegant hotel, struggle with money matters, take a Mother's Day walk in the country, and consider moving to a bigger house.

Section 1 : ELEMENTARY SCHOOL

MATAS, CAROL,

**1949- ROSIE IN NEW YORK CITY : GOTCHA!**

*New York : Aladdin Paperbacks, 2003.*

**GRADE LEVEL:** 3-5

**CONCEPTS:** *factors of production, entrepreneur, capital, income, money*

When Mama falls ill and Papa invests all the family's money in a new business, eleven-year-old Rosie Lepidus must go to work in a garment factory and soon gets involved in union activities.

MAZER, ANNE.

**HAVE WHEELS, WILL TRAVEL.**

*New York : Scholastic, c2001.*

**GRADE LEVEL:** 3-5

**CONCEPTS:** *saving, wants, choice*

Abby struggles to earn and save enough money for rollerblades.

McMULLAN, KATE.

**PEARL AND WAGNER : TWO GOOD FRIENDS.**

*New York : Dial Books for Young Readers, c2003.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *technology, interdependence, producer*

Pearl and Wagner, a rabbit and a mouse, work together to build a robot for their science project.

McNAUGHTON, COLIN.

**YUM!**

*San Diego : Harcourt Brace, 1999.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *saving, choice, wants, money*

Preston Pig suggests that Mr. Wolf get a job so he can buy what he wants to eat, but as he considers different lines of work, Mr. Wolf has a one-track mind.

McPHAIL, DAVID M.

**JACK AND RICK.**

*San Diego : Harcourt, c2003.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *interdependence, labor, productivity*

Jack and Rick want to play together, but there's a river between them and they will have to work together to bridge it.

MEISTER, CARI.

**SKINNY AND FATS, BEST FRIENDS.**

*New York : Holiday House, c2002.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *goods and services, producer, technology, labor*

Two best friends, Skinny the rabbit and Fats the pig, share adventures when they build a rocket and bake some pies.

MILLS, CLAUDIA.

**YOU'RE A BRAVE MAN, JULIUS ZIMMERMAN.**

*New York : Hyperion Paperbacks for Children, c2001.*

**GRADE LEVEL:** 3-5

**CONCEPTS:** *labor, saving, specialization, goods and services*

Twelve-year-old Julius has his hands full over the summer when his mother attempts to improve his grades and teach him responsibility by signing him up for a French class and getting him a job babysitting.

MOLLEL, TOLOLWA M. (TOLOLWA MARTI)

**MY ROWS AND PILES OF COINS.**

*New York : Clarion Books, c1999.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *money, saving, entrepreneur, factors of production, income*

A Tanzanian boy saves his coins to buy a bicycle so that he can help his parents carry goods to market, but then he discovers that in spite of all he has saved, he still does not have enough money.

NAGDA, ANN WHITEHEAD.

**SNAKE CHARMER.**

*New York : Holt, c2002.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *choice, goods and services, specialization, opportunity cost*

Vishnu hopes to one day go to the city and charm snakes for tourists as his father does, but in the meantime he concentrates on getting an education in his village.

OGDEN, CHARLES.

**TOURIST TRAP.**

*Berkeley, CA : Tricycle Press, c2004.*

**GRADE LEVEL:** 3-5

**CONCEPTS:** *wants, interdependence, property ownership, economic growth*

Devious twins Edgar and Ellen scheme to thwart the mayor's tourism initiative, which, if successful, would destroy the town junkyard--the twins' favorite playground, foraging spot, and home to their beloved carnivorous plant, Berenice.

O'NEILL, ALEXIS.

**ESTELA'S SWAP.**

*New York : Lee & Low Books, c2002.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *trade, entrepreneur, money, choice, business*

A Mexican American girl accompanies her father to a swap meet, where she hopes to sell her music box for money for dancing lessons.

PARK, BARBARA

**JUNIE B. JONES AND HER BIG FAT MOUTH.**

*New York : Scholastic, c1999.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *choice, specialization, labor*

When her kindergarten class had Job Day, Junie B. goes through much confusion and excitement before deciding on the "bestest" job of all.

PARK, LINDA SUE.

**PROJECT MULBERRY : A NOVEL.**

*New York : Clarion Books, c2005.*

**GRADE LEVEL:** 3-5

**CONCEPTS:** *factors of production, natural resources, goods and services, specialization, business*

While working on a project for an after-school club, Julia, a Korean American girl, and her friend Patrick learn about silkworms, tolerance, prejudice, friendship, patience, and more.

POLLAK, BARBARA.

**OUR COMMUNITY GARDEN.**

*Hillsboro, Or. : Beyond Words, c2004.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *natural resources, interdependence, wants, goods and services*

A diverse group of people in San Francisco shares the work and fun of a community garden.

ROCKWELL, ANNE F.

**CAREER DAY.**

*New York : HarperCollins, c2000.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *specialization, choice, productivity, income*

Each child in Mrs. Madoff's class brings a visitor who tells the group about his or her job.

SAUNDERS, SUSAN.

**LUCKY LADY.**

*New York : HarperCollins, c2000.*

**GRADE LEVEL:** 3-5

**CONCEPTS:** *opportunity cost, consumer, choice, wants*

On a summer visit to her grandfather's ranch in Texas, twelve-year-old Jamie impulsively spends all her money on a wild filly and tries to figure out how to train her.

SAYRE, APRIL PULLEY.

**NOODLE MAN : THE PASTA SUPERHERO.**

*New York : Orchard Books, c2002.*

**GRADE LEVEL:** K-5

**CONCEPTS:** *technology, property ownership, economic growth, income, goods and services, producer*

Al Dente's invention of a portable pasta machine turns him into a superhero and helps to save the family's fresh-pasta business.

SCHNITZLEIN, DANNY.

**THE MONSTER WHO ATE MY PEAS.**

*Atlanta : Peachtree, c2001.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *choice, opportunity cost, supply, demand*

A young boy agrees to give a disgusting monster first his soccer ball, then his bike in return for eating the boy's peas, but when the monster asks for his puppy, the boy makes a surprising discovery.

Section 1 : ELEMENTARY SCHOOL

SEULING, BARBARA.

**ROBERT AND THE GREAT PEPPERONI.**

*Chicago : Cricket Books, c2001.*

**GRADE LEVEL:** K-5

**CONCEPTS:** *entrepreneur, business, goods and services, wants, choice*

Second grader Robert, who desperately wants a dog of his own, starts a pet-sitting business, but when he finds a stray dog, the best he can do is to keep him temporarily and train him so he can be adopted by someone else.

SHREEVE, ELIZABETH.

**HECTOR FINDS A FORTUNE.**

*New York : Aladdin Paperbacks, c2004.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *choice, business, opportunity cost, property ownership, income*

Uncle Baxter is urging Hector to take over his profitable bee farm, but Hector does not really like bees and is reluctant to leave his home and friends—even for money and honey.

STANLEY, SANNA.

**MONKEY FOR SALE.**

*New York : Farrar, Straus and Giroux, c2002.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *trade, choice, supply, demand, price, wants*

When Luzolo goes to market with her parents, she learns that it takes a great deal of bartering to finally get what she wants.

SUEN, ANASTASIA.

**THE CLUBHOUSE.**

*New York : Viking, c2002.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *interdependence, choice, property ownership*

Peter, Amy, Archie, Lily and Louie work together to build a clubhouse in a vacant lot.

SULLIVAN, SARAH.

**ROOT BEER AND BANANA.**

*Cambridge, MA : Candlewick Press, c2005.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *choice, opportunity cost, goods and services, interdependence*

Molly can't decide between two ice pop flavors one hot summer day, but the arrival of a new friend and some help from Granddaddy lead to the perfect solution.

THAYER, TANYA.

**COUNTING MONEY.**

*Minneapolis, MN : Lerner, c2002.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *money*

Presents an overview of the number of cents in a penny, a nickel, a dime, a quarter, and a dollar.

THAYER, TANYA.

**EARNING MONEY.**

*Minneapolis, MN : Lerner, c2002.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *money, choice, productivity, labor, entrepreneur*

Presents ways a young child can earn money, such as doing chores or selling things.

THAYER, TANYA.

**SAVING MONEY.**

*Minneapolis, MN : Lerner, c2002.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *money, saving, choice*

Presents the concept of saving money and items for which a young child might save, such as gum, a book, or even a car.

THAYER, TANYA.

**SPENDING MONEY.**

*Minneapolis, MN : Lerner, c2002.* **GRADE**

**LEVEL:** K-2

**CONCEPTS:** *money, choice, wants, opportunity cost, price, consumer*

Illustrates the many ways a child can spend money.

THOMAS, KELTIE,

**1966-THE KIDS GUIDE TO MONEY CENTS.**

*Tonawanda, NY : Kids Can Press, c2004.*

**GRADE LEVEL:** 3-5

**CONCEPTS:** *banks, saving, business, trade, consumer*

Text and cartoon illustrations introduce kids to the concept of money, covering such topics as banks, saving, budgeting, shopping, credit cards, the stock market, and kids' businesses.

VAUGHAN, MARCIA K.

**LEMONADE STAND.**

*New York : Grosset & Dunlap, c1999.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *entrepreneur, goods and services, choice, wants, supply*

Two animal friends plan to make money at their lemonade stand, but find that selling can be thirsty work.

WELLINGTON, MONICA.

**APPLE FARMER ANNIE.**

*New York : Dutton Children's Books, c2001.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *entrepreneur, natural resources, choice, profit/loss, supply/demand, money, business*

Annie the apple farmer saves her most beautiful apples to sell fresh at the farmers' market.

WHELAN, GLORIA.

**JAM & JELLY BY HOLLY & NELLIE.**

*Chelsea, MI : Sleeping Bear Press, c2002.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *natural resources, producer, saving, choice, wants*

Holly and her mother pick berries all summer to make money so that Holly can get a coat to wear in the winter.

WHELAN, GLORIA.

**RICH AND FAMOUS IN STARVATION LAKE.**

*New York : Golden Books, c2001.*

**GRADE LEVEL:** 3-5

**CONCEPTS:** *money, saving, competition, labor, income, choice, wants*

During a long, snowy winter, the fourth grade boys and girls at Starvation Lake Elementary School have a contest to see who can raise the most money to help pay for a class trip.

WIEBE, TRINA,

**1970-MAX THE MAGNIFICENT.**

*Montréal, Québec : Lobster Press, c2002.*

**GRADE LEVEL:** 3-5

**CONCEPTS:** *choice, income, money, opportunity cost*

Max comes up with what he believes to be the perfect plan for becoming filthy, stinking rich, but his forays into the world of magic teach him there are more important things than money.

WOODSON, JACQUELINE.

**COMING ON HOME SOON.**

*New York : Putnam, c2004.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *opportunity cost, labor, income, money, choice, wants*

After Mama takes a job in Chicago during World War II, Ada Ruth stays with her Grandma but misses her mother.

YEE, BRENDA SHANNON.

**SAND CASTLE.**

*New York : Greenwillow Books, c1999.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *interdependence, productivity*

Jen starts to build a sand castle at the beach, and others come along to help make the moat, path, wall, and road around it.

YIN.

**COOLIES.**

*New York : Philomel Books, c2001.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *choice, labor, productivity, economic growth, savings*

A young boy hears the story of his great-great-great-grandfather and his brother who came to the United States to make a better life for themselves helping to build the transcontinental railroad.

ZIEFERT, HARRIET.

**YOU CAN'T BUY A DINOSAUR WITH A DIME :**

**PROBLEM-SOLVING IN DOLLARS AND CENTS.**

*Brooklyn, NY : Blue Apple Books, c2003.*

**GRADE LEVEL:** K-2

**CONCEPTS:** *wants, choice, saving, goods and services, property ownership, money, price*

Pete uses the money he has saved to buy a toy dinosaur, then must earn and save more before making his next purchase. getting an education in his village.



# *Oysters on the Half Shell*



RICHARD WATERS

This lesson focuses on Chapter 4 of *The Pearl* by John Steinbeck to introduce middle school students to the effects of monopoly, oligopoly, and collusion. Students also will discover how government policies and laws can help solve the problem of market power regarding the economic well-being of citizens.

*Richard Waters received his Business and Economics degree from Saint Andrews Presbyterian College in North Carolina and his teacher training in social science from the University of Northern Colorado. He currently teaches civics and economics to middle school students at Jackson P. Burley Middle School in Charlottesville, Virginia.*

TIME REQUIRED

- ★ Two – Three class periods

ECONOMIC CONCEPTS

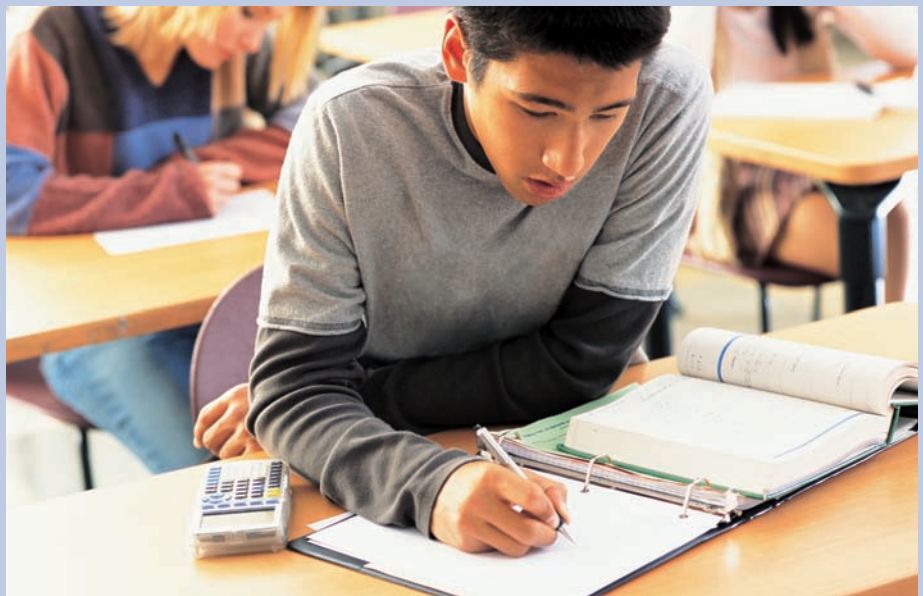
- ★ **Collusion:** A secret agreement between firms to fix prices or engage in other activities to restrict competition in an industry: illegal in the United States.
- ★ **Competition:** Attempts by two or more individuals or organizations to acquire the same goods, services, or productive and financial resources. Consumers compete with other consumers for goods and services. Producers compete with other producers for sales to consumers.
- ★ **Monopoly:** A market structure in which there is a single supplier of a good or service. Also, a firm that is the single supplier of a good or service for which there are no close substitutes; also known as a monopolist.
- ★ **Oligopoly:** A market structure in which there are few interdependent sellers of a good or service.

OBJECTIVES

- ★ Students will identify and analyze evidence of monopoly and collusion between oligopolistic firms in a small Mexican village in Chapter 4 of *The Pearl*.
- ★ Students will learn why some markets have few sellers or only one seller.
- ★ Students will analyze how a monopoly and collusion can determine the price to charge consumers.
- ★ Students will learn how a monopoly's decisions affect the prices people pay for goods and services and the selection of goods and services available.
- ★ Students will examine the objectives of the Sherman Anti-Trust Act of 1890, The Interstate Commerce Act of 1887, and the Clayton Act of 1914 that aimed to solve the problems created by monopoly.
- ★ Students will debate regulatory policies regarding market power from the opposing viewpoints of Kino and the pearl buyers.

MATERIALS AND HANDOUTS

- ★ Copies of *The Pearl* by John Steinbeck, © 1945 for each student
- ★ HANDOUT #1 for teachers explaining the “Think, Pair, Share” teaching strategy
- ★ HANDOUT #2 for teachers/students listing key provisions of the Sherman Anti-Trust Act, The Interstate Commerce Act of 1887, and the Clayton Act of 1914.
- ★ HANDOUT #3 for teachers/students listing web site resources to facilitate students’ research
- ★ Class chart for listing THINK, PAIR, SHARE key points.



Section 2 : MIDDLE SCHOOL

TEACHING ACTIVITY

1. Students read and discuss Chapter 4 of *The Pearl* and respond in writing to the following:
  - a. Explain what economic concept the “stout slow man” represents. (Collusion)
  - b. What elements of the situation would have to change for Kino to receive a higher price for his pearl? (competition among buyers for the pearl, a breakdown in the agreement between appraisers to keep prices low.)
2. Students engage in a “Think, Pair, Share” activity to discuss their responses to the questions posed in Activity 1. (See HANDOUT #1 for an explanation of the “Think, Pair, Share” Teaching Strategy.) Record key points identified by students during this activity. Use these responses as a springboard for introducing and examining the essential elements of the Sherman Anti Trust Act of 1890, The Federal Trade Commission Act of 1914 and The Clayton Act of 1914. (See HANDOUT #2 for key elements of each of these statutes and HANDOUT #3 for a list of web sites to access additional information about these laws.)
3. Students select a pro or con position and collaborate with classmates to develop debate material in a modern day scenario of Chapter 4 of *The Pearl*. The sides will prepare to argue either on behalf of the pearl dealer or Kino. A panel of three student judges will weigh the evidence and issue a ruling based on the laws examined earlier.

EXTENSION ACTIVITIES

1. How would Steinbeck’s novel be different if the legal protections of the laws we’ve discussed were in effect in Kino’s village?
2. Students research specific examples of cases that were regulated by the anti-trust laws presented in this lesson and report on the outcome. Did this help or hinder the success of various businesses?



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*The handouts for this lesson plan can be found in the supplemental items section at the back of this book.*

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# *Examining Upton Sinclair's The Jungle Through an Economic Lens*



ANDY LAMBERTSON

Upton Sinclair's novel, *The Jungle*, depicts the working conditions faced by some immigrant workers and children early in the twentieth century. *The Jungle* is one of the most widely read of the muckraking novels of the Progressive Era in American history. Reform journalism helped to create popular support for new federal regulatory powers over businesses.

*Andrew Lambertson is a high school social studies teacher at Denver Street School in Denver, Colorado. He is involved in the process of developing economics curriculum for at-risk students. He previously taught college prep social studies courses at Belleview Christian School in Westminster, Colorado.*

TIME REQUIRED

- ★ This economic examination can be infused into a broader unit of study on Sinclair's, *The Jungle*.

ECONOMIC CONCEPTS

- ★ **Capital:** Resources and goods made and used to produce other goods and services. Examples include buildings, machinery, tools and equipment.
- ★ **Demand:** The quantity of a good or service that buyers are willing and able to buy at all possible prices during a period of time.
- ★ **Economies of Scale:** The property whereby long-run average total cost falls as the quantity of output increases.
- ★ **Incentive:** Any reward or benefit, such as money, advantage or good feeling, that motivates people to do something.
- ★ **Opportunity Cost:** The second best alternative (or the value of that alternative) that must be given up when scarce resources are used for one purpose instead of another.
- ★ **Profit:** Income received for entrepreneurial skills and risk taking, calculated by subtracting all of a firm's explicit and implicit costs from its total revenues.
- ★ **Social Regulation:** The prescription of health, safety, performance, environmental, output and job standards across several industries.
- ★ **Specialization:** A situation in which people produce a narrower range of goods and services than they consume. Specialization increases productivity; it also requires trade and increases interdependence.
- ★ **Supply:** The amount of a good or service that producers are willing and able to offer for sale at each possible price during a given period of time.

OBJECTIVES

- ★ Students will explore the changing nature of American political and economic structures during the Progressive Era.
  - ★ Students identify aspects of interaction between the public, the government, and business.
  - ★ Students explain how the reforms of the Progressive Era led to increased government regulation of business—in the workplace and in consumer protection.
  - ★ Students explain how the rise of labor unions shifted the balance of power in business and government.
  - ★ Students develop critical thinking skills, reading comprehension skills, group interaction skills, communication skills and writing skills.
  - ★ Students debate government regulation of the meat industry in Chicago from the varying perspectives of business owners, Congress and the President, consumers and immigrant workers.
- MATERIALS AND HANDOUTS
- ★ Individual student copies of Upton Sinclair's, *The Jungle*, © 1906.
  - ★ Computer with LCD projector or overhead projector
  - ★ Web resources (HANDOUT #1) and/or American History textbooks for students to examine The Progressive Era, social regulations and notes on Sinclair's novel.

TEACHING ACTIVITY

- ★ As students read, discuss and write their reflections about the various sections of *The Jungle*, they are guided to identify examples of the economic concepts featured in this lesson.
- ★ Students look for evidence about Sinclair's views of capitalism and socialism in the characters' personal lives and social interactions in the novel.
- ★ Students discuss and evaluate the immediate social impact of this novel.
- ★ Students examine the political intentions of Upton Sinclair (see HANDOUT #1 for biographical information on Sinclair) and determine how they affect the characters, style, and structure of the novel.
- ★ Students work in small groups and assume six different viewpoints to prepare debate material regarding the Meat Inspection Act of 1906 (see HANDOUT #1).
  1. From the perspective of the immigrant workers
  2. From the perspective of the owners of the slaughterhouses
  3. From the perspective of Congress
  4. From the perspective of the inspectors (regulators)
  5. From the perspective of the President of the United States at that time
  6. From the perspective of consumers
- ★ Students in each group select a spokesperson to present their group's perspective and then the entire group joins in to defend their position in questioning from other groups.

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*The handouts for this lesson plan can be found in the supplemental items section at the back of this book.*

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*Supplemental Items*

HANDOUT 1

## *Think, Pair, Share Teaching Strategy*

DESCRIPTION:

“Think, Pair, Share” is a simple teaching strategy designed to involve all students in a class to provide them with quality “think time” before responding to a topic. This strategy is easy to use and can be deliberately planned into a lesson or used spontaneously whenever a “teachable moment” arises. Students from K – 12 in any class size—from 6 to 600—can be actively involved and it is equally applicable to all subject areas. Research has shown that students are more willing to participate when they don’t feel the peer pressure of having to respond in front of a whole group. When students have an opportunity to discuss ideas, they are more likely to draw upon prior learning to clarify misunderstandings or to generate new ideas. Other benefits of this strategy include peer support and acceptance as well as enhanced academic achievement.

THE STEPS

1. Identify a discussion question or topic to solve.
2. Give students a minute or two to THINK of their own response. It is especially helpful for them to jot down their own ideas during this first part of the strategy.
3. Students should each locate a partner and take turns PAIRING their thinking. During this phase, it is common for each partner’s initial list of ideas to expand, and for the conversation between partners to produce ideas neither of them had thought about in the THINK mode.
4. Finally, call on random volunteers from the whole class to SHARE their ideas with the class. This phase helps students to see the various aspects of the topic or problem. They may be able to draw conclusions, and consider points of view other than their own.

WAYS TO USE THINK, PAIR, SHARE

This can be a very productive step towards forming debate teams as in this lesson. Students can affirm their positions and prepare to defend them. Further uses of the strategy include developing topics for writing, summarizing, forming opinions, check note taking, checking reading comprehension, and checking their grasp of a lecture.

HANDOUT 2

## *Key Aspects of the Sherman Anti-Trust Act of 1890*

- ★ Prohibits contracts and conspiracies in restraint of trade among US states or with foreign nations.
- ★ Forms the foundation of all U.S. anti-trust law.
- ★ Makes it illegal for any business to monopolize, or attempt to monopolize, trade or commerce.
- ★ Outlaws unreasonable methods such as price-fixing, bid rigging, or other cartel activities.  
(Courts decide what is unreasonable by determining whether the practice has legitimate business justification.)
- ★ Permits violations to be tried in civil court (involves fines) or in criminal court (may involve both fines and imprisonment).

## *Key Aspects of the Federal Trade Commission Act of 1914*

- ★ Created the Federal Trade Commission (FTC)
- ★ Empowers the commission to prevent unfair competition and deceptive practices
- ★ Requires businesses to pay consumers for harm done
- ★ Commission writes regulations and conducts investigations

## *Key Aspects of the Clayton Act of 1914*

- ★ Elaborates on the Sherman Anti-Trust Act
- ★ Prohibits most forms of price discrimination (selling the same commodity to different buyers at different prices)
- ★ Prohibits exclusive dealing (holding a retailer or wholesaler to a single supplier on the understanding that no other distributor will receive supplies in a given area)
- ★ Prohibits interlocking directorates (holding by an individual of directorships in two or more competing companies and companies holding competitors' stocks).
- ★ Prohibits mergers and acquisitions where the effect is to lessen competition or to tend toward monopoly.
- ★ Gives the U.S. Department of Justice and the FTC authority to block any merger that would violate anti-trust laws.

HANDOUT 3

*Internet Resources for Information  
Contained in this Lesson*

★ THE SHERMAN ANTI-TRUST LAW

<http://www.infoplease.com/ce6/history/A0844878.html>

[http://www.ourdocuments.gov/print\\_friendly.php?flash=true&page=&doc=51&title=Sherman+Anti-Trust+Act+%281890%29](http://www.ourdocuments.gov/print_friendly.php?flash=true&page=&doc=51&title=Sherman+Anti-Trust+Act+%281890%29)

<http://www.stolaf.edu/people/becker/antitrust/statutes/sherman.html>

[http://www.amosweb.com/cgi-bin/awb\\_nav.pl?s=gl&c=dsp&k=Sherman%20Act](http://www.amosweb.com/cgi-bin/awb_nav.pl?s=gl&c=dsp&k=Sherman%20Act)

★ THE FEDERAL TRADE COMMISSION ACT OF 1914

[http://www.amosweb.com/cgi-bin/awb\\_nav.pl?s=gl&c=dsp&k=Federal+Trade+Commission+Act](http://www.amosweb.com/cgi-bin/awb_nav.pl?s=gl&c=dsp&k=Federal+Trade+Commission+Act)

<http://www.stolaf.edu/people/becker/antitrust/statutes/ftc.html>

★ THE CLAYTON ACT OF 1914

<http://www.stolaf.edu/people/becker/antitrust/statutes/clayton.html>

[http://www.amosweb.com/cgi-bin/awb\\_nav.pl?s=gl&c=dsp&k=Clayton+Act](http://www.amosweb.com/cgi-bin/awb_nav.pl?s=gl&c=dsp&k=Clayton+Act)

★ THE PEARL

[http://www.bookrags.com/The\\_Pearl\\_%28novel%29](http://www.bookrags.com/The_Pearl_%28novel%29)

HANDOUT I

*Web Resources to Support Lesson on  
Upton Sinclair's The Jungle*

- ★ THE PROGRESSIVE ERA  
<http://kclibrary.nhmccd.edu/decade10.html>
  
- ★ THE MEAT INSPECTION ACT OF 1906  
<http://www.questia.com/PM.qst?a=o&d=96474473>  
  
[http://www.reference.com/browse/wiki/Meat\\_Inspection\\_Act](http://www.reference.com/browse/wiki/Meat_Inspection_Act)  
  
<http://www.fda.gov/oc/history/2006centennial/meatinspection.html>  
  
<http://soc.enotes.com/food-borne-illnesses-article>  
  
<http://www.answers.com/topic/meat-inspection-act>  
  
<http://www.mackinac.org/article.aspx?ID=7229>
  
- ★ THE RISE OF LABOR UNIONS  
<http://www.answers.com/topic/labor-union>
  
- ★ UPTON SINCLAIR'S, *THE JUNGLE*  
<http://www.sparknotes.com/lit/jungle/themes.html>  
  
<http://www.sparknotes.com/lit/jungle/facts.htm>  
  
<http://sunsite3.berkeley.edu/Literature/Sinclair/TheJungle/01.html>

# Website of The Powell Center for Economic Literacy adds new features at [www.powellcenter.org](http://www.powellcenter.org)

New features of Powell Center website improve usability for teachers.

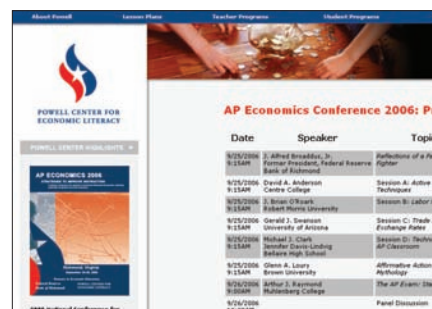
RICHMOND, VA—In the last issue of Econ-Exchange, we celebrated the launch of our new website. All websites are “works-in-progress” with new information and new tools being made available to users on a regular basis. Since our last issue of Econ-Exchange, we have added several exciting features to the Powell Center website, [www.powellcenter.org](http://www.powellcenter.org).

Many teachers could not attend our National Conference for AP Economics Teachers due to travel constraints and missing class time. In response to a request from these teachers, we have made it possible to attend the conference virtually by visiting <http://www.powellcenter.org/apconference/2006/index.asp>.

In an effort to help teachers quickly deliver economic concepts and understandings to their students, we have launched a section of the website called “15 Minute Lessons.” These mini-lessons are intended to be incorporated into other lessons and help teachers give a quick explanation about economic concepts in ways that can easily be integrated into teachers’ already overloaded curricula. This section is growing daily so please check it on a regular basis. And, if you have any great ideas for delivery of an economic concept, please send it to us. These lessons can be found at [http://www.powellcenter.org/Econ\\_Across.asp](http://www.powellcenter.org/Econ_Across.asp).

The most exciting addition to our website has been the Keystone Economic Principles. For many teachers and students, economics and economic thinking is a jumble of jargon or all about money. With input from award-winning teachers and economists, we have created our own version of basic economic principles that everyone should know in order to connect what they do know, to what they need to know, to be able to survive in a 21st Century Global Economy. This publication can be found at <http://www.powellcenter.org/Keystone.asp>.

Finally, as printing costs have soared and digital costs have plummeted, we are considering moving Econ-Exchange to a digital only format in 2008-2009. Please use the form below to share your email address with us, so that we can send you the digital version of Econ-Exchange if it moves online in 2008-2009.



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## *Back Issues of* ECON-EXCHANGE

The following issues of ECON-EXCHANGE are available online at [powellcenter.org](http://powellcenter.org):

- ★ SPRING 2006 Economics, the Environment, and Water
- ★ FALL 2005 Political Freedom, Economic Freedom and Prosperity
- ★ SPRING 2005 Economics and Ethics
- ★ FALL 2004 Economics and International Trade
- ★ SPRING 2004 Economics in Government
- ★ FALL 2003 Economics in US History
- ★ SPRING 2003 Economics and History
- ★ FALL 2002 Economics and US History
- ★ SPRING 2002 Economics and Monetary Policy
- ★ FALL 2001 Economics and Banking
- ★ SPRING 2001 Government and Economics
- ★ WINTER 2001 Information Technology and Economics
- ★ SPRING 2000 Economics and International Trade
- ★ FALL 1999 Entrepreneurship and Economics
- ★ SPRING 1999 Economics and Geography
- ★ FALL 1998 Economics and the Environment
- ★ SPRING 1998 Economics and Business
- ★ FALL 1997 The Importance of Improving Economic Education
- ★ SPRING 1997 The Economic Way of Thinking

Please add me to the ECON-EXCHANGE mailing list.

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Please visit our website for additional classroom lessons, activities, and resources. For more information contact Barbara A. Schneider, *Executive Director*, Powell Center for Economic Literacy.

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IN THIS ISSUE:

*The Play's The Thing*  
*A New Bibliography for Elementary School*  
*The Pearl and Oysters on the Half Shell*  
*Regulation in The Jungle*



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