

GRADE 1 BUSINESS & FINANCE

First edition

8 units

32 lessons + bonus business unit

A video for every lesson

FIRST EDITION

COURSE GUIDE

This course follows eight strands of business and money through first grade: work, the story of money, markets, great businesses, fair rules, making and selling, counting money, and saving, spending and giving. Each unit is built around real people and true stories: the merchants of Lydia stamping the first coins, Chinese merchants trading heavy iron coins for paper notes, a general-store clerk weighing out flour, John Wanamaker putting one honest price on every item, Levi Strauss and the tailor Jacob Davis adding copper rivets to work pants, Lewis Hine photographing children who should have been in school, Margaret Knight building a machine to fold paper bags, and Henry Heinz selling horseradish in clear glass bottles so customers could see it was pure.

Every lesson follows the same simple path, written to be read aloud. First comes **the story** (long ago...). Then **how they figured it out**: what problem stood in the way and what they tried. Then **the big idea**, told for a six-year-old: producers and consumers, goods and services, why money beats trading, why prices go up and down, money in and money out. Then **how people use it today**. Last, your child does it in miniature at the kitchen table with coins, price tags, a toy shop and a ledger notebook.

Great businesses are weighed by the **six stakeholders**, the people who have something to gain or lose: the financiers who lend money, the risk-takers who start the business, the builders who invent and make things, the workers, the customers and the community. In first grade your child gives each one a happy face, a so-so face or a sad face, with a reason. The year ends with a family market day, and an optional bonus unit, **Run a Real Business**, walks your child through a small cookie or card stand for family and friends, with you beside him or her the whole way.

Most videos come from the Federal Reserve Bank of St. Louis, the U.S. Mint, PBS, museums such as The Henry Ford, company history archives, and trusted children's teaching channels such as Homeschool Pop, Learn Bright and Kids Markets, chosen lesson by lesson. Every video was watched through for content and accuracy

before it was chosen, and none comes from a channel that takes sides in present-day public debates. Some videos end with an invitation to subscribe; you can stop when the teaching ends. Please watch together with your child, and pause when the lesson asks you to.

Start with Lesson 1.1 →

WHO IT IS FOR

Written for first graders (about ages 6–7) who are learning to read and to add and subtract small numbers. A parent reads the lessons aloud, plays shopkeeper or customer in the projects, and handles all real money and selling. Nothing needs to be bought beyond ordinary household items: a jar of coins, paper, crayons, index cards, a kitchen scale, a few store receipts and a notebook.

HOW TO USE THIS COURSE

1. **The weekly rhythm.** The year has 32 lessons, one a week. Session 1 (about 30 minutes) is the warm-up, the video, the story and the picture study. Session 2 (about 30 minutes) is the project and the ledger notebook. In the last week of each unit, add a short third session for the unit review and the portfolio project. If your child is tired, split a session in two.
2. **Story, then the big idea.** Read the core ideas aloud, one paragraph at a time. After each one, ask your child to tell it back in his or her own words. The paragraphs marked *Long ago* or *The story* tell what happened; *The big idea* gives the money or business idea underneath; *How do people use it today?* brings it home to your town.
3. **Picture study.** Each lesson has one public-domain painting, print or old photograph. Look at it quietly together for one or two minutes. Then hide it and ask your child to tell everything he or she remembers. Bring it back and talk through the “look for” items and questions, which point to the work, trade or money in the picture.
4. **The ledger notebook.** Use one notebook for the whole year (a composition book with wide lines or graph paper). Every project ends with something counted and written down: a tally, a price list, a list of money in and money out, or a happy-face scorecard. You may write while your child dictates. Date every page. Honest records matter more than big numbers.

5. **The six stakeholders.** Whenever the course looks at a business, ask: Who lent the money? Who started it? Who made the things? Who worked there? Who bought from it? How did it help the town? Unit 4 teaches a happy-face scorecard; use it all year for shops you visit.
6. **Optional books and games.** Some units list free classics such as *The Little Red Hen* and Aesop's fables, picture books you may find at your library, and free teaching sites. They are extras. Every lesson can be done without them.
7. **Unit review and portfolio.** Each unit ends with a friendly oral review (no points: your child may answer by telling, pointing, counting coins or drawing) and a portfolio project that pulls the unit together. Keep the portfolio pages in one folder for the year.
8. **Money and selling safety.** A grown-up handles and supervises all real money and all selling. Children never sell door to door or talk to strangers alone, never give out personal information, and never sell online. Sell only to family, friends and neighbors you know, and check your town's rules before selling food. Any "bank" or "store" in this course is pretend unless a parent chooses otherwise.
9. **The family market day.** In the last week of Unit 8, your child sets up a table with the best project from each unit and his or her notebook pages, sells or shows something homemade to family, and explains how it was priced and what it earned.
10. **Run a Real Business (optional bonus unit).** Unit 9 walks your child through planning, making, pricing, selling and counting up a small cookie or card stand for family and friends, with a parent. Use it after market day, over the summer, or alongside the year.

SCOPE AND SEQUENCE

UNIT 1 • WEEKS 1–4

Work Is Good

Work is good because God made us to work; producers and consumers; goods and services; and teamwork on a sandwich assembly line.

- 1.1 Work Is Good
- 1.2 Producers and Consumers
- 1.3 Goods and Services
- 1.4 Teamwork: A Sandwich Assembly Line

UNIT 3 • WEEKS 9–12

Markets

Why strawberries cost more in January than in June; the old general store; what prices tell us; and a classroom market.

- 3.1 Strawberries in June and in January
- 3.2 The General Store
- 3.3 Prices Tell Us Something
- 3.4 A Classroom Market

UNIT 2 • WEEKS 5–8

The Story of Money

The trouble with trading one thing for another; salt, shells and cattle used as money; the first coins of Lydia; and China's first paper money.

- 2.1 The Trouble with Barter
- 2.2 Salt, Shells and Cattle
- 2.3 Lydia's First Coins
- 2.4 Paper Money in China

UNIT 4 • WEEKS 13–16

Great Businesses

Four great businesses and the people they served: John Wanamaker's price tags, Levi Strauss's riveted work pants, the Kellogg brothers' corn flakes and Henry Ford's car for everyone.

- 4.1 John Wanamaker's Price Tags
- 4.2 Levi Strauss's Work Pants
- 4.3 The Kellogg Brothers' Cereal
- 4.4 Henry Ford's Car for Everyone

UNIT 5 • WEEKS 17–20

Fair Rules

Honest scales and just weights; keeping promises and contracts; Lewis Hine's photographs and why children belong in school; and Harvey Wiley's rules that keep food safe.

- 5.1 Just Weights and Honest Scales
- 5.2 Keeping Promises and Contracts
- 5.3 Children Belong in School
- 5.4 Rules That Keep Food Safe

UNIT 7 • WEEKS 25–28

Counting Money

Coins and bills; making change by counting up; money in and money out; and keeping a simple record like George Washington's account books.

- 7.1 Coins and Bills
- 7.2 Making Change
- 7.3 Money In and Money Out
- 7.4 A Simple Record

UNIT 9 • WEEKS 33–36

Bonus: A Cookie or Card Stand

Optional bonus unit: plan, make, sell and count up a small cookie or card stand for family and friends, then decide what to save, spend and give.

- 9.1 Plan Your Stand
- 9.2 Make It and Count the Cost
- 9.3 Sell It Honestly
- 9.4 Count Up, Save and Give

UNIT 6 • WEEKS 21–24

Making and Selling

Spotting a need like Earle Dickson and his bandage; making a product like Margaret Knight and her paper-bag machine; telling customers the truth like Henry Heinz; and making a shop sign.

- 6.1 Spotting a Need
- 6.2 Making a Product
- 6.3 Telling Customers the Truth
- 6.4 A Shop Sign

UNIT 8 • WEEKS 29–32

Save, Spend, Give

The save jar and the ant; interest, a seed that grows; the widow's two mites and cheerful giving; and the family market day.

- 8.1 The Save Jar
- 8.2 Interest Is Like a Seed That Grows
- 8.3 The Widow's Two Mites
- 8.4 Market Day

WEEKLY PACING CALENDAR

WEEK	PLAN
1	• Session 1: Lesson 1.1 Work Is Good: warm-up, video, teaching and picture study • Session 2: Lesson 1.1 project and ledger notebook <i>Two sessions a week is the usual rhythm. Younger children can split a long session in two; older students can do both sessions in one sitting.</i>
2	• Session 1: Lesson 1.2 Producers and Consumers: warm-up, video, teaching and picture study • Session 2: Lesson 1.2 project and ledger notebook
3	• Session 1: Lesson 1.3 Goods and Services: warm-up, video, teaching and picture study • Session 2: Lesson 1.3 project and ledger notebook
4	• Session 1: Lesson 1.4 Teamwork: A Sandwich Assembly Line: warm-up, video, teaching and picture study • Session 2: Lesson 1.4 project and ledger notebook • Session 3: Unit 1 review and portfolio project
5	• Session 1: Lesson 2.1 The Trouble with Barter: warm-up, video, teaching and picture study • Session 2: Lesson 2.1 project and ledger notebook
6	• Session 1: Lesson 2.2 Salt, Shells and Cattle: warm-up, video, teaching and picture study • Session 2: Lesson 2.2 project and ledger notebook
7	• Session 1: Lesson 2.3 Lydia's First Coins: warm-up, video, teaching and picture study • Session 2: Lesson 2.3 project and ledger notebook
8	• Session 1: Lesson 2.4 Paper Money in China: warm-up, video, teaching and picture study • Session 2: Lesson 2.4 project and ledger notebook • Session 3: Unit 2 review and portfolio project
9	• Session 1: Lesson 3.1 Strawberries in June and in January: warm-up, video, teaching and picture study • Session 2: Lesson 3.1 project and ledger notebook
10	• Session 1: Lesson 3.2 The General Store: warm-up, video, teaching and picture study

WEEK	PLAN
	Session 2: Lesson 3.2 project and ledger notebook
11	- Session 1: Lesson 3.3 Prices Tell Us Something: warm-up, video, teaching and picture study - Session 2: Lesson 3.3 project and ledger notebook
12	- Session 1: Lesson 3.4 A Classroom Market: warm-up, video, teaching and picture study - Session 2: Lesson 3.4 project and ledger notebook - Session 3: Unit 3 review and portfolio project
13	- Session 1: Lesson 4.1 John Wanamaker's Price Tags: warm-up, video, teaching and picture study - Session 2: Lesson 4.1 project and ledger notebook
14	- Session 1: Lesson 4.2 Levi Strauss's Work Pants: warm-up, video, teaching and picture study - Session 2: Lesson 4.2 project and ledger notebook
15	- Session 1: Lesson 4.3 The Kellogg Brothers' Cereal: warm-up, video, teaching and picture study - Session 2: Lesson 4.3 project and ledger notebook
16	- Session 1: Lesson 4.4 Henry Ford's Car for Everyone: warm-up, video, teaching and picture study - Session 2: Lesson 4.4 project and ledger notebook - Session 3: Unit 4 review and portfolio project
17	- Session 1: Lesson 5.1 Just Weights and Honest Scales: warm-up, video, teaching and picture study - Session 2: Lesson 5.1 project and ledger notebook
18	- Session 1: Lesson 5.2 Keeping Promises and Contracts: warm-up, video, teaching and picture study - Session 2: Lesson 5.2 project and ledger notebook
19	- Session 1: Lesson 5.3 Children Belong in School: warm-up, video, teaching and picture study - Session 2: Lesson 5.3 project and ledger notebook

WEEK	PLAN
20	• Session 1: Lesson 5.4 Rules That Keep Food Safe: warm-up, video, teaching and picture study • Session 2: Lesson 5.4 project and ledger notebook • Session 3: Unit 5 review and portfolio project
21	• Session 1: Lesson 6.1 Spotting a Need: warm-up, video, teaching and picture study • Session 2: Lesson 6.1 project and ledger notebook
22	• Session 1: Lesson 6.2 Making a Product: warm-up, video, teaching and picture study • Session 2: Lesson 6.2 project and ledger notebook
23	• Session 1: Lesson 6.3 Telling Customers the Truth: warm-up, video, teaching and picture study • Session 2: Lesson 6.3 project and ledger notebook
24	• Session 1: Lesson 6.4 A Shop Sign: warm-up, video, teaching and picture study • Session 2: Lesson 6.4 project and ledger notebook • Session 3: Unit 6 review and portfolio project
25	• Session 1: Lesson 7.1 Coins and Bills: warm-up, video, teaching and picture study • Session 2: Lesson 7.1 project and ledger notebook
26	• Session 1: Lesson 7.2 Making Change: warm-up, video, teaching and picture study • Session 2: Lesson 7.2 project and ledger notebook
27	• Session 1: Lesson 7.3 Money In and Money Out: warm-up, video, teaching and picture study • Session 2: Lesson 7.3 project and ledger notebook
28	• Session 1: Lesson 7.4 A Simple Record: warm-up, video, teaching and picture study • Session 2: Lesson 7.4 project and ledger notebook • Session 3: Unit 7 review and portfolio project
29	• Session 1: Lesson 8.1 The Save Jar: warm-up, video, teaching and picture study • Session 2: Lesson 8.1 project and ledger notebook
30	• Session 1: Lesson 8.2 Interest Is Like a Seed That Grows: warm-up, video, teaching and picture study

WEEK	PLAN
	Session 2: Lesson 8.2 project and ledger notebook
31	- Session 1: Lesson 8.3 The Widow's Two Mites: warm-up, video, teaching and picture study - Session 2: Lesson 8.3 project and ledger notebook
32	- Session 1: Lesson 8.4 Market Day: warm-up, video, teaching and picture study - Session 2: Lesson 8.4 project and ledger notebook - Session 3: Unit 8 review and portfolio project <i>Last week. Hold a family market day: the student sets up a table with the best project from each unit and its notebook pages, sells or shows something they made, and explains to guests how they priced it and what they earned.</i>
33	- Session 1: Lesson 9.1 Plan Your Stand: warm-up, video, teaching and picture study - Session 2: Lesson 9.1 project and ledger notebook <i>Optional bonus unit: run a real small business. Do it after market day, over the summer, or alongside the year.</i>
34	- Session 1: Lesson 9.2 Make It and Count the Cost: warm-up, video, teaching and picture study - Session 2: Lesson 9.2 project and ledger notebook
35	- Session 1: Lesson 9.3 Sell It Honestly: warm-up, video, teaching and picture study - Session 2: Lesson 9.3 project and ledger notebook
36	- Session 1: Lesson 9.4 Count Up, Save and Give: warm-up, video, teaching and picture study - Session 2: Lesson 9.4 project and ledger notebook - Session 3: Unit 9 review and portfolio project

MATERIALS

Ledger notebook (a composition book with wide lines or graph paper)

One for the whole year: tallies, price lists, money-in and money-out pages and happy-face scorecards.

A jar of real coins (pennies, nickels, dimes and quarters) and some play bills

Used in nearly every unit for counting, pricing, trading and making change. Paper slips marked \$1 and \$5 work as play bills.

A kitchen scale and a homemade balance (a clothes hanger, string and two paper cups)

For weighing coins, salt and just weights in Units 2 and 5.

Index cards, sticky notes, crayons, markers and tape

For price tags, signs, trading cards and the toy shop.

A few store receipts and grocery flyers

Save them through the year for price hunts and record keeping.

Three jars or envelopes labeled Give, Save and Spend

For Unit 8 and the bonus business.

Household supplies for small projects

Bread, sandwich fillings, paper, scissors, a few toys or pantry items to “sell” in a pretend shop, and simple baking or card-making supplies for the bonus unit.

Optional: one of the books or games listed in a unit

Never required. See the list in each unit.

GRADING

First grade has no letter grades. Progress is shown by what your child can tell, count and do, and by the notebook and portfolio pages kept through the year.

Scale: No letter grades. For each unit, write a short note: what your child can explain, what he or she can count or do, and one thing to practice next.

- Use the unit review as a friendly conversation. Mark each answer “Got it,” “Getting there” or “Not yet,” and come back to the “Not yet” ideas later in the year.
- A notebook page is complete when it has a date, a title, something counted or written, and one sentence (spoken or written) about what it means.
- Praise careful counting and honest records more than big numbers. A project that went wrong but was honestly recorded is a good project.
- Keep each unit’s portfolio pages in one folder. They make a happy record of the year and the centerpiece of the family market day.

A NOTE TO PARENTS

You do not need to know anything about economics to teach this course. Read the story aloud, watch the short video together, and then be your child’s customer,

shopkeeper or banker in the project. Ask three questions often: “Who made this?”, “Who gains from this trade?” and “How do you know? Let’s count.”

The course tells history honestly but gently. Great businesses are shown with what they did well and where they fell short, and the lessons on fair rules are taught as settled history: what problem a rule fixed and how it helped. Nothing in the course asks you or your child to take a side in present-day public debates.

Real money should always be handled with you nearby. When your child sells something, you are the partner who keeps the cash box and checks the change. Above all, the course hopes to raise a child who works heartily, deals honestly, saves patiently and gives cheerfully. *Fabricando fit faber*: by making, one becomes a maker.

UNIT 1

WORK IS GOOD

In this unit you will learn that work is good. God made people to work, and when we work we make things and help each other. You will meet **producers**, who make or grow things, and **consumers**, who use them. You will sort **goods**, things you can hold, from **services**, jobs people do for you.

You will hear about a silversmith named Paul Revere, a hungry boy named Benjamin Franklin buying bread, and Henry Ford's workers building cars together on a moving line. Then you will build your own sandwich assembly line and time it with a clock to see how much faster a team can work.

PREREQUISITES

- Can count to 20
- Can sort pictures or toys into groups
- Can draw a simple picture and tell about it

MASTERY CHECKLIST

- ☐ I can tell why work is good and name a job I can do well.
- ☐ I can tell what a producer is and what a consumer is, and give an example of each.
- ☐ I can sort goods (things) from services (jobs people do for you).
- ☐ I can tell how a team on an assembly line works faster, and I timed one.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **The Little Red Hen, by Florence White Williams (1918):** Free. The old tale of the hen who plants, cuts, grinds and bakes while her friends will not help. Read it aloud with Lesson 1.1 and ask: Who was the producer? Who wanted to be only a consumer? Ages 4–7.
- **Ox-Cart Man, by Donald Hall, illustrated by Barbara Cooney (Viking):** A picture book, often at the library. A New Hampshire farm family makes goods all year and the father sells them at the Portsmouth market. Fits Lessons 1.2 and 1.3. Ages 4–8.
- **Federal Reserve education resources (FRE.org):** Free. Lessons, songs and stories about producers, consumers, goods and services from the Federal Reserve banks. Search “goods and services” or “producers.” For parents to browse.

Not required. Every project in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

1.1	Work Is Good	2 sessions of 30 minutes
1.2	Producers and Consumers	2 sessions of 30 minutes
1.3	Goods and Services	2 sessions of 30 minutes
1.4	Teamwork: A Sandwich Assembly Line	2 sessions of 30 minutes

UNIT 1 REVIEW

A parent asks each question aloud. Your child may answer by telling, pointing, drawing or acting it out. There are no points; this is a friendly conversation to see what has been learned. Have a few kitchen items, two toys and the ledger notebook nearby.

1. What job did God give Adam in the garden? Why does that tell us work is good?
2. Point to something in the kitchen. Who was the producer? Who is the consumer?
3. Tell me the story of young Benjamin Franklin and the puffy rolls.

4. Is a haircut a good or a service? Is a teapot a good or a service? Tell me one good and one service Paul Revere sold.
5. Show me with your hands how Henry Ford's assembly line worked. Why was it faster?
6. Look at your sandwich-contest page. Which way was faster, and by how much?

ANSWER KEY

1. God put Adam in the garden to tend it and keep it. God gave him work before anything went wrong, so work is a good gift.
2. Any sensible answer, for example: the baker or the bread company is the producer of the bread, and our family is the consumer.
3. Franklin arrived in Philadelphia hungry, bought three big rolls from a baker for three pennies and walked up the street eating one. The baker was the producer and Franklin was the consumer.
4. A haircut is a service; a teapot is a good. Paul Revere made silver goods like teapots and spoons and did services like fixing teeth and carrying messages.
5. The car moved along and each worker did one step. Workers got quick at one step and did not waste time walking around, so the team built cars much faster.
6. Answers depend on the child's results; the child should read both times from the notebook and tell which was faster.

PORTFOLIO PIECE: OUR FAMILY WORKS TOGETHER

Make a small poster or two notebook pages called “Our Family Works Together.” Draw each person in your family doing a job. Next to each picture, write or tell whether that person is making a good, doing a service, or both. Add your one-week tally chart of jobs and the times from your sandwich contest. Show your poster to your family and tell why work is good.

LOOK FOR	WHAT IT MEANS
Everyone is there	Every family member is drawn doing a real job.
Goods and services	Each job is correctly marked as a good, a service or both.
Counted and recorded	The tally chart and sandwich-contest times are included and added up correctly with help.
Telling	Your child can explain why work is good and what teamwork does, in his or her own words.

1.1 WORK IS GOOD

OBJECTIVES

- Tell that God made Adam to work in the garden, and that work is good.
- Name some kinds of work people do, at home and in town.
- Do a real job well and keep a tally of the jobs you do this week.

Warm-up. Walk through your house together and point to things that someone worked to make: the table, the bread, the clean dishes, your shirt. For each one, ask: Who worked on this? Count how many you find in three minutes.

WATCH

Helping Out is What a Job's About | Daniel Tiger's Neighborhood | PBS KIDS

PBS KIDS • 2:01

https://www.youtube.com/watch?v=DFgQQe_qbk8

WHEN TO WATCH

After the story of Adam, before the big idea. Sing along: helping out is what a job is about.

Note: A short song from PBS KIDS, made for young children.

KEY TERMS

work

Using your hands, your mind and your time to make something or to help someone.

job

A piece of work a person does. Some jobs are done at home for love; some jobs are done for pay.

diligent

Working carefully and not giving up until the job is done.

CORE IDEAS

Long ago. In the very beginning, God made the world and everything in it. He made the first man, Adam, and put him in a beautiful garden called Eden. Then God gave Adam a job: to take care of the garden. Adam was to tend the plants and keep the

garden safe. God gave Adam work to do before anything had gone wrong in the world. That tells us something important: work is good.

Later in the Bible we meet a man named Bezalel. God filled him with skill to work with gold, silver, wood and stone, so he could make beautiful things for the tabernacle. And the apostle Paul made tents with his own hands to earn his bread while he taught people about Jesus. Gardeners, craftsmen and tentmakers all did good work.

Why is work good? When we work, we make things that people need, like bread, chairs and clothes. We fix things that are broken. We help people who need help. Work also makes us stronger and wiser. A person who is **diligent** works carefully and does not quit when the job gets hard.

How do people use it today? Every grown-up you know does work. A farmer grows food. A nurse cares for sick people. A mother and father cook, clean and teach. A mail carrier brings letters. Some work is done for pay, and some is done for love. All of it can be done well, as if we were doing it for God.

Try it. This week you will choose a real job at home and learn to do it well. You will also keep a tally of every job you do.

PICTURE STUDY



Ploughing in the Nivernais, Rosa Bonheur, 1849 · Oil on canvas · Musée d'Orsay, Paris

Image: [Wikimedia Commons](#), public domain

Rosa Bonheur was a French painter who loved animals. She went to farms and markets to draw cows, horses and sheep from life. In this painting, farmers in the middle of France are plowing a field in autumn so it will be ready for planting. Plowing turns over the dirt, just as Adam tended the garden.

Look closely

- Count the oxen. How many are pulling each plow?
- Find the farmers. What is each one doing?
- Look at the dirt behind the plows. How is it different from the dirt in front?
- Look at the sky and the light. Does this look like a happy day for work?

Talk about it

1. What will grow in this field next year? Who will eat it?
2. Why do the farmers need the oxen? Why do the oxen need the farmers?
3. What is a job at your house that is a little like plowing: hard, but it makes something good later?

PROJECT

My Helping Job and Tally Chart

You will learn one real job at home and do it well. Then you will keep a tally of every job you do for a week, to see how much good work one person can do.

You will need

- Ledger notebook and a pencil
- Crayons
- Whatever you need for your job (a dish towel, a broom, a watering can)

Steps

1. With a grown-up, choose one real job you can do: setting the table, watering a plant, sorting socks, feeding a pet or sweeping the porch.
2. Watch the grown-up do the job once, slowly. Then do it yourself while the grown-up watches.
3. Ask: “Is it done well?” Fix anything that is not quite right.
4. In your ledger notebook, write the title “My Jobs” and the date. Draw a picture of your job.
5. Make a tally chart with two rows: “My job” and “Other help.” Every time you do your job or help in another way this week, make one tally mark (four sticks and a slanted fifth).
6. At the end of the week, count your tally marks and write the total for each row.
7. Tell a grown-up: Which job did you do best? Which one will you do better next week?

Tips

- Pick a job that is small enough to finish. A finished small job is better than a big job left half done.
- Grown-ups: praise the care your child takes, not just the speed.

Check your work

- ☐ I can tell why work is good.

- ☐ I learned one real job and did it well.
- ☐ I counted my tally marks and wrote the totals.

LEDGER NOTEBOOK

1. Draw Adam caring for the garden. Draw what tools he might use.
2. Make your tally chart of jobs for the week and write the totals.
3. Draw three grown-ups you know doing their work, and write or tell what each one does.

From history. The Bible tells about Bezalel in Exodus 31, a craftsman God filled “with wisdom, and in understanding, and in knowledge, and in all manner of workmanship.” Long before there were factories, skilled craftsmen like him made beautiful things by hand.

COMMON MISTAKES

- Thinking work is only something grown-ups do for money. Helping at home is real work too.
- Thinking work is a punishment. God gave Adam work in the garden before anything went wrong.
- Rushing a job just to finish. Doing it well is part of the job.

Make it a game · Sixty Seconds of Work. Set a timer for sixty seconds. Name every kind of work you can think of, at home and in town, such as cooking, driving a bus or sweeping. Your parent makes a tally mark for each one. Then try again and beat your score. Finish by saying why God made Adam to work in the garden.

Scripture. “And the LORD God took the man, and put him into the garden of Eden to dress it and to keep it.” (Genesis 2:15, KJV)

To “dress” the garden means to tend it and care for it. God gave Adam good work to do from the very beginning.

1.2 PRODUCERS AND CONSUMERS

OBJECTIVES

- Tell what a producer is and what a consumer is.
- Tell the story of young Benjamin Franklin buying bread from a baker in Philadelphia.
- Find producers and consumers in your own home and town, and sort them in a chart.

Warm-up. Look at your breakfast. Name each food. For each one, guess: Who grew it or made it? Then ask: Who ate it? You just found producers and consumers.

WATCH

Producers and Consumers for Kids

Homeschool Pop • 5:27

<https://www.youtube.com/watch?v=dTx-co3t71E>

WHEN TO WATCH

After the story of Franklin and the baker, before the big idea.

BACKUP VIDEO

What Are Consumers and Producers? | Explore Economics Sing-along (Grades 2-5)

Federal Reserve Bank of St. Louis • 3:30

<https://www.youtube.com/watch?v=Wkzra5-mtO0>

After the project, as a song to sing along with.

KEY TERMS

producer

A person or business that makes, grows or does something for others.

consumer

A person who buys and uses things or help that others make or do.

baker

A producer who makes bread, rolls and cakes.

CORE IDEAS

The story. One Sunday morning in October 1723, a tired, hungry seventeen-year-old named Benjamin Franklin stepped off a boat in the city of Philadelphia. He had very little money in his pocket. He walked up Market Street and found a baker's shop. He paid three pennies and got three great puffy rolls of bread. He walked down the street with one roll under each arm, eating the third. Franklin wrote about it years later and still remembered how big and good those rolls were.

Who did what? The baker was a **producer**. He got up early, mixed flour and water, shaped the dough and baked it. Franklin was a **consumer**. He paid for the bread and ate it. The baker needed customers like Franklin, and Franklin needed bakers. Each one helped the other.

The big idea. A producer makes, grows or does something. A consumer buys it and uses it. Most people are both! Franklin was a consumer when he ate the rolls. But soon he got a job in a print shop, and later he owned his own print shop. Then he was a producer, printing newspapers and books for other people to read.

How do people use it today? Your family is a consumer when you buy milk at the store. A dairy farmer is the producer. But your mother or father may be a producer at work, making things or helping people. And you are a producer when you draw a card for Grandma or help bake cookies. Every store in town has producers who make things and consumers who buy them.

PICTURE STUDY



The Provider (Return from the Market), Jean-Baptiste-Siméon Chardin, 1739 · Oil on canvas · Musée du Louvre, Paris

Image: [Wikimedia Commons](#), public domain

Jean-Baptiste-Siméon Chardin was a French painter who liked quiet scenes of everyday life in the kitchen and home. Here a young woman has just come back from the market with food for the family. She is resting for a moment before she puts it away.

Look closely

- Find the two loaves of bread. Who was the producer who made them?
- What else did she bring home from the market?
- Look through the open door. What do you see in the other room?
- Look at her face. Is she tired? Why might she be?

Talk about it

1. Is the woman a producer or a consumer when she buys the bread? Could she also be a producer at home?
2. Name three producers who helped make the food she carried home.
3. What would happen to the baker if no one came to buy his bread?

PROJECT

The Producer and Consumer Hunt

You will hunt for producers and consumers in your kitchen and on a trip to a store, then sort them on a big chart.

You will need

- Ledger notebook, pencil and crayons
- Ten things from your kitchen (a loaf of bread, an apple, a box of cereal, a jar of peanut butter)
- A grown-up for a trip to a store (or a grocery flyer)

Steps

1. Set the ten kitchen things on the table. For each one, ask: Who was the producer? (A farmer? A baker? A factory?) Look at the label for the name of the company that made it.
2. Draw a line down the middle of a notebook page. Write “Producers” on one side and “Consumers” on the other.
3. Write or draw each producer you found on the Producers side.
4. On the Consumers side, draw the people in your family who will eat or use those things.
5. On a trip to a store with a grown-up, count the workers you see who are producers of help: the cashier, the person stocking shelves, the baker in the bakery. Make a tally mark for each one.
6. Count your tally marks and write the total.
7. Finish the page with this sentence: “I am a consumer when I _____. I am a producer when I _____.”

Tips

- Some things have many producers. Bread needs a wheat farmer, a miller, a baker and a truck driver.
- Stay with your grown-up the whole time in the store.

Check your work

- ☐ I can tell what a producer is and what a consumer is.
- ☐ I found at least five producers and wrote or drew them.
- ☐ I can tell one way I am a producer and one way I am a consumer.

LEDGER NOTEBOOK

1. Draw young Benjamin Franklin walking up Market Street with a roll under each arm. Draw the baker in his shop.
2. Make your Producers and Consumers chart.
3. Draw yourself being a producer: making something for someone else.

From history. Benjamin Franklin told the story of his three puffy rolls in his autobiography. He gave two of the rolls to a mother and child who had come down the river on the same boat. Years later he became one of the best-known printers, writers and inventors in America.

COMMON MISTAKES

- Thinking a person can be only one or the other. Most people are both producers and consumers.
- Thinking only factories are producers. A baker, a farmer, a teacher and a child making a card are all producers.
- Forgetting the many producers behind one thing. Even a slice of bread has a farmer, a miller and a baker behind it.

Make it a game • Baker and Buyer. Act out young Benjamin Franklin buying bread. One of you is the baker, who makes the bread, and one is the consumer, who buys it. Say your job word each time you speak. Swap roles and trade three loaves of pretend bread for coins. Then point around the kitchen and call out one producer thing and one consumer thing.

1.3 GOODS AND SERVICES

OBJECTIVES

- Tell the difference between goods (things you can hold) and services (work people do for you).
- Tell how Paul Revere sold both goods and services in Boston.
- Sort goods and services and make a goods-and-services map of your town.

Warm-up. Play “Can you hold it?” A grown-up names things: an apple, a haircut, a shoe, a doctor’s checkup, a toy car, a ride on the bus, a book, a piano lesson. If you can hold it in your hands, stand up. If you cannot, sit down.

WATCH

What Are Goods and Services? | Explore Economics Sing-along (Grades 2-5)

Federal Reserve Bank of St. Louis • 3:31

<https://www.youtube.com/watch?v=OAELOoWGCPE>

WHEN TO WATCH

Before the story. Sing along the second time through.

BACKUP VIDEO

Jobs, Goods, and Services - Exploring How People Work and Earn Money

Miacademy & MiaPrep Learning Channel • 10:36

<https://www.youtube.com/watch?v=J41sTDwZFZQ>

After the project, if you want to hear more examples.

KEY TERMS

goods

Things you can touch and hold that people make or grow, like bread, shoes and spoons.

services

Work that people do for you, like cutting hair, fixing teeth or carrying letters.

silversmith

A craftsman who makes cups, spoons, bowls and teapots out of silver.

CORE IDEAS

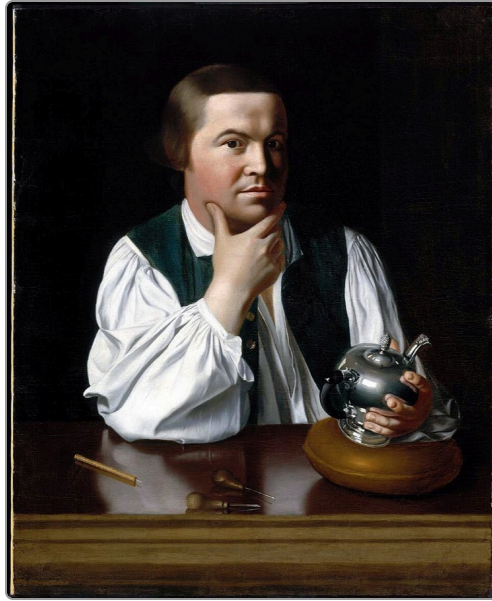
Long ago. More than two hundred years ago, in the city of Boston, there lived a silversmith named Paul Revere. In his shop he melted silver and hammered it into shining bowls, cups, spoons and teapots. People came to his shop to buy them. These were **goods**: things you can hold in your hands.

Paul Revere had a big family to feed, so he looked for other ways to earn money too. For a while he worked as a dentist, carving false teeth and fastening them in with wire. He also carried messages for the people of Boston, riding fast on a horse. Fixing teeth and carrying messages are **services**: work that someone does for you. You cannot hold a ride or a checkup in your hand, but it is still real and useful.

The big idea. Producers make two kinds of things. **Goods** are things: an apple, a coat, a teapot. **Services** are work done for you: a haircut, a music lesson, a doctor's visit, a bus ride. People pay money for both. Some businesses sell both: a shoe store sells shoes (goods) and may also fix them (a service).

How do people use it today? Walk down a main street and you will see both. A bakery and a hardware store sell goods. A barber shop, a dentist and a car repair shop sell services. A restaurant sells both: the food is the good, and cooking and bringing it to your table is the service. When you know which is which, you can see how a whole town helps each other.

PICTURE STUDY



Paul Revere, John Singleton Copley, about 1768 · Oil on canvas · Museum of Fine Arts, Boston

Image: [Wikimedia Commons](#), public domain

John Singleton Copley was the best portrait painter in Boston. Most people paid him to paint them in their finest clothes. But he painted Paul Revere in his work shirt, at his workbench, holding a silver teapot he was making. It is a picture of a man proud of his work.

Look closely

- Find the silver teapot. Is it a good or a service?
- Find the small tools on the table. What do you think Revere used them for?
- Look at his clothes. Is he dressed for a party or for work?
- Look at his face. Is he thinking? What might he be thinking about?

Talk about it

1. Name two goods Paul Revere made and two services he did.
2. Why do you think he wanted to be painted at work instead of in fancy clothes?
3. If someone painted you at your work, what would you be holding?

PROJECT

Goods and Services Sort and Town Map

You will sort goods and services with picture cards, then draw a map of a main street and color each shop by what it sells.

You will need

- 12 index cards and crayons
- A large sheet of paper
- Ledger notebook and pencil

Steps

1. On each of 12 index cards, draw one thing: an apple, a haircut, a coat, a teacher teaching, a loaf of bread, a mail carrier, a toy, a doctor, a bicycle, a car being fixed, a book, a piano lesson.
2. Make two piles: Goods (things you can hold) and Services (work done for you). Tell why each card goes where it goes.
3. Count each pile and write the numbers in your notebook: “Goods: __. Services: __.”
4. On the large paper, draw a street with eight shops. Make some shops that sell goods and some that sell services. Name each one (Rosa’s Bakery, Joe’s Barber Shop).
5. Color the shops that sell goods green and the shops that sell services blue. If a shop sells both, color it with stripes of both colors.
6. Count the green, blue and striped shops and write the numbers on the map.
7. On a drive or walk with a grown-up, look for real shops. Add any you see to your map.

Tips

- If you are not sure, ask: Can I take it home in a bag? If yes, it is a good.
- A restaurant is tricky: it sells both.

Check your work

- ☐ I can tell the difference between goods and services.

- ☐ I sorted 12 cards and counted each pile.
- ☐ My town map shows shops that sell goods, services or both.

LEDGER NOTEBOOK

1. Draw Paul Revere making a teapot (a good) and riding with a message (a service).
2. Make a chart with two columns, Goods and Services, and write or draw four of each that your family used this week.
3. Draw a shop you would like to have someday. Will it sell goods, services or both?

From history. Paul Revere is best remembered for his midnight ride in April 1775, but he spent most of his long life as a craftsman and businessman. Later he built a mill that rolled copper into sheets, and his copper covered the dome of the Massachusetts State House.

COMMON MISTAKES

- Thinking services are not real because you cannot hold them. A haircut or a lesson is real work, and people pay for it.
- Calling a worker a good. The barber is a producer; the haircut is the service.
- Forgetting that one business can sell both goods and services.

Make it a game • Revere's Shop Sort. Write ten things on slips of paper, some goods such as a silver spoon, and some services such as fixing a teapot. Put them in a bowl. Draw one, act it out or hold it up, and sort it onto a Goods side or a Services side. Then say what Paul Revere sold of each kind.

1.4 TEAMWORK: A SANDWICH ASSEMBLY LINE

OBJECTIVES

- Tell how Henry Ford’s workers built cars faster by working together on a moving line.
- Explain why a team where each person does one step can work faster than one person doing everything.
- Run a sandwich assembly line, time it with a clock, and compare it with one person working alone.

Warm-up. Think about making a peanut butter and jelly sandwich (or another sandwich your family likes). Tell a grown-up every step, in order, from getting out the bread to cutting it in half. How many steps did you count?

WATCH

What Is an Assembly Line? | Learn all about the History of Assembly Lines

Learn Bright • 9:10

<https://www.youtube.com/watch?v=azCnKuVDcrs>

WHEN TO WATCH

After the story of Ford’s line. Stop before the quiz at the end if your child is tired.

BACKUP VIDEO

What is an Assembly Line? (for kids) | how assembly lines revolutionized modern civilization

Lesson Boosters - Kids Science and History Videos • 3:30

<https://www.youtube.com/watch?v=cUNItwzOX3o>

A shorter choice, before the project.

KEY TERMS

assembly line

A way of making things where each worker does one step and passes the work to the next person.

teamwork

People working together, each doing a part, to finish one job.

step

One small part of a bigger job.

CORE IDEAS

Long ago. Over one hundred years ago, a man named Henry Ford built a car called the Model T. He wanted to make it cheap enough for ordinary families to buy. But at first, building one car took a long time. A few workers walked around each car and did many different jobs, one after another.

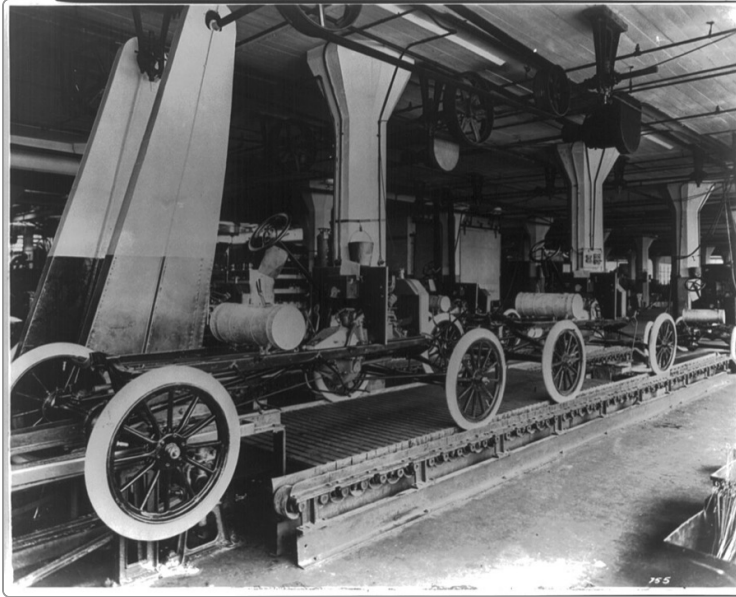
How they figured it out. Henry Ford and his managers watched how meat packers and other factories worked. In 1913, at his big factory in Highland Park, Michigan, they tried something new. They pulled each car slowly along the floor with a rope, and later with a moving belt. Each worker stood in one place and did just one step, like putting on a wheel or tightening a bolt, again and again. Then the car moved on to the next worker. Building the bottom part of a car, the chassis, had taken about twelve and a half hours. With the moving line, it took about an hour and a half!

The big idea. When a big job is split into small steps, and each person does one step, a team can make much more than the same people working alone. Each worker gets very good and very quick at his one step, and no one wastes time walking around or changing tools. This is called **teamwork**, and the moving line is called an **assembly line**.

But there was a problem. Doing the same small step all day long was dull and tiring. Many workers quit. Henry Ford had to find a way to keep good workers happy, and you will hear how he did that in Unit 4.

How do people use it today? Cars, toys, cereal boxes and even pizzas are made on assembly lines today. Many families use teamwork too: one person washes the dishes, one dries, one puts them away. “Two are better than one,” says the Bible, “because they have a good reward for their labour.”

PICTURE STUDY



*Assembly Line at the Ford Motor Company's Highland Park Plant, Unknown photographer, about 1913 · Photograph · Library of Congress, Washington, D.C.
Image: [Wikimedia Commons](#), public domain*

This photograph was taken inside Henry Ford's Highland Park factory in Michigan, about the time the moving assembly line began. You are looking down the line at the bottoms of Model T cars, called chassis, waiting for their next step.

Look closely

- Count the wheels you can see. How many cars are on the line?
- Find the track the cars sit on. Which way do you think they are moving?
- Look for the big machines and pipes overhead. What might they be for?
- Look at each car. Are they all the same, or different?

Talk about it

1. Why would it help to have every car exactly the same?
2. If you stood at one spot on this line, what one step might you do all day?
3. Would you like this job? What would be good about it, and what would be hard?

Safety first. A grown-up handles any sharp knife. Wash hands before handling food, and check for food allergies before choosing a filling.

PROJECT

The Great Sandwich Contest

You will find out if a team on an assembly line can make sandwiches faster than one person working alone. You will time both ways with a clock and write down the results.

You will need

- 8 slices of bread for each round, and a sandwich spread your family likes (or use paper “bread” and crayons to “spread”)
- Butter knives, plates and napkins
- A clock, phone timer or kitchen timer (a grown-up runs it)
- Ledger notebook and pencil
- Two or three helpers

Steps

1. Wash your hands. Agree on the steps: (1) lay out two slices of bread, (2) spread the filling, (3) put the top slice on and cut the sandwich in half, (4) put it on a plate.
2. **Round 1: one worker.** One person makes 4 sandwiches alone, doing every step. A grown-up times it. Write the time in your notebook.
3. **Round 2: an assembly line.** Stand in a row. Person 1 lays out bread. Person 2 spreads. Person 3 tops and cuts. Person 4 (or Person 1 again) plates. Make 4 sandwiches. Time it and write the time.
4. Make a little chart: “One worker: __ minutes. Team line: __ minutes.” Circle the faster one.
5. Count the workers in each round. Did more workers make it faster? Was the team more than twice as fast, or less?
6. Talk about it: Which step was the slowest? Where did people wait? Change one thing (move the plates closer, add a helper at the slow step) and try Round 3 if you have more bread.
7. Eat your sandwiches or share them with your family for lunch!

Tips

- Only a grown-up should cut with a sharp knife. A butter knife is fine for spreading and cutting soft bread.
- If someone has a food allergy, choose a safe filling.
- Grown-ups: a phone stopwatch works well. Write the times for your child if needed.

Check your work

- ☐ I can tell how Henry Ford's workers built cars faster on a moving line.
- ☐ I wrote down the time for one worker and for the team.
- ☐ I found the slowest step and tried to make it better.

LEDGER NOTEBOOK

1. Draw your sandwich assembly line. Label each worker's step with a number.
2. Write your times in a chart: one worker and team line. Circle the faster one.
3. Draw one more job at home that could be done with a team line, like folding laundry or setting the table.

From history. Henry Ford's company made more than fifteen million Model T cars between 1908 and 1927. Because the assembly line made each car faster and cheaper to build, Ford could lower the price again and again, so that many more families could buy one.

COMMON MISTAKES

- Thinking the team was faster only because there were more people. Each worker also got quicker by doing only one step.
- Forgetting the slowest step. A line can only go as fast as its slowest worker.
- Thinking assembly lines are always fun. Doing one small step all day can be dull, which is why good owners care for their workers.

Make it a game • Sandwich Line Race. Make sandwiches two ways using play dough or paper. First, one person makes a whole sandwich alone while a timer runs. Then both of you work as a line, each doing only one step. Compare the times. Tell your parent why Henry Ford's moving line made cars faster. Try to beat your own team time.

Scripture. “Two are better than one; because they have a good reward for their labour.” (Ecclesiastes 4:9, KJV)

When people work together, each doing his part, they can do more than any one of them alone. That is the idea behind every good team and every assembly line.

UNIT 1

WORK IS GOOD

In this unit you will learn that work is good. God made people to work, and when we work we make things and help each other. You will meet **producers**, who make or grow things, and **consumers**, who use them. You will sort **goods**, things you can hold, from **services**, jobs people do for you.

You will hear about a silversmith named Paul Revere, a hungry boy named Benjamin Franklin buying bread, and Henry Ford's workers building cars together on a moving line. Then you will build your own sandwich assembly line and time it with a clock to see how much faster a team can work.

PREREQUISITES

- Can count to 20
- Can sort pictures or toys into groups
- Can draw a simple picture and tell about it

MASTERY CHECKLIST

- ☐ I can tell why work is good and name a job I can do well.
- ☐ I can tell what a producer is and what a consumer is, and give an example of each.
- ☐ I can sort goods (things) from services (jobs people do for you).
- ☐ I can tell how a team on an assembly line works faster, and I timed one.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **The Little Red Hen, by Florence White Williams (1918):** Free. The old tale of the hen who plants, cuts, grinds and bakes while her friends will not help. Read it aloud with Lesson 1.1 and ask: Who was the producer? Who wanted to be only a consumer? Ages 4–7.
- **Ox-Cart Man, by Donald Hall, illustrated by Barbara Cooney (Viking):** A picture book, often at the library. A New Hampshire farm family makes goods all year and the father sells them at the Portsmouth market. Fits Lessons 1.2 and 1.3. Ages 4–8.
- **Federal Reserve education resources (FRE.org):** Free. Lessons, songs and stories about producers, consumers, goods and services from the Federal Reserve banks. Search “goods and services” or “producers.” For parents to browse.

Not required. Every project in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

1.1 Work Is Good	2 sessions of 30 minutes
1.2 Producers and Consumers	2 sessions of 30 minutes
1.3 Goods and Services	2 sessions of 30 minutes
1.4 Teamwork: A Sandwich Assembly Line	2 sessions of 30 minutes

UNIT 1 REVIEW

A parent asks each question aloud. Your child may answer by telling, pointing, drawing or acting it out. There are no points; this is a friendly conversation to see what has been learned. Have a few kitchen items, two toys and the ledger notebook nearby.

1. What job did God give Adam in the garden? Why does that tell us work is good?
2. Point to something in the kitchen. Who was the producer? Who is the consumer?
3. Tell me the story of young Benjamin Franklin and the puffy rolls.

4. Is a haircut a good or a service? Is a teapot a good or a service? Tell me one good and one service Paul Revere sold.
5. Show me with your hands how Henry Ford's assembly line worked. Why was it faster?
6. Look at your sandwich-contest page. Which way was faster, and by how much?

ANSWER KEY

1. God put Adam in the garden to tend it and keep it. God gave him work before anything went wrong, so work is a good gift.
2. Any sensible answer, for example: the baker or the bread company is the producer of the bread, and our family is the consumer.
3. Franklin arrived in Philadelphia hungry, bought three big rolls from a baker for three pennies and walked up the street eating one. The baker was the producer and Franklin was the consumer.
4. A haircut is a service; a teapot is a good. Paul Revere made silver goods like teapots and spoons and did services like fixing teeth and carrying messages.
5. The car moved along and each worker did one step. Workers got quick at one step and did not waste time walking around, so the team built cars much faster.
6. Answers depend on the child's results; the child should read both times from the notebook and tell which was faster.

PORTFOLIO PIECE: OUR FAMILY WORKS TOGETHER

Make a small poster or two notebook pages called “Our Family Works Together.” Draw each person in your family doing a job. Next to each picture, write or tell whether that person is making a good, doing a service, or both. Add your one-week tally chart of jobs and the times from your sandwich contest. Show your poster to your family and tell why work is good.

LOOK FOR	WHAT IT MEANS
Everyone is there	Every family member is drawn doing a real job.
Goods and services	Each job is correctly marked as a good, a service or both.
Counted and recorded	The tally chart and sandwich-contest times are included and added up correctly with help.
Telling	Your child can explain why work is good and what teamwork does, in his or her own words.

UNIT 2

THE STORY OF MONEY

Long ago there was no money at all. People traded one thing for another. In this unit you will find out why that was so hard, and how people solved the problem step by step: first with useful things like salt, shells and cattle, then with the first stamped coins in the kingdom of Lydia, and later with paper money in China.

You will play a trading game, test which things make good money, make and weigh your own coins, and run a pretend coin bank that gives out paper notes. By the end you will be able to tell the whole story of money, from trading to coins to paper.

PREREQUISITES

- Knows producers, consumers, goods and services (Unit 1)
- Can count to 50
- Can tell which of two things is heavier

MASTERY CHECKLIST

- ☐ I can tell why trading one thing for another (barter) is hard.
- ☐ I can name three things people used as money before coins and tell what makes something good money.
- ☐ I can tell the story of the first coins in Lydia.
- ☐ I can tell why merchants in China began to use paper money.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **The Story of Money, by Betsy Maestro, illustrated by Giulio Maestro (Clarion Books):** A picture book, often at the library, that walks from barter to shells, coins and paper money. Read a few pages with each lesson in this unit. Ages 6–10.
- **Federal Reserve education resources (FRE.org):** Free. Search “money” or “barter” for short stories, songs and activities from the Federal Reserve banks. For parents to browse.

Not required. Every project in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

2.1 The Trouble with Barter

2 sessions of 30 minutes

2.2 Salt, Shells and Cattle

2 sessions of 30 minutes

2.3 Lydia's First Coins

2 sessions of 30 minutes

2.4 Paper Money in China

2 sessions of 30 minutes

UNIT 2 REVIEW

A parent asks each question aloud. Your child may answer by telling, pointing, drawing or counting coins. There are no points; this is a friendly conversation. Have a few coins, a dollar bill, a seashell or button and the ledger notebook nearby.

1. What is barter? Tell me why the shoemaker had such a hard time getting bread.
2. Name three things people used as money before coins.
3. Hold up the shell and the coin. Tell me two things that make something good money.
4. Where were the first coins made? What was stamped on them, and why?
5. Why did merchants in China want paper notes?
6. Put these in order: paper money, barter, coins, shells.

ANSWER KEY

1. Barter is trading one thing for another without money. The baker did not want shoes, so the shoemaker had to find someone else who wanted shoes and had something the baker wanted.
2. Any three: salt, cowrie shells, wampum, cattle, stone money.
3. Any two: everyone wants it, it lasts, it is easy to carry, it can be counted or split into small amounts.
4. In Lydia, in the land we now call Turkey. A lion's head was stamped on them as the king's promise that the coins were good and the right weight.
5. Their iron coins were heavy. A paper note was light and could be traded for the coins, so it was easier to carry.
6. Barter, shells, coins, paper money.

PORTFOLIO PIECE: MY MONEY TIMELINE

Make a long timeline on a strip of paper (tape several pages together). Show the story of money in four parts: barter, things used as money (salt, shells, cattle), the first coins of Lydia, and paper money in China. For each part, draw a picture, glue or tape something real (a bean for barter, a shell or button, one of your stamped coins, one of your paper notes), and write or tell one sentence about why people moved to the next step. Show your timeline to your family.

LOOK FOR	WHAT IT MEANS
In order	The four parts are in the right order.
Real things	Each part has a picture or a real object.
Why it changed	Your child can tell why people moved from one kind of money to the next.
Neat and careful	Labels are clear and the timeline is cared for.

2.1 THE TROUBLE WITH BARTER

OBJECTIVES

- Tell what barter is: trading one thing for another without money.
- Explain why barter is hard: both people must want what the other has.
- Play a barter game and keep a log of every trade.

Warm-up. Look around your room. If you had no money, what one thing would you be willing to trade for a cookie? Would the person with the cookie want it? Talk about it for three minutes.

WATCH

Let's Trade

Reading Hub • 6:13

<https://www.youtube.com/watch?v=XzstzYNxk6A>

WHEN TO WATCH

After the story. Pause partway through and ask: Why was trading so hard?

Note: A read-aloud of a children's nonfiction book about trading, from a small channel; the pictures and narration are simple and calm.

BACKUP VIDEO

Who Invented Money? | The History of Money | Barter System of Exchange | The Dr Binocs Show

Peekaboo Kidz • 5:35

<https://www.youtube.com/watch?v=GZ7y-yFdX9M>

After the project, to see the whole story of money from barter to paper.

KEY TERMS

barter

Trading one thing for another thing without using money.

trade

Giving something and getting something back.

want

Something a person would like to have.

CORE IDEAS

Long ago. In the early days of the American colonies, there were very few coins. Farm families often had no money at all. So when a farmer's wife needed thread, salt or nails, she carried eggs, butter or cheese to the store in town and traded them for what she needed. The storekeeper took the eggs and gave her the thread. This kind of trading is called **barter**.

What was the problem? Barter works only when *both* people want what the other one has. Suppose a shoemaker wants bread. He goes to the baker with a pair of shoes. But the baker already has shoes! He wants fish. So the shoemaker has to find a fisherman who wants shoes, trade shoes for fish, and then trade the fish for bread. That takes a long time, and the fish might spoil on the way.

There were other problems too. How many eggs is a cow worth? A hundred? A thousand? And you cannot cut a cow in half to buy something small. People spent a lot of time looking for the right trade.

The big idea. Barter is hard because two people must each want exactly what the other has, at the same time. People needed one thing that *everyone* would gladly take. That one thing would be money.

How do people use it today? Children still barter. You may trade stickers or toys with a friend. Some neighbors trade too: one bakes bread, the other mows the lawn. But almost all buying and selling today uses money, because it is so much easier.

PICTURE STUDY



Horse Trading, George W. Brenneman, late 1800s · Oil on panel

Image: [Wikimedia Commons](#), public domain

George Brenneman was an American painter of country life. In the days before cars, every farm needed horses, and farmers met on market days to look over horses and trade them. Sometimes a farmer swapped one horse for another, and sometimes he added a little money or a pig to make the trade fair.

Look closely

- Count the horses. How many can you find?
- Find the man holding the white horse. What do you think he is saying?
- Look at the other men. Are they looking at the horses closely? Why?
- Look for the village in the background.

Talk about it

1. If one farmer wants a strong horse and the other wants a fast horse, can they trade? What if they both want the strong one?
2. How would the farmers decide if a trade is fair?
3. Why would money make this easier?

PROJECT

The Barter Game and Trade Log

Your family will play a trading game with no money. You will keep a log of every trade and count how many trades it took to get what you wanted.

You will need

- 12 index cards and crayons
- Ledger notebook and pencil
- Two or three players (family members or stuffed animals with a grown-up helping)

Steps

1. Draw one good on each card: bread, fish, shoes, eggs, milk, a hat, apples, a chair, a candle, cheese, a blanket, a pot. Give each player the same number of cards.
2. Each player secretly picks one “wish card” he or she wants to get, and tells only the grown-up.
3. Take turns. On your turn, offer one of your cards to another player for one of theirs. The other player may say yes only if they want your card.
4. In your notebook, keep a trade log with three columns: “I gave,” “I got,” and “Trade number.” Write every trade.
5. Keep trading until each player gets his or her wish card, or until ten turns have passed.
6. Count how many trades it took you to get your wish. Write the number and circle it.
7. Play once more, but this time give each player 10 pennies. Now you may buy and sell cards for pennies. Count how many turns it took. Was money easier?

Tips

- Grown-ups: it is fine if someone never gets the wish card. That is exactly the problem with barter!
- If a trade feels unfair (a chair for one egg), talk about why.

Check your work

- ☐ I can tell what barter is.
- ☐ I kept a log of my trades and counted them.
- ☐ I can tell why playing with pennies was easier.

LEDGER NOTEBOOK

1. Draw the shoemaker, the baker and the fisherman, with arrows to show who wants what.
2. Copy your trade log neatly and circle the number of trades it took.
3. Draw something you could trade with a friend, and something your friend might want.

From history. In the American colonies, people often paid with goods instead of coins. In Massachusetts, people sometimes even paid their taxes with corn, cattle or other farm goods, which were called “country pay.”

COMMON MISTAKES

- Thinking barter is unfair. Barter can be fair; it is just slow and hard.
- Forgetting that both people must want the trade. A trade happens only when both say yes.
- Thinking money was always around. People traded goods for a long time before money.

Make it a game • No Money Market. Each of you gets three small things from around the house. Try to trade, but only if both of you want what the other has. Count how many trades you can make in two minutes. Notice how many times you could not find a match. Then say why barter is hard and what would help.

2.2 SALT, SHELLS AND CATTLE

OBJECTIVES

- Name things people used as money long ago: salt, shells, cattle and shell beads called wampum.
- Tell what makes something good money: everyone wants it, it lasts, it is easy to carry, and it can be counted or split.
- Test five things to see which would make the best money.

Warm-up. Put a cup of salt, a seashell (or a button), a cracker and a toy cow on the table. If you had to choose one of these to use as money, which would you pick? Why?

WATCH

What Makes Something Useful as Money? | Explore Economics (Grades 2-5)

Federal Reserve Bank of St. Louis • 2:56

<https://www.youtube.com/watch?v=9fyJ2BhUAPM>

WHEN TO WATCH

After the story, before the big idea.

KEY TERMS

money

Something everyone agrees to take in trade for goods and services.

cowrie shell

A small, shiny sea shell that was used as money in China, India and Africa.

wampum

Beads made from white and purple shells, used by Native Americans and early colonists in trade.

CORE IDEAS

Long ago. To fix the trouble with barter, people around the world chose one useful thing that almost everyone wanted, and they used it to trade. In parts of Africa, people used blocks of salt. Salt was precious because it kept meat from spoiling and made food taste good. In Ethiopia, people traded with salt bars for hundreds of years.

In China, India and Africa, people used small shiny **cowrie shells**. In early New England, Native Americans made beads from white and purple clam shells, called **wampum**, and the colonists used wampum as money too. In many lands, cattle were money. The old Latin word for money, *pecunia*, comes from *pecus*, which means cattle!

How they figured it out. People found that some things worked better than others. Cattle were valuable, but they were hard to carry and you could not split one cow into small pieces. Salt could get wet and melt. Shells were small, light, pretty and lasted a long time, and they were easy to count. So shells became money in many places.

The big idea. Good money has four things. (1) Everyone wants it and agrees to take it. (2) It lasts and does not spoil. (3) It is easy to carry. (4) It can be counted or split into small amounts, so you can buy small things and big things.

How do people use it today? Today we use coins and paper bills, and they have all four things. Everyone takes them, they last, they fit in a pocket, and we can count them out exactly: one penny, five pennies, a dollar.

PICTURE STUDY



Cowrie Shells Used as Money, Unknown photographer (museum photograph), Shells from ancient China; photograph 2010s · Photograph of shells in a museum case

Image: [Wikimedia Commons](#), public domain

These cowrie shells are in a museum in China. Long ago people in China used shells like these as money. The Chinese word for many things to do with money and buying is still written with a little picture of a shell.

Look closely

- Count as many shells as you can. Are they all the same size?
- Look at the opening on each shell. What shape is it?
- Do the shells look strong or easy to break?
- Imagine holding a handful. Would they be heavy or light?

Talk about it

1. Why might shells make better money than cattle?
2. What would happen if someone found a whole beach full of these shells?
3. Which of the four things that make good money do these shells have?

PROJECT

What Makes Good Money? A Test

You will test five things to see which would make the best money. You will give each one a check for every good-money rule it passes.

You will need

- A spoonful of salt, 10 dry beans, 10 buttons or small shells, 3 crackers and a toy cow or animal
- A cup of water and a paper towel
- Ledger notebook, pencil and crayons

Steps

1. Rule a chart in your notebook. Down the side write: Salt, Beans, Buttons, Crackers, Cow. Across the top write: Lasts, Easy to carry, Can count or split, Everyone wants it.
2. **Lasts?** Put a little of each in a few drops of water for five minutes (not the toy cow; just imagine a real cow getting old). What melted, got soggy or broke? Check the ones that last.
3. **Easy to carry?** Try to carry ten of each in one hand across the room. Imagine carrying ten real cows! Check the easy ones.
4. **Can count or split?** Can you count them out one by one, or split them into small amounts? Check the ones you can.
5. **Everyone wants it?** Ask three family members which they would take in trade for a drawing. Check the ones most people want.
6. Count the checks in each row and write the total at the end.
7. Circle the winner. Tell why it would make the best money, and why the cow and the crackers did not.

Tips

- Do not eat the test crackers after they sit in water!
- There is no single right answer for “everyone wants it.” That is why people in different lands chose different money.

Check your work

- ☐ I can name three things used as money long ago.
- ☐ I can tell the four things that make good money.
- ☐ I filled in my test chart and counted the checks.

LEDGER NOTEBOOK

1. Draw three kinds of old money: salt, shells and cattle. Write one problem with each.
2. Copy your test chart with the checks and totals.
3. Draw a new kind of money you would invent. Does it pass all four rules?

From history. On the island of Yap in the Pacific Ocean, people used huge round stones with holes in the middle as money. Some were taller than a man and too heavy to move! When a big stone changed owners, it often stayed where it was, and everyone simply remembered who owned it now.

COMMON MISTAKES

- Thinking anything can be money. It must be something people agree to take, that lasts and is easy to carry and count.
- Thinking big things are always better money. A cow is valuable, but you cannot buy an apple with a piece of a cow.
- Forgetting why shells worked: they were small, light, lasting and easy to count.

Make it a game • Good Money Test. Say four things people used for money long ago: salt, shells, cattle and wampum. Your parent holds up an item, such as a cracker, a button or a rock, and asks, would this make good money? You answer using the four tests: everyone wants it, it lasts, it is easy to carry, and it can be divided. Judge three items.

2.3 LYDIA'S FIRST COINS

OBJECTIVES

- Tell the story of the first coins, made in the kingdom of Lydia, and of rich King Croesus.
- Explain why a stamp on a coin helped people trust it.
- Make and stamp your own coins, weigh them, and see why every coin should weigh the same.

Warm-up. Look closely at a penny, a nickel, a dime and a quarter. What pictures and words are stamped on each one? Find the year each coin was made.

WATCH

How Coins Are Made ... For Kids!

USMINT • 3:12

<https://www.youtube.com/watch?v=pTm18offyuw>

WHEN TO WATCH

After the story of Lydia, to see how coins are stamped today.

BACKUP VIDEO

The Invention of Coinage: Lydia, 630 BCE

The Israel Museum, Jerusalem • 3:04

<https://www.youtube.com/watch?v=SkjrvsTf6ew>

After the picture study, to see the first coins up close.

KEY TERMS

coin

A small, flat piece of metal stamped to show how much it is worth.

stamp

A mark pressed into metal, like the lion on Lydia's coins, that shows who made the coin.

electrum

A pale yellow metal found in nature that is a mix of gold and silver.

CORE IDEAS

Long ago. More than two thousand five hundred years ago, there was a kingdom called Lydia, in the land we now call Turkey. A river ran through it with little bits of a shiny pale-gold metal in its sand. This metal, called **electrum**, is a mix of gold and silver. People traded with lumps of it, but every lump was a different size, and some were mixed with cheaper metal. Each time, the buyer had to weigh the lump and wonder if it was really good.

How they figured it out. The kings of Lydia had an idea. They made small lumps that all weighed the same, and they stamped each one with the head of a lion, the king's mark. The stamp was a promise: "This piece is good, and it weighs the right amount." These were the first **coins**. Now people could count coins instead of weighing lumps. Trading became quick and easy.

Later a king of Lydia named Croesus made coins of pure gold and coins of pure silver, stamped with a lion and a bull facing each other. He grew so rich that people still say someone is "as rich as Croesus."

The big idea. A coin works because people trust it. The stamp tells you who made it and promises that it is the right weight and the right metal. When every coin of one kind is the same, you can simply count them.

How do people use it today? In the United States, coins are made by the U.S. Mint. Machines press a picture on each side, and every coin of one kind weighs the same. Jesus once held up a coin and asked, "Whose is this image?" The people answered, "Caesar's." Coins still carry pictures of leaders and the name of the country that made them.

PICTURE STUDY



A Gold Coin of King Croesus, Mint of Lydia (coin); unknown photographer, about 550 BC (coin) · Gold coin, photographed in a museum exhibition

Image: [Wikimedia Commons](#), public domain

This little gold coin was made in Lydia in the time of King Croesus, more than two thousand five hundred years ago. It was shown in Paris in a museum exhibition about money in art. It is not perfectly round like our coins, but it was stamped so everyone would trust it.

Look closely

- Find the lion. Find the bull. Which way is each one facing?
- Is the coin perfectly round? What shape is it?
- What color is it? What metal is it made of?
- Compare it with a penny. Which one looks older? Which one is rounder?

Talk about it

1. Why did the king put his stamp on the coin?
2. Why would a merchant rather count coins than weigh lumps of metal?
3. What pictures would you stamp on a coin of your own?

PROJECT

Make, Stamp and Weigh Your Own Coins

You will make coins from play dough or salt dough, stamp each one with your own mark, and weigh them on a kitchen scale to see if they are all the same.

You will need

- Play dough or salt dough (1 cup flour, $\frac{1}{2}$ cup salt, about $\frac{1}{2}$ cup water)
- A bottle cap, a button or a coin to press a stamp; a toothpick to draw a mark
- A kitchen scale that reads in grams
- Ledger notebook and pencil

Steps

1. Roll 6 small balls of dough by guessing, without measuring. Flatten each into a coin.
2. Weigh each coin on the kitchen scale with a grown-up. Write the weights in a list. Are they the same?
3. Now make 6 new coins the careful way: pinch off dough and add or take away bits until each one weighs exactly the same number of grams (try 5 grams).
4. Stamp each careful coin with your own mark: press a bottle cap or button into it, or draw a lion, a star or your first letter with a toothpick.
5. Weigh the careful coins and write their weights. Are they the same now?
6. Let the coins dry (or bake salt dough with a grown-up at a low heat until hard).
7. Use your stamped coins to buy and sell snacks or toys with your family. Tell why your stamp matters.

Tips

- Grown-ups handle the oven. Salt dough is not for eating.
- If your scale does not show small weights, put 5 coins on at once and compare groups.

Check your work

- ☐ I can tell the story of Lydia's first coins.
- ☐ I weighed my coins and wrote the weights down.
- ☐ I can tell why the king's stamp helped people trust the coins.

LEDGER NOTEBOOK

1. Draw a Lydian coin with the lion and the bull. Next to it, draw a quarter.
2. Write your two lists of coin weights: the guessed coins and the careful coins.
Circle the list where all the coins match.
3. Design your own coin: draw both sides and write how much it is worth.

From history. Lydia's first coins were made about 600 years before Jesus was born. The idea spread quickly to the Greek cities nearby, and soon people all around the Mediterranean Sea were using coins.

COMMON MISTAKES

- Thinking coins have always been round and shiny. The first coins were little lumpy pieces of metal.
- Thinking the stamp is only decoration. It is a promise about the metal and the weight.
- Forgetting that every coin of the same kind should weigh the same.

Make it a game • Stamp and Weigh. Make a coin from clay or foil and stamp a picture on it with a fork or a button. Your parent says, I do not trust it. Tell why a stamp on a coin helped people trust it in Lydia. Hide your coin in your parent's hands and have them trade it back to you. Then make a second coin with a different stamp.

Scripture. "And he saith unto them, Whose is this image and superscription? They say unto him, Caesar's. Then saith he unto them, Render therefore unto Caesar the things which are Caesar's; and unto God the things that are God's." (Matthew 22:20-21, KJV)

The coin carried Caesar's picture, so it was his to ask for in taxes. But we carry God's image, so we belong to Him.

2.4 PAPER MONEY IN CHINA

OBJECTIVES

- Tell why merchants in China began to use paper notes instead of heavy iron coins.
- Explain that a paper note is a promise that can be traded for coins.
- Run a pretend coin bank that gives out paper notes, and keep a record of every note.

Warm-up. Fill a sock or small bag with 100 pennies. Carry it around the house. Now carry one dollar bill. Which is easier? Which would you rather carry on a long trip?

WATCH

Why did we start using paper money? - The History of Money (3/10).

OpenLearn from The Open University • 1:21

<https://www.youtube.com/watch?v=v2zIJWtk1jo>

WHEN TO WATCH

After the story of the iron coins.

Note: A very short cartoon from the Open University. Watch it twice.

BACKUP VIDEO

The History of Paper Money - Not Just Noodles - Extra History - Part 2

Extra History • 7:46

<https://www.youtube.com/watch?v=rPHTmGjoe2k>

For parents, or to watch together after the lesson.

KEY TERMS

paper money

Printed paper notes that people agree to take as money.

note

A piece of paper money. Long ago, a note was a written promise to pay coins.

merchant

A person who buys and sells goods for a living.

CORE IDEAS

Long ago. About one thousand years ago, in a part of China called Sichuan, people did not use gold or silver coins. They used coins made of iron. Iron coins were not worth much each, so a merchant who wanted to buy a big bundle of silk needed a huge pile of them. The coins were strung on cords, and a long string of them was very heavy to carry.

How they figured it out. Some merchants had an idea. They left their heavy coins with a trusted shop. The shop wrote a paper note that said how many coins had been left there. The merchant could carry the light paper note instead. Later, he or anyone he gave the note to could bring it back and get the coins. Soon people traded the notes themselves, because everyone knew they could be turned into coins. In the 1020s, the government of China began printing official paper notes. This was the first paper money in the world.

The big idea. Paper money works because people trust the promise behind it. A paper note is light and easy to carry, and everyone agrees to take it. But there was a lesson too. Later rulers printed too many notes. When there were too many, each note bought less and less, and people stopped trusting them.

How do people use it today? We use paper bills every day. A traveler named Marco Polo visited China about seven hundred years ago and was amazed that people bought and sold with paper made from tree bark. Today our dollar bills are printed by the Bureau of Engraving and Printing. People take them because everyone agrees they are money, and because it is against the law to make fake ones.

PICTURE STUDY



A Paper Money Note of the Yuan Dynasty, Government of the Yuan dynasty, China (note); unknown photographer, about 1287 (note) · Printed paper note, photographed in a museum

Image: [Wikimedia Commons](#), public domain

This is a real paper money note from China, printed more than seven hundred years ago when Marco Polo visited. It was printed from a carved block and stamped with red seals so people would know it was real.

Look closely

- Find the red seals. Why would a note need a seal, like a coin needs a stamp?
- Look in the middle for a picture of strings of coins. What do you think it shows?
- Count the rows of writing you can see.
- Is the paper new and clean, or old and worn? Why?

Talk about it

1. Why would a merchant rather carry this note than a heavy string of iron coins?
2. What would happen if anyone could print notes like this at home?
3. What do our dollar bills have that is like the seals on this note?

PROJECT

The Family Coin Bank

You will run a pretend bank. Family members will leave coins with you, and you will give them paper notes. Then they will buy things with the notes, and you will keep a record so every note can be turned back into coins.

You will need

- A jar of pennies or your stamped coins from Lesson 2.3
- Small slips of paper, a red crayon or marker, and a stamp of your own design
- Ledger notebook and pencil
- A few toys or snacks to “sell”

Steps

1. Make 10 paper notes. On each, write “Good for 10 coins,” draw your bank’s picture, and stamp or color a red seal.
2. Open your bank. When a family member brings you 10 coins, put the coins in the jar and give them one note.
3. In your notebook, keep a bank record with two columns: “Name” and “Notes given.” Make a tally mark for each note.
4. Set up a little shop with toys or snacks priced in notes. Let family members buy with notes instead of coins.
5. At the end, anyone may bring a note back to the bank and get 10 coins.
6. Count: How many notes did you give out? How many coins are in the jar? Do they match? (10 coins for every note.)
7. Try this: print 5 extra notes with no coins behind them and give them away. Now there are more notes than coins. What happens if everyone comes back for coins at once? Talk about it.

Tips

- Grown-ups: the extra-notes step shows, in a small way, why printing too much money causes trouble.
- Keep the coin jar in a safe place while the bank is open.

Check your work

- ☐ I can tell why merchants in China wanted paper notes.
- ☐ I kept a bank record and checked that the coins and notes matched.
- ☐ I can tell what goes wrong when too many notes are printed.

LEDGER NOTEBOOK

1. Draw a Chinese merchant with a heavy string of iron coins, and the same merchant with one light paper note.
2. Copy your bank record and write: Notes given __. Coins in the jar __. Do they match?
3. Make a money timeline across one page: barter, then salt and shells, then coins, then paper money.

From history. Chinese paper money was made from the inner bark of mulberry trees. Marco Polo, a traveler from Venice, wrote about it after visiting China in the 1270s and 1280s. Many people in Europe found his story about paper money hard to believe.

COMMON MISTAKES

- Thinking paper is valuable by itself. Paper money works because people trust and agree to take it.
- Thinking more money always makes people richer. If too many notes are printed, each one buys less.
- Forgetting the order of the story: barter, then things like shells, then coins, then paper.

Make it a game • Heavy Coins, Light Note. Carry a heavy bag of coins, or a pile of books, across the room and set it down. Then carry one paper note across the same way. Tell why merchants in China liked paper notes better than iron coins. Next say what a note really is: a promise that can be traded for coins. Take turns writing a note.

UNIT 2

THE STORY OF MONEY

Long ago there was no money at all. People traded one thing for another. In this unit you will find out why that was so hard, and how people solved the problem step by step: first with useful things like salt, shells and cattle, then with the first stamped coins in the kingdom of Lydia, and later with paper money in China.

You will play a trading game, test which things make good money, make and weigh your own coins, and run a pretend coin bank that gives out paper notes. By the end you will be able to tell the whole story of money, from trading to coins to paper.

PREREQUISITES

- Knows producers, consumers, goods and services (Unit 1)
- Can count to 50
- Can tell which of two things is heavier

MASTERY CHECKLIST

- ☐ I can tell why trading one thing for another (barter) is hard.
- ☐ I can name three things people used as money before coins and tell what makes something good money.
- ☐ I can tell the story of the first coins in Lydia.
- ☐ I can tell why merchants in China began to use paper money.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **The Story of Money, by Betsy Maestro, illustrated by Giulio Maestro (Clarion Books):** A picture book, often at the library, that walks from barter to shells, coins and paper money. Read a few pages with each lesson in this unit. Ages 6–10.
- **Federal Reserve education resources (FRE.org):** Free. Search “money” or “barter” for short stories, songs and activities from the Federal Reserve banks. For parents to browse.

Not required. Every project in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

2.1 The Trouble with Barter

2 sessions of 30 minutes

2.2 Salt, Shells and Cattle

2 sessions of 30 minutes

2.3 Lydia's First Coins

2 sessions of 30 minutes

2.4 Paper Money in China

2 sessions of 30 minutes

UNIT 2 REVIEW

A parent asks each question aloud. Your child may answer by telling, pointing, drawing or counting coins. There are no points; this is a friendly conversation. Have a few coins, a dollar bill, a seashell or button and the ledger notebook nearby.

1. What is barter? Tell me why the shoemaker had such a hard time getting bread.
2. Name three things people used as money before coins.
3. Hold up the shell and the coin. Tell me two things that make something good money.
4. Where were the first coins made? What was stamped on them, and why?
5. Why did merchants in China want paper notes?
6. Put these in order: paper money, barter, coins, shells.

ANSWER KEY

1. Barter is trading one thing for another without money. The baker did not want shoes, so the shoemaker had to find someone else who wanted shoes and had something the baker wanted.
2. Any three: salt, cowrie shells, wampum, cattle, stone money.
3. Any two: everyone wants it, it lasts, it is easy to carry, it can be counted or split into small amounts.
4. In Lydia, in the land we now call Turkey. A lion's head was stamped on them as the king's promise that the coins were good and the right weight.
5. Their iron coins were heavy. A paper note was light and could be traded for the coins, so it was easier to carry.
6. Barter, shells, coins, paper money.

PORTFOLIO PIECE: MY MONEY TIMELINE

Make a long timeline on a strip of paper (tape several pages together). Show the story of money in four parts: barter, things used as money (salt, shells, cattle), the first coins of Lydia, and paper money in China. For each part, draw a picture, glue or tape something real (a bean for barter, a shell or button, one of your stamped coins, one of your paper notes), and write or tell one sentence about why people moved to the next step. Show your timeline to your family.

LOOK FOR	WHAT IT MEANS
In order	The four parts are in the right order.
Real things	Each part has a picture or a real object.
Why it changed	Your child can tell why people moved from one kind of money to the next.
Neat and careful	Labels are clear and the timeline is cared for.

UNIT 3

MARKETS

A **market** is any place where people meet to buy and sell. In this unit you will find out why strawberries cost less in June than in January, visit an old general store like the one young Abraham Lincoln ran, and learn that prices are like signals that tell farmers and shopkeepers what people need.

You will hold a strawberry price auction at the table, set up a pretend general store, watch how prices change when there is a lot or a little, and finish by running a real classroom market with price tags, a cash box and a record of every sale.

PREREQUISITES

- Knows producers, consumers, goods and services (Unit 1)
- Knows coins and what money is for (Unit 2)
- Can count pennies to 20

MASTERY CHECKLIST

- ☐ I can tell what a market is.
- ☐ I can tell why a price goes up when there is only a little of something, and down when there is a lot.
- ☐ I can tell how an old general store worked.
- ☐ I can price goods, sell them in a pretend market and keep a record of my sales.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **Lemonade in Winter**, by Emily Jenkins, illustrated by G. Brian Karas (Schwartz & Wade): A picture book, often at the library. A brother and sister sell lemonade on a freezing day and learn about customers, prices and counting coins. Fits Lessons 3.1 and 3.4. Ages 4–8.
- **The Henry Ford museum: digital collections**: Free. Search “general store” for old photographs of country stores, scales and counters to look at with Lesson 3.2. For parents to browse with the child.

Not required. Every project in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

3.1 Strawberries in June and in January

2 sessions of 30 minutes

3.2 The General Store

2 sessions of 30 minutes

3.3 Prices Tell Us Something

2 sessions of 30 minutes

3.4 A Classroom Market

2 sessions of 30 minutes

UNIT 3 REVIEW

A parent asks each question aloud. Your child may answer by telling, pointing, drawing or counting coins. There are no points; this is a friendly conversation. Have a grocery flyer, some coins and the ledger notebook nearby.

1. What is a market? Name two kinds of markets.
2. Why do strawberries usually cost less in June than in January?
3. Tell me how an old general store worked. Who fetched the goods?
4. What did Abraham Lincoln do when his store failed and he owed money?
5. During the gold rush, shovels cost a lot. What did that high price tell merchants far away?
6. Point to your market sales list. How much did you sell in all? Did it match your cash box?

ANSWER KEY

1. A place where buyers and sellers meet. Examples: a farmers' market, a store, a bake sale, a town market day.
2. In June there are many berries from nearby farms, so the price goes down. In January there are few, and they come from far away, so the price goes up.
3. It sold almost everything. Goods were behind a counter; the clerk fetched, weighed and sold them. Farmers sometimes paid with eggs or butter.
4. He paid back everything he owed, even though it took many years.
5. That miners needed shovels, so merchants should bring more. Ships brought shovels, and then the price came down.
6. Answers depend on the child's records; the child should read the total and tell whether it matched.

PORTFOLIO PIECE: MY PRICE DETECTIVE BOOK

With a grown-up, choose three things your family buys often (for example milk, apples and bread). Find the price of each at the store or in a flyer, and write it in your notebook with the date. Check the same three prices again two or three times during the unit. Make a page for each item with a drawing and the prices in a row, and draw an arrow up or down for each change. Add your strawberry-auction page and your market sales list. Tell your family what the prices told you.

LOOK FOR	WHAT IT MEANS
Real prices	Three real items, each with at least two dated prices.
Arrows	Each change is marked with an arrow up or down.
Records	The auction page and market sales list are included and added up with help.
Telling	Your child can explain in his or her own words why a price might go up or down.

3.1 STRAWBERRIES IN JUNE AND IN JANUARY

OBJECTIVES

- Tell why strawberries usually cost less in June than in January.
- Explain that when there is a lot of something, the price usually goes down, and when there is only a little, the price usually goes up.
- Hold a strawberry auction at home and record the prices.

Warm-up. Ask a grown-up: In what month do strawberries grow near us? Look at a calendar together and color the strawberry months red. What months have no fresh strawberries from nearby farms?

WATCH

Shortage and Surplus for Kids

Homeschool Pop · 7:39

<https://www.youtube.com/watch?v=jjBEcwbvs04>

WHEN TO WATCH

After the story, before the auction project.

BACKUP VIDEO

Supply and Demand Lesson for Kids

Miss Dahlman's World · 4:04

<https://www.youtube.com/watch?v=QXb1vas8OC>

After the project, to hear the idea again.

KEY TERMS

price

How much money you must pay to buy something.

season

The time of year when a fruit or vegetable is ripe and ready to pick.

shortage

When there is not enough of something for everyone who wants it.

surplus

When there is more of something than people want to buy.

CORE IDEAS

Long ago. Strawberries are soft and spoil in just a few days. Long ago, before refrigerators and fast trains and trucks, families could eat fresh strawberries only for a few weeks in late spring and early summer, when the berries ripened in nearby fields. In June the fields were full, everyone had berries, and farmers sold them cheaply. In January there were no fresh strawberries at all.

How they figured it out. Farmers learned that people would pay more for strawberries when few were for sale. So farmers in warm places, such as Florida and California, began growing strawberries in winter. Railroads built cars cooled with ice to carry the berries north quickly. Today the town of Plant City, Florida, calls itself the Winter Strawberry Capital of the World.

The big idea. When there is a lot of something and not many people want it, the price usually goes *down*. That is a **surplus**. When there is only a little and many people want it, the price usually goes *up*. That is a **shortage**. Winter strawberries also cost more because they must be grown in special places and carried a long way.

How do people use it today? Look at the price of strawberries at your grocery store in June and again in January. Wise shoppers buy fruits when they are in season and cheap. Some families pick strawberries at a farm in June and freeze them or make jam to eat all winter, just as Joseph stored grain in the years of plenty.

PICTURE STUDY



The Strawberry Bed, Winslow Homer, 1868 · Wood engraving printed in a magazine

Image: [Wikimedia Commons](#), public domain

Winslow Homer was an American artist who began by drawing pictures for magazines, which were printed from carved wooden blocks. This one shows children picking strawberries in early summer, when the berries are ripe and plentiful.

Look closely

- Count the people picking. What are they wearing on their heads? Why?
- Find the baskets. How full do you think they will get?
- Look at the plants. Are there many berries or just a few?
- Is this picture in June or in January? How can you tell?

Talk about it

1. If every family in this town picked this many berries, would berries be cheap or dear (costly)?
2. What could these pickers do with extra berries so they do not spoil?
3. Why would someone in a snowy town in January pay a high price for one basket of berries?

PROJECT

The Strawberry Auction

You will hold two pretend auctions at the table, one in “June” with lots of berries and one in “January” with only a few, and see what happens to the price.

You will need

- Strawberries (fresh or frozen), or red paper berries
- 20 pennies for each player
- Ledger notebook and pencil
- Two or three players and a grown-up to be the farmer

Steps

1. Give each player 20 pennies.
2. **June auction.** The farmer puts out 12 berries, one at a time. Players offer pennies for each berry. The highest offer buys it. Write the price of each berry in your notebook under “June.”
3. **January auction.** Give everyone 20 pennies again. Now the farmer has only 3 berries. Auction them one at a time and write each price under “January.”
4. Find the highest price in each list. Circle it.
5. Add up what the farmer earned in June and in January. Which month brought more money for each berry?
6. Talk about it: Why did people bid more in January? What would a smart farmer try to do next winter?
7. Eat the berries together!

Tips

- Grown-ups: help count the pennies, and keep it friendly. The point is to see prices change.
- If your child is shy about bidding, let him or her be the farmer and keep the record.

Check your work

- ☐ I can tell why berries cost less in June.

- ☐ I wrote down the prices from both auctions.
- ☐ I can tell what a shortage and a surplus are.

LEDGER NOTEBOOK

1. Draw a big basket of berries with a small price tag (June) and one berry with a big price tag (January).
2. Copy your two auction lists and circle the highest price in each.
3. Draw a calendar strip and color the months when berries grow near you.

From history. Before electric refrigerators, families kept food cold in an icebox, a wooden cabinet with a big block of ice inside. Ice was cut from frozen lakes in winter and stored in sawdust to last into summer.

COMMON MISTAKES

- Thinking prices are set once and never change. Prices go up and down with how much there is and how many people want it.
- Thinking high prices are always unfair. A high winter price pays farmers to grow berries in hard places and carry them far.
- Forgetting the other side: if no one wants something, even a little of it will be cheap.

Make it a game • June or January. Your parent names a fruit and a month. You decide whether the price is low or high and say why, such as, strawberries in June are plentiful so the price goes down. Use the words more and less. Try ten rounds. Then flip it: you pick the fruit and month, and your parent must explain.

Scripture. “He that withholdeth corn, the people shall curse him: but blessing shall be upon the head of him that selleth it.” (Proverbs 11:26, KJV)

When food is scarce, the person who brings it to market and sells it is a blessing to his neighbors.

3.2 THE GENERAL STORE

OBJECTIVES

- Tell how an old general store worked: one store that sold almost everything.
- Tell the story of young Abraham Lincoln's store in New Salem, Illinois, and how he paid his debts.
- Set up a pretend general store and weigh and sell goods to customers.

Warm-up. Make a list of every kind of store your family visits: grocery store, hardware store, shoe store, pharmacy. Count them. Long ago, many towns had only one store for all of these. What would it have to sell?

WATCH

A Walk Through an 1880s-Era General Store | The Henry Ford's Innovation Nation

The Henry Ford · 3:52

<https://www.youtube.com/watch?v=4B1ezLeuj1g>

WHEN TO WATCH

Before the story. Count how many different kinds of goods you see.

BACKUP VIDEO

Piggly Wiggly, the first true grocery store - Life in America

Recollection Road · 8:02

https://www.youtube.com/watch?v=IVvgAd_5vpo

After the lesson, to see how stores changed later.

KEY TERMS

general store

A store in a small town that sold almost everything people needed: food, cloth, tools, nails and more.

clerk

A worker in a store who helps customers and sells them goods.

debt

Money a person owes and must pay back.

CORE IDEAS

Long ago. In a small American town of the 1800s, there was often just one store: the general store. It sold flour, sugar, coffee, crackers, cloth, buttons, nails, lamp oil, boots and candy. Most goods were kept behind a long counter. The customer asked, and the **clerk** scooped out the flour or sugar and weighed it on a scale. Farmers often paid with eggs or butter instead of money, and the storekeeper sold those to other customers.

The story. When Abraham Lincoln was a young man, he and a partner named William Berry bought a general store in the little village of New Salem, Illinois. Lincoln liked to read and talk with customers, and people said he was very honest. But the store did not sell enough, and it failed. Then Lincoln's partner died, and Lincoln was left owing a lot of money. He called it his "national debt." It took him many years, but he paid back every penny. That is one reason people called him "Honest Abe."

The big idea. A store is a **market**: a place where buyers and sellers meet. The storekeeper buys goods from producers far away and sells them to customers nearby. If he picks the goods people want and prices them well, the store does well. If not, it fails, like Lincoln's store. And when a business fails, an honest owner still pays what he owes.

How do people use it today? Today big supermarkets sell thousands of things, and you take them off the shelves yourself. But some small towns still have a general store, and the idea is the same: bring together the goods people need in one place, and treat every customer honestly.

PICTURE STUDY



Inside the General Store at Port Gamble, Washington, Unknown photographer, 1884 · Photograph · Washington State Archives

Image: [Wikimedia Commons](#), public domain

Port Gamble was a small lumber town by the sea in Washington, far from any big city. Its store sold almost everything the workers and their families needed. This photograph was taken in 1884.

Look closely

- Find the long counters. Who stood behind them?
- Look at the shelves. How many different kinds of goods can you spot?
- Look for the stove. Why would a store need one?
- Look for any people. What are they doing?

Talk about it

1. Could a customer take goods off the shelf alone? Who had to help?
2. Why did a small town far from the city need a store that sold everything?
3. How is this store different from the store where your family shops?

PROJECT

Our General Store

You will set up a general store at home with goods from your pantry and toy box. You will be the clerk: weigh, measure and sell goods to your family, and keep a list of what you sold.

You will need

- Pantry goods: a bag of rice or beans, crackers, a can or two, a spool of thread, a few buttons
- Toys or small things for the “hardware” shelf (a toy hammer, a clothespin)
- A kitchen scale, a scoop and small paper bags or cups
- Index cards for price tags, 30 pennies for each customer
- Ledger notebook and pencil

Steps

1. Set up a counter (a table) with your goods behind it. Customers stand in front and must ask for what they want, just like long ago.
2. Make price tags with a grown-up. Price the rice by the scoop (for example 3¢ a scoop), crackers 1¢ each, thread 5¢.
3. Open the store. When a customer asks for rice, scoop it into a cup, weigh it on the scale, and tell the weight and the price.
4. Take the pennies and count them out loud. Make change if needed.
5. In your notebook, make a sales list: “Item” and “Pennies.” Write each sale.
6. Let one customer pay with something else (a drawing or a toy) instead of pennies, as farmers paid with eggs. Write it as “traded.”
7. When the store closes, add up the pennies. Which good sold the most? Which did not sell? What would you stock more of next time?

Tips

- Grown-ups: be a chatty customer. Ask the clerk questions about the goods.
- Pour the rice back into its bag afterward so nothing is wasted.

Check your work

- ☐ I can tell how an old general store worked.
- ☐ I weighed and sold goods and wrote down every sale.
- ☐ I can tell the story of Lincoln's store and his debt.

LEDGER NOTEBOOK

1. Draw the inside of a general store with a counter, shelves, a scale, a barrel and a clerk.
2. Copy your sales list and write the total pennies.
3. Draw young Abraham Lincoln behind the counter, reading a book between customers.

From history. Lincoln worked in two stores in New Salem. A famous story tells that as a clerk he once walked several miles after closing time to return a few cents to a woman he had overcharged by mistake. Whether every detail is true or not, his neighbors remembered him for honest dealing.

COMMON MISTAKES

- Thinking customers always served themselves. In the old general store, the clerk fetched and weighed everything.
- Thinking a store that fails was run by a bad person. Honest people can fail; what matters is that they pay what they owe.
- Forgetting to weigh or count before saying the price.

Make it a game • General Store Clerk. Set up a general store with six household items on a table, each with a paper price from one to ten cents. Your parent shops while you are the clerk, who adds up the total. Then tell the story of Abraham Lincoln's store in New Salem and how he paid his debts. Swap and run the store again.

3.3 PRICES TELL US SOMETHING

OBJECTIVES

- Tell how high prices in the California gold rush sent ships full of goods to San Francisco.
- Explain that a price is like a signal: a high price says “bring more,” and a low price says “we have plenty.”
- Play a price-signal game and record how prices change.

Warm-up. Look at a grocery flyer with a grown-up. Find something marked “sale.” Why do you think the store lowered that price? Find the most costly thing in the flyer. Why might it cost so much?

WATCH

Supply and Demand - Learn How Goods and Services Work

Miacademy & MiaPrep Learning Channel · 4:28

<https://www.youtube.com/watch?v=J8MVVOjqhN4>

WHEN TO WATCH

After the story of the gold rush, before the big idea.

KEY TERMS

signal

A sign that tells people something, like a traffic light.

demand

How much of something people want to buy.

supply

How much of something there is to sell.

CORE IDEAS

Long ago. In 1848, a man found shiny flakes of gold in a river in California. When the news spread, thousands and thousands of people rushed there to dig for gold. This was called the **gold rush**. Almost overnight, the little town of San Francisco filled with miners. But there were not nearly enough eggs, flour, boots, shovels or blankets for everyone. So the prices of these things went very, very high.

How they figured it out. Those high prices were like a loud signal. Merchants and farmers far away heard about them and thought, “If I bring shovels and flour to California, I can sell them for a good price!” Hundreds of ships sailed into San Francisco Bay loaded with goods. Some people found it was easier to earn money by selling to miners than by digging for gold. A man named Levi Strauss came to sell cloth and work clothes; you will meet him in Unit 4.

The big idea. A price is a **signal**. A high price tells sellers, “People want this, and there is not enough. Bring more!” As more goods arrive, the price comes down. A low price tells sellers, “We have plenty. Make something else.” Nobody has to give orders. The prices tell everyone what is needed.

How do people use it today? When a new toy is popular and the stores run out, the price may go up and the company makes more. When a store has too many winter coats in spring, it puts them on sale. Watching prices helps families, farmers and shopkeepers make wise choices.

PICTURE STUDY



San Francisco Harbor, Unknown photographer, about 1851 · Photograph (daguerreotype views joined together)

Image: [Wikimedia Commons](#), public domain

This is one of the earliest photographs of San Francisco, taken a few years after gold was found in California. Look at the bay! It is crowded with ships that came from all over the world bringing goods and people.

Look closely

- Look at the water. Try to count the masts of the ships. Can you?
- Look at the houses in front. Are they old and grand, or new and plain?
- Find the hills across the water.
- Look for any streets. Are they full or empty?

Talk about it

1. Why did so many ships come to San Francisco?
2. What goods do you think the ships carried?
3. After all these ships arrived, would the price of shovels go up or down? Why?

PROJECT

The Price Signal Game

You will be a merchant bringing goods to a gold-rush town. Prices will be your signals. You will record the price each round and decide what to bring next.

You will need

- Three kinds of tokens for goods: dry beans (flour), buttons (shovels) and paper squares (boots), about 10 of each
- Index cards for price signs
- Ledger notebook and pencil
- A grown-up to be the town

Steps

1. The grown-up is the gold-rush town. The town secretly decides it needs lots of shovels this round.
2. The town posts prices on cards: shovels 10¢, flour 3¢, boots 3¢. Write these prices in your notebook under “Round 1.”
3. You are the merchant. You may bring 6 goods to town. Which will you bring? Bring them and “sell” them at the posted prices. Count your earnings.
4. Round 2: Now many merchants brought shovels, so the town lowers the shovel price to 4¢ and raises boots to 9¢ (the town needs boots now). Write the new prices.
5. Choose your 6 goods again. Did you change what you brought? Sell and count your earnings.
6. Play one more round with new prices from the town.
7. Make a price chart: one row for each good, with the prices from all three rounds. Draw an arrow up or down for each change. Tell what each arrow signaled.

Tips

- Grown-ups: change the prices so the child must notice and respond. That is the whole lesson.
- Keep the numbers small so your child can add the earnings with pennies.

Check your work

- ☐ I can tell what a high price signals and what a low price signals.
- ☐ I wrote down the prices each round and drew arrows for the changes.
- ☐ I changed what I brought when the prices changed.

LEDGER NOTEBOOK

1. Draw a ship sailing to San Francisco full of shovels and flour.
2. Copy your price chart with arrows up and down.
3. Draw a traffic light. Next to red, yellow and green, write what a high price, a steady price and a low price might say.

From history. So many ships came to San Francisco during the gold rush that some sailors left their ships to go dig for gold. A few empty ships were pulled up on shore and used as stores, a hotel and even a jail.

COMMON MISTAKES

- Thinking someone sets every price on purpose. Many prices change because of how much there is and how much people want.
- Thinking high prices last forever. High prices bring more sellers, and then prices fall.
- Forgetting that low prices are signals too: they tell sellers to make something else.

Make it a game • High Price Signal. Imagine you are a sailor in the California gold rush. Your parent shouts, shovels cost a hundred dollars in San Francisco! Say what the high price signals: bring more. Then your parent says, shovels are cheap, we have enough. Say what that signals. Play ten rounds of signals, then switch who is the sailor.

3.4 A CLASSROOM MARKET

OBJECTIVES

- Tell what a market is and name some kinds of markets, like a farmers’ market.
- Make goods, price them and sell them to family “customers” in a market.
- Keep a record of every sale and count the money at the end.

Warm-up. Tell about a market you have visited: a farmers’ market, a fair or a bake sale. What did the sellers sell? How did you know the prices? How did they take the money?

WATCH

Farmers Market | Virtual Field Trip | KidVision Pre-K

South Florida PBS • 7:33

<https://www.youtube.com/watch?v=E1GrO6UbaXY>

WHEN TO WATCH

Before the story, as a field trip to a real market.

BACKUP VIDEO

Discovery Lab - Lemonade Stand & Competitive Markets

Khan Academy - Projects • 1:37

<https://www.youtube.com/watch?v=03fkmtPDhcE>

Before planning your market prices.

KEY TERMS

market

Any place where buyers and sellers meet to trade goods and services for money.

customer

A person who buys from a seller.

price tag

A small sign that shows how much something costs.

CORE IDEAS

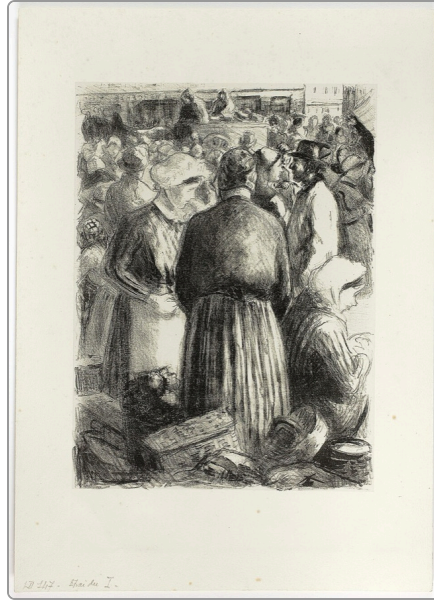
Long ago. For thousands of years, towns have held market days. Farmers walked or drove carts into the town square with vegetables, eggs, chickens and cheese. Craftsmen brought pots, baskets and shoes. People from the town came to look, choose and buy. In the town of Pontoise in France, a painter named Camille Pissarro loved to draw these busy markets, crowded with shoppers and sellers.

How does a market work? Each seller has a stall or a table. Each good has a price. Customers walk around and compare. If one seller's apples look fresher or cost less, customers buy from that seller. So sellers try hard to bring good things at fair prices, and to be friendly and honest.

The big idea. A **market** is any place where buyers and sellers meet. It can be a town square, a farmers' market, a store or even a table in your living room. In a market, people trade freely: no one has to buy, and no one has to sell. A trade happens only when both sides are glad to make it.

How do people use it today? Many towns still have a farmers' market on Saturday mornings. Schools and churches hold bake sales and craft fairs. Today you will hold your own market and find out what it is like to be a seller.

PICTURE STUDY



The Market at Pontoise, Camille Pissarro, 1890s · Lithograph (a print drawn on stone)

Image: [Wikimedia Commons](#), public domain

Camille Pissarro was a French painter who lived near the town of Pontoise. On market days he sketched the crowds of farmers and shoppers. This print was drawn on a flat stone with a greasy crayon and then printed on paper.

Look closely

- Find a woman in a white bonnet. What might she be buying?
- Look for baskets and boxes on the ground. What might be inside?
- Find the man in the tall hat. Is he a buyer or a seller?
- Is the market quiet or busy? How can you tell?

Talk about it

1. Why do so many people come to the market on the same day?
2. How would a seller here get customers to buy from him and not from the next stall?
3. What would you sell if you had a stall in this market?

Safety first. Sell only to family and friends at home. A grown-up keeps the real coins safe, and any food is made with a grown-up and checked for allergies.

PROJECT

Our Family Market

You will make simple goods, set prices, and run a market for your family. You will keep a record of every sale and count your money at the end.

You will need

- Things to make and sell: drawings, bookmarks, paper boats, decorated rocks, or simple snacks with a grown-up
- Index cards for price tags, tape and markers
- A box or tin for a cash box
- Pennies, nickels and dimes for customers (about 30¢ each)
- Ledger notebook and pencil

Steps

1. Make at least 6 goods to sell. Two or three kinds is fine.
2. Decide a price for each kind (1¢ to 10¢). Think: How long did it take to make? Would customers want it? Make a price tag for each.
3. Set up your stall: a table, your goods in neat rows, the price tags, a sign with your market's name, and your cash box.
4. Give each customer some coins. Open the market! Greet each customer with a smile and tell about your goods honestly.
5. After each sale, write it in your notebook: "What I sold" and "Price."
6. When the market closes, count the money in the cash box. Then add up your sales list. Do the two numbers match?
7. Talk about it: What sold first? What did not sell? Would you change a price next time?

Tips

- Grown-ups: let one customer ask, "Can I have it for less?" and let your child decide.
- If the cash box and the sales list do not match, look for a missed sale. Good records help find mistakes.

Check your work

- ☐ I can tell what a market is.
- ☐ I made goods, priced them and sold them.
- ☐ I wrote down each sale and my cash box matched my list (or I found why not).

LEDGER NOTEBOOK

1. Draw your market stall with your goods, price tags and sign.
2. Copy your sales list and write the total. Write the cash-box total next to it.
3. Write or tell: one thing I would change at my next market.

From history. Many old towns still have a market square in the middle, with the church on one side. Markets were often held on the same day each week for hundreds of years.

COMMON MISTAKES

- Forgetting to write down each sale. Then you cannot check the cash box.
- Pricing everything the same without thinking. Some goods take more work or are wanted more.
- Thinking customers must buy. In a market, buying is a free choice.

Make it a game • Pop-Up Family Market. Set a two-minute timer. Make three little goods from paper or play dough and write a price tag on each one. Then sell to your parent, who shops with ten pennies. Say the price clearly and make change if you can. Afterward name the kind of market you made and how many items sold.

UNIT 3

MARKETS

A **market** is any place where people meet to buy and sell. In this unit you will find out why strawberries cost less in June than in January, visit an old general store like the one young Abraham Lincoln ran, and learn that prices are like signals that tell farmers and shopkeepers what people need.

You will hold a strawberry price auction at the table, set up a pretend general store, watch how prices change when there is a lot or a little, and finish by running a real classroom market with price tags, a cash box and a record of every sale.

PREREQUISITES

- Knows producers, consumers, goods and services (Unit 1)
- Knows coins and what money is for (Unit 2)
- Can count pennies to 20

MASTERY CHECKLIST

- ☐ I can tell what a market is.
- ☐ I can tell why a price goes up when there is only a little of something, and down when there is a lot.
- ☐ I can tell how an old general store worked.
- ☐ I can price goods, sell them in a pretend market and keep a record of my sales.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **Lemonade in Winter**, by Emily Jenkins, illustrated by G. Brian Karas (Schwartz & Wade): A picture book, often at the library. A brother and sister sell lemonade on a freezing day and learn about customers, prices and counting coins. Fits Lessons 3.1 and 3.4. Ages 4–8.
- **The Henry Ford museum: digital collections**: Free. Search “general store” for old photographs of country stores, scales and counters to look at with Lesson 3.2. For parents to browse with the child.

Not required. Every project in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

3.1 Strawberries in June and in January

2 sessions of 30 minutes

3.2 The General Store

2 sessions of 30 minutes

3.3 Prices Tell Us Something

2 sessions of 30 minutes

3.4 A Classroom Market

2 sessions of 30 minutes

UNIT 3 REVIEW

A parent asks each question aloud. Your child may answer by telling, pointing, drawing or counting coins. There are no points; this is a friendly conversation. Have a grocery flyer, some coins and the ledger notebook nearby.

1. What is a market? Name two kinds of markets.
2. Why do strawberries usually cost less in June than in January?
3. Tell me how an old general store worked. Who fetched the goods?
4. What did Abraham Lincoln do when his store failed and he owed money?
5. During the gold rush, shovels cost a lot. What did that high price tell merchants far away?
6. Point to your market sales list. How much did you sell in all? Did it match your cash box?

ANSWER KEY

1. A place where buyers and sellers meet. Examples: a farmers' market, a store, a bake sale, a town market day.
2. In June there are many berries from nearby farms, so the price goes down. In January there are few, and they come from far away, so the price goes up.
3. It sold almost everything. Goods were behind a counter; the clerk fetched, weighed and sold them. Farmers sometimes paid with eggs or butter.
4. He paid back everything he owed, even though it took many years.
5. That miners needed shovels, so merchants should bring more. Ships brought shovels, and then the price came down.
6. Answers depend on the child's records; the child should read the total and tell whether it matched.

PORTFOLIO PIECE: MY PRICE DETECTIVE BOOK

With a grown-up, choose three things your family buys often (for example milk, apples and bread). Find the price of each at the store or in a flyer, and write it in your notebook with the date. Check the same three prices again two or three times during the unit. Make a page for each item with a drawing and the prices in a row, and draw an arrow up or down for each change. Add your strawberry-auction page and your market sales list. Tell your family what the prices told you.

LOOK FOR	WHAT IT MEANS
Real prices	Three real items, each with at least two dated prices.
Arrows	Each change is marked with an arrow up or down.
Records	The auction page and market sales list are included and added up with help.
Telling	Your child can explain in his or her own words why a price might go up or down.

UNIT 4

GREAT BUSINESSES

What makes a business great? Not just being big. A great business makes something good and treats people well for a long time. In this unit you will learn to look at a business through the eyes of **six stakeholders**, the people who have something to gain or lose from it: the **financiers** who lend money, the **risk-takers** who start it, the **builders** who invent and make things, the **workers**, the **customers** and the **community** of neighbors around it.

You will meet four American businesses: John Wanamaker's store with its honest price tags, Levi Strauss's riveted work pants, the Kellogg brothers' corn flakes and Henry Ford's Model T, a car for everyone. For each one you will make a happy-face scorecard, giving each stakeholder a happy, so-so or sad face with a reason, and you will see that even great businesses had things to do better.

PREREQUISITES

- Knows producers, consumers, goods and services (Unit 1)
- Knows what a price and a market are (Unit 3)
- Can draw a simple face and tell a reason

MASTERY CHECKLIST

- ☐ I can name the six stakeholders and tell who each one is.
- ☐ I can tell the stories of Wanamaker, Levi Strauss, the Kellogg brothers and Henry Ford.
- ☐ I can make a happy-face scorecard with a reason for each stakeholder.
- ☐ I can tell why a business can be big without being great.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **Levi Strauss & Co.: company history**: Free. The company's own history pages, with old photographs of the first riveted pants and the Two Horse label. Look at the pictures together with Lesson 4.2.
- **The Henry Ford museum: digital collections**: Free. Search "Model T" for photographs of the cars, the factory and the families who drove them. Good for Lesson 4.4 and the portfolio.

Not required. Every project in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

4.1 John Wanamaker's Price Tags	2 sessions of 30 minutes
4.2 Levi Strauss's Work Pants	2 sessions of 30 minutes
4.3 The Kellogg Brothers' Cereal	2 sessions of 30 minutes
4.4 Henry Ford's Car for Everyone	2 sessions of 30 minutes

UNIT 4 REVIEW

A parent asks each question aloud. Your child may answer by telling, pointing or drawing faces. There are no points; this is a friendly conversation. Have the big four-business chart and the ledger notebook nearby.

1. Name the six stakeholders. Point to each one on your chart.
2. Why did John Wanamaker put price tags on everything?
3. Who had the idea for rivets on work pants, and what did Levi Strauss do?
4. Why did W. K. Kellogg put his signature on every box?
5. How did Henry Ford make the Model T cheap enough for families? What did he do for his workers in 1914?
6. Can a business be big but not great? Tell me why.

ANSWER KEY

1. Financiers, risk-takers, builders, workers, customers and the community.
2. So every customer paid the same fair price without arguing; it was honest and saved time, and customers trusted the store.
3. The tailor Jacob Davis had the idea. Levi Strauss paid for the patent and made and sold the pants; they became partners.
4. As a promise that the corn flakes were real and good, so customers could trust them.
5. He built it faster on a moving assembly line and kept lowering the price. In 1914 he paid \$5 a day, about twice the usual pay.
6. Yes. A business is great only if it serves its workers, customers and town well too, not just if it is big or rich.

PORTFOLIO PIECE: A BUSINESS IN OUR TOWN

Choose a business you know: a bakery, a farm stand, a hardware store, a family business or your church's bake sale. With a grown-up, visit it, look carefully, and if the owner is willing, ask two or three simple questions (with your grown-up beside you): How did you start? What do you sell? What is the hardest part? Then make a happy-face scorecard with six faces and a reason for each. Draw the business, and tell your family one thing it does very well and one thing it could do better.

LOOK FOR	WHAT IT MEANS
Real business	A real business your child visited or knows well, with at least two true facts about it.
Six faces	All six stakeholders have a face and a reason.
Fair and kind	The scorecard tells both good things and things to improve, without unkind guesses.
Telling	Your child can explain the scorecard to the family in his or her own words.

4.1 JOHN WANAMAKER'S PRICE TAGS

OBJECTIVES

- Tell how John Wanamaker's store gave every customer the same honest price, shown on a price tag.
- Name the six stakeholders of a business.
- Make a happy-face scorecard for Wanamaker's store.

Warm-up. Play “Guess the price.” A grown-up hides the price of three things from the pantry. You guess each price. Then the grown-up shows a price tag. Is it easier to shop when you can see the price?

WATCH

Wanamaker's Price Tags Made In PA

Historical Society of Pennsylvania · 2:30

<https://www.youtube.com/watch?v=0YABsq4IAAg>

WHEN TO WATCH

After the story, before the scorecard.

Note: A short local TV segment with the Historical Society of Pennsylvania; it may open with a brief advertisement, which you can skip. Written for grown-ups, so pause and explain as you go.

KEY TERMS

price tag

A small card on a good that shows its price, the same for every customer.

stakeholder

Anyone who has something to gain or lose from what a business does.

department store

A big store with many parts, called departments, each selling a different kind of good.

CORE IDEAS

Long ago. In the 1800s, most stores in America had no price tags. A customer had to ask the clerk, “How much is this coat?” Then they argued back and forth, or haggled, until they agreed on a price. A good arguer might pay less, and a shy person or a

child might pay more for the very same coat. It took a long time, and it was not always fair.

The story. John Wanamaker grew up in Philadelphia. As a young man he started a Sunday school for poor children, and he taught it for the rest of his life. In 1861 he opened a clothing store. Later he bought an old railroad freight building and filled it with goods, making one of the first big **department stores** in America. Wanamaker made a rule: every item would have one price, marked on a **price tag**, the same for everyone. And if a customer was not happy, he could bring the item back and get his money back.

The big idea. Wanamaker believed in treating every customer the way he would want to be treated. A price tag tells the truth to everyone at once. Customers trusted his store, so they came back again and again. Honest dealing was good for the customers and good for the business too.

The six stakeholders. Every business has people who gain or lose from it. *Financiers* lend or invest money. *Risk-takers* start the business with their own savings. *Builders* invent and make things. *Workers* work for pay. *Customers* buy. *The community* is the town and neighbors around it.

Happy-face scorecard: Wanamaker's store. *Financiers:* happy, because the store grew and paid back what it borrowed. *Risk-takers:* happy, because Wanamaker's big new idea worked. *Builders:* happy, because his managers planned a giant store that was easy to shop in. *Workers:* so-so to happy; clerks stood long hours, as in every store then, but Wanamaker started classes and a summer camp for his young workers. *Customers:* happy, because they got honest prices and could return things. *Community:* mostly happy, because the store gave jobs and drew shoppers to the city, though some small shops nearby lost customers to the big store.

PICTURE STUDY



John Wanamaker at His Desk, Unknown photographer, about 1900–1920 · Photograph · Library of Congress, Washington, D.C.

Image: [Wikimedia Commons](#), public domain

This is John Wanamaker in his office, at a desk piled with letters and papers. By this time his stores in Philadelphia and New York were among the biggest in the country, and thousands of people worked for him.

Look closely

- Look at the desk. What is piled on it?
- Look at his clothes. Is he dressed for work in a shop or in an office?
- Find the picture on the wall.
- Look at his face. Does he look busy, tired or happy?

Talk about it

1. What kinds of letters do you think the owner of a big store gets?
2. Which stakeholder is Wanamaker: risk-taker, worker or customer? Could he be more than one?
3. Why do you think he cared about honest prices?

PROJECT

Haggle Shop and Tag Shop

You will run a toy shop two ways: first with no price tags, where customers must haggle, and then with price tags. You will record what each customer paid and see which way is fairer.

You will need

- Five toys or small items to sell
- Index cards for price tags
- Pennies (20 for each customer)
- Ledger notebook and pencil
- Two customers (family members)

Steps

1. **Haggle Shop.** No price tags! When a customer wants a toy, he or she makes an offer, and you may say “More!” until you agree. Sell the same kind of toy to two different customers.
2. In your notebook, write what each customer paid: “Customer 1 paid __. Customer 2 paid __.” Were they the same?
3. **Tag Shop.** Now make a price tag for each toy and tape it on. Sell again to both customers.
4. Write what each customer paid this time. Were they the same?
5. Ask each customer: Which shop did you like better? Why? Write a tally of their answers.
6. Draw six faces on a page for Wanamaker’s store, one for each stakeholder. Make each face happy, so-so or sad, and tell a reason for each.

Tips

- Grown-ups: in the haggle shop, let one customer be a strong bargainer and the other shy, so the prices come out different.
- Talk about how it felt to pay more than someone else for the same thing.

Check your work

- ☐ I can tell why Wanamaker used price tags.
- ☐ I wrote down what each customer paid in both shops.
- ☐ I can name the six stakeholders and made a face for each.

LEDGER NOTEBOOK

1. Draw a clerk and a customer arguing over a price. Next to it, draw a coat with a price tag.
2. Copy your haggle-shop and tag-shop prices in a little chart.
3. Draw the six-face scorecard for Wanamaker's store, with one word for each reason.

From history. John Wanamaker led the Bethany Sunday School in Philadelphia for more than sixty years. It began in 1858 with a few children in a small room and grew into one of the largest Sunday schools in the country.

COMMON MISTAKES

- Thinking a business is great just because it is big. Great means serving all six stakeholders well for a long time.
- Giving a face without a reason. Every face needs a reason.
- Forgetting the community. A business affects its whole town.

Make it a game • Haggle or Tag. Play two shops. In Haggle Shop, ask a wild price and let your parent argue it down. In Tag Shop, put a price tag on each item that never changes. After each round, tell which was faster and which was fairer. Then count the six stakeholders of a business on your fingers, as many as you can remember.

Scripture. "Therefore all things whatsoever ye would that men should do to you, do ye even so to them: for this is the law and the prophets." (Matthew 7:12, KJV)

This is the Golden Rule. Wanamaker gave every customer the price he would want to be given: one fair price for everyone.

4.2 LEVI STRAUSS'S WORK PANTS

OBJECTIVES

- Tell how Levi Strauss and the tailor Jacob Davis made work pants stronger with copper rivets.
- Tell how two partners can work together, each bringing something the other does not have.
- Test which kind of fastening makes cloth strongest, and make a scorecard for Levi Strauss & Co.

Warm-up. Look at a pair of blue jeans. Find the little metal buttons at the corners of the pockets. What do you think they are for? Count them.

WATCH

20th May 1873: Levi Strauss and Jacob Davis secure the patent for riveted blue jeans

HistoryPod · 2:23

<https://www.youtube.com/watch?v=MpfdKZGr0u8>

WHEN TO WATCH

After the story of Jacob Davis's letter.

BACKUP VIDEO

Levi's As America: A Riveting Icon Part 1

Levi Strauss & Co. · 9:50

<https://www.youtube.com/watch?v=kZ9hvYUbN8o>

After the lesson, for parents and children who want to see the oldest pants in the company's archive.

KEY TERMS

rivet

A small metal pin that is hammered flat to hold two pieces of cloth or metal tightly together.

partner

A person who owns and runs a business together with someone else.

patent

A paper from the government that says only the inventor may make and sell his invention for a number of years.

CORE IDEAS

The story. Levi Strauss was born in Bavaria, in Germany, and came to America as a young man. In 1853, during the gold rush, he went to San Francisco and opened a business selling cloth, blankets and clothing to small stores all over the West. He worked hard and became known as an honest merchant.

One of his customers was a tailor named Jacob Davis in Reno, Nevada. Workers kept tearing the pockets of their pants when they stuffed them with tools. So Davis tried something new: he hammered small copper **rivets** into the corners of the pockets, the places that tore most. The pants held! But Davis did not have enough money to get a **patent**, a paper from the government that would protect his idea.

How they figured it out. In 1872 Davis wrote a letter to Levi Strauss. He said: if you pay for the patent, we can be **partners**. Levi agreed. In 1873 they got their patent, and Davis moved to San Francisco to run the sewing of the new riveted pants made of strong blue denim. Davis brought the idea; Levi brought the money and his business. Together they built something neither could have done alone.

The big idea. A good business solves a real problem for customers: here, pants that tore. And partners can do more together, when each brings something and each keeps his promises.

Happy-face scorecard: Levi Strauss & Co. *Financiers:* happy, because Levi paid for the patent and was rewarded. *Risk-takers:* happy; both partners risked money and time and succeeded. *Builders:* happy; Davis's simple idea still works today. *Workers:* so-so; sewing in factories of that time meant long days at the machines, though after a great earthquake and fire in 1906 destroyed the company's building, it kept paying its workers while it rebuilt. *Customers:* happy; miners, farmers and cowboys got pants that lasted. *Community:* happy; Levi Strauss gave money to orphanages and paid for scholarships for students at the University of California.

PICTURE STUDY



"It's No Use, They Can't Be Ripped": An Advertisement for Levi Strauss & Co., Unknown artist for Levi Strauss & Co., late 1800s · Printed advertisement

Image: [Wikimedia Commons](#), public domain

This is an old advertisement for Levi Strauss's riveted pants. Instead of just saying the pants were strong, it shows a picture that anyone could understand, even someone who could not read English. The picture became the company's famous Two Horse label.

Look closely

- Find the two horses. Which way is each one pulling?
- Find the pants in the middle. Are they tearing?
- Read the big words at the top together. What does "patent riveted" mean?
- Look at the two men with whips. What job are they doing?

Talk about it

1. What is this picture trying to tell customers about the pants?
2. Do you think real horses could pull a pair of pants apart? Is the picture a joke, or a promise, or both?
3. If you made an advertisement for something strong, what picture would you draw?

PROJECT

The Strong Pocket Test

You will test which way of joining two pieces of cloth or paper is strongest: one stitch, a piece of tape, or a “rivet” made from a brass paper fastener. You will count how many pennies each can hold before it tears.

You will need

- Strips of paper or scrap cloth (6 strips about 2 inches by 8 inches)
- Tape, a stapler, and brass paper fasteners (the kind with two flat legs)
- A small paper cup and a hole punch or pencil to make holes
- About 100 pennies
- Ledger notebook and pencil

Steps

1. Make three “pockets”: join two strips of paper at one end with (1) one small piece of tape, (2) one staple, or (3) one brass fastener pushed through and opened flat like a rivet.
2. Guess which one will hold the most pennies. Write your guess.
3. Tape the top of one pocket to the edge of a table. Hang the paper cup from the bottom strip.
4. Drop pennies into the cup one at a time and count until the joint tears or slips. Write the number.
5. Test the other two pockets the same way. Write each number.
6. Make a bar chart: draw a bar for each kind of joint, as tall as the number of pennies it held.
7. Make a happy-face scorecard for Levi Strauss & Co. with six faces and a reason for each.

Tips

- Use the same kind of paper and the same cup each time. That makes it a fair test.
- Grown-ups help push the fasteners through; the points can be sharp.

Check your work

- ☐ I can tell how Jacob Davis made pockets stronger.
- ☐ I counted the pennies each joint held and made a bar chart.
- ☐ I can tell what each partner brought to the business.

LEDGER NOTEBOOK

1. Draw a pair of work pants and circle every place a rivet goes.
2. Copy your penny bar chart and circle the strongest joint.
3. Draw the six-face scorecard for Levi Strauss & Co. with one word for each reason.

From history. Levi Strauss never married. He worked in his business until he was old and treated his nephews like sons; they ran the company after him. When he died in 1902, many of the shops in San Francisco closed for his funeral.

COMMON MISTAKES

- Thinking Levi Strauss had the rivet idea himself. The tailor Jacob Davis had the idea; Levi paid for the patent and made the pants.
- Thinking partners must be the same. Good partners often bring different things.
- Forgetting that a good product solves a real problem for customers.

Make it a game • Rivets Strong or Not. Make two paper pockets for paper pants. Seal one with a single piece of tape and the other with three pieces, like copper rivets. Fill each with ten pennies and lift. See which holds. Tell how Levi Strauss and Jacob Davis worked as partners, and what each partner brought that the other did not have.

4.3 THE KELLOGG BROTHERS' CEREAL

OBJECTIVES

- Tell how the Kellogg brothers found a way to make flakes of grain, and how W. K. Kellogg built a cereal company.
- Tell why a signature on a box was a promise to customers.
- Test and compare breakfast cereals and make a scorecard for the Kellogg company.

Warm-up. Look at a box of cereal from your pantry. Find the name of the company that made it. Find where it was made. What grain is it made from? Read the list together.

WATCH

Kellogg's Cereal the Complete Story Overview

Kellogg Company · 1:21

<https://www.youtube.com/watch?v=ytsVhTIFjMw>

WHEN TO WATCH

After the story, before the scorecard.

Note: A very short film from the company itself. Watch it twice.

BACKUP VIDEO

Amazing America 250 | How Battle Creek became the Cereal Capital of the world

WWMT-TV · 3:43

<https://www.youtube.com/watch?v=rLu6U7yLHk4>

After the history note, to see the town of Battle Creek.

KEY TERMS

cereal

Food made from grains like wheat, corn, oats or rice.

flake

A thin, flat little piece of something.

signature

A person's name written in his own handwriting.

CORE IDEAS

Long ago. In the town of Battle Creek, Michigan, a doctor named John Harvey Kellogg ran a large health center where people came to rest and get well. His younger brother, Will Keith Kellogg, kept the books and managed the business. The doctor wanted healthy foods that were easy to eat. In the 1890s, the brothers were trying to make a new kind of food from boiled wheat.

How they figured it out. One day, the story goes, some cooked wheat sat out longer than they meant. When they rolled it through the rollers, it did not make one big sheet. It broke into thin **flakes**! They toasted the flakes, and the guests at the health center loved them. Later they tried corn, and made corn flakes. Will Kellogg wanted to sell the flakes to everyone in America, not just to the guests. In 1906 he started his own company to make Toasted Corn Flakes.

The big idea. Will Kellogg knew customers needed to trust his cereal, because other companies soon made flakes too. So he printed his **signature** on every box and said no corn flakes were real without it. His name was his promise. He also told people about his cereal in newspapers and magazines, so customers all over the country heard of it.

But the brothers disagreed. Dr. Kellogg wanted the flakes plain. Will wanted to add a little sugar so more people would like them. They argued for years, even in court, about the business and the family name, and sadly they never really made peace. Even good businesses can be hurt when partners quarrel.

Happy-face scorecard: the Kellogg company. *Financiers:* happy; the company grew big. *Risk-takers:* happy for Will, who risked his savings; sad for the brothers' friendship. *Builders:* happy; they found a new way to make food. *Workers:* happy; during the hard times of the 1930s, the factory switched to shorter shifts so more people could have jobs. *Customers:* happy; a quick, cheap breakfast that kept well in a box. *Community:* happy; Battle Creek became the "Cereal City," and in 1930 Will Kellogg gave much of his fortune to start a foundation to help children.

PICTURE STUDY



Kellogg's Toasted Corn Flakes: "Why the Demand Keeps Up", Unknown artist for the Battle Creek Toasted Corn Flake Company, 1909 · Printed magazine advertisement

Image: [Wikimedia Commons](#), public domain

This advertisement ran in magazines in 1909, three years after W. K. Kellogg started his company. The little boy is winking and holding out his bowl for more. At the bottom you can see Kellogg's signature, his promise on every box.

Look closely

- Find the little boy. What is he holding out? What does he want?
- Find the box of corn flakes. What is written on it?
- Find W. K. Kellogg's signature. Where else does it appear?
- Find the words "A Good Product, A Square Deal." What does a square deal mean?

Talk about it

1. Why would a company put the owner's signature on every box?
2. This advertisement says "Why the Demand Keeps Up." What does demand mean here?
3. If you made an advertisement for your favorite breakfast, what would it show?

Safety first. Check for food allergies before any taste test, and wash hands first.

PROJECT

The Breakfast Taste Test and Scorecard

You will hold a fair taste test of two or three cereals with your family, record everyone's votes in a tally chart, and make a happy-face scorecard for the Kellogg company.

You will need

- Two or three different cereals, including a plain flake cereal if you have one
- Small cups, labeled A, B and C on the bottom
- Ledger notebook and pencil
- Family taste testers

Steps

1. A grown-up pours a small amount of each cereal into cups A, B and C, without showing which is which. This keeps the test fair.
2. Each tester tastes all three and says which one he or she likes best.
3. Make a tally chart with three rows, A, B and C. Make a tally mark for each choice.
4. Count the tally marks. Which cereal won? Now reveal which cereal was in each cup.
5. Look at the boxes. Which one has the most sugar? Did the testers choose the sweetest? Talk about why Will Kellogg wanted to add a little sugar, and why his brother did not.
6. Make the six-face scorecard for the Kellogg company with a reason for each face.

Tips

- Check for food allergies first.
- Small tastes are enough. Save the rest for breakfast!

Check your work

- ☐ I can tell how the Kellogg brothers made flakes.

- ☐ I counted the choices in my tally chart.
- ☐ I made a six-face scorecard with reasons.

LEDGER NOTEBOOK

1. Draw the rollers squeezing cooked wheat into flakes.
2. Copy your taste-test tally chart and circle the winner.
3. Design a cereal box with your own signature on the front as your promise.

From history. Another man who had visited the Battle Creek health center, C. W. Post, started his own cereal company in the same town. Soon Battle Creek had many cereal companies, and it was nicknamed the “Cereal City.”

COMMON MISTAKES

- Thinking one brother did everything. The doctor’s health center started the idea; Will built the company.
- Thinking a signature is just decoration. It is a promise that the product is real and good.
- Forgetting that people in a business must get along. Quarrels can hurt a business and a family.

Make it a game · Cereal Scorecard. Pour two different cereals into bowls and taste both. Score each from one to five for crunch, taste and look. Your parent keeps the scoreboard. Then say why W. K. Kellogg put his signature on every box. Make a signature mark for your own pretend cereal box and tell what it promises the customer.

4.4 HENRY FORD'S CAR FOR EVERYONE

OBJECTIVES

- Tell how Henry Ford made the Model T cheap enough for ordinary families to buy.
- Tell how the \$5 day helped Ford's workers, and where Ford still fell short.
- Make a happy-face scorecard for Ford's company and compare all four businesses.

Warm-up. Ask a grown-up: How did your family get to the store this week? Long ago, before cars, how would a farm family get to town? Act out riding in a wagon pulled by a horse.

WATCH

History of the Model T | The Henry Ford's Innovation Nation

The Henry Ford • 3:16

<https://www.youtube.com/watch?v=gglrbduPbQ0>

WHEN TO WATCH

After the story of the Model T, to see real Model T cars and the assembly line at the museum.

KEY TERMS

Model T

The simple, strong car Henry Ford's company made from 1908 to 1927.

wage

The money a worker is paid for his work.

affordable

Cheap enough that ordinary people can buy it.

CORE IDEAS

The story. Henry Ford grew up on a farm in Michigan. As a boy he loved taking watches and machines apart to see how they worked. In those days, cars were expensive toys for rich people. Ford had a dream: to build a car so simple, strong and **affordable** that ordinary families, even farmers, could own one.

How they figured it out. In 1908 Ford's company began making the Model T. It was tough enough for muddy country roads and easy to fix. To make it cheaper, Ford

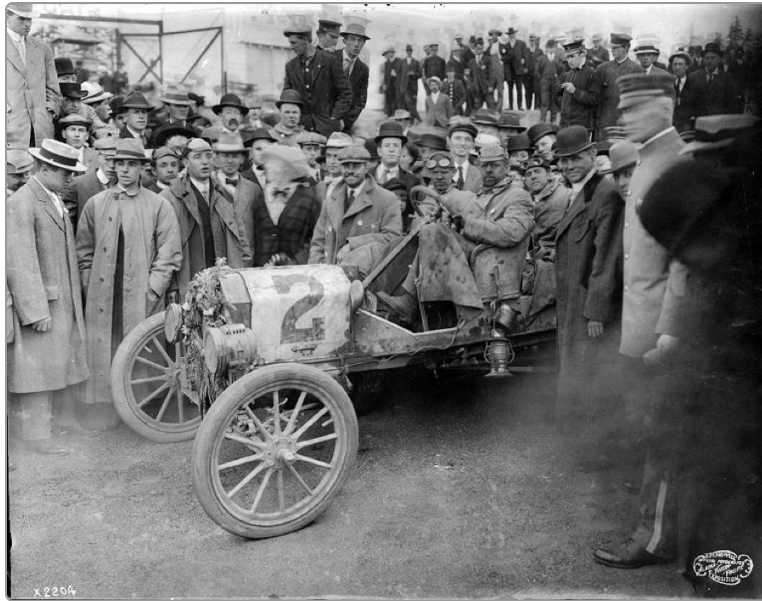
used the moving assembly line you learned about in Unit 1. Each year the company built more cars faster, so it could lower the price. The first Model T cost \$850. By the middle of the 1920s, one cost about \$260!

The workers. The assembly line was fast and dull, and many workers quit. So in January 1914, Ford did something surprising: he raised the pay to \$5 a day, about twice what most factory workers earned, for a shorter day. Thousands of men lined up for jobs. Workers stayed, and many could now buy a Model T themselves. But Ford also had strict rules, and the work on the line was still hard and tiring.

Happy-face scorecard: Ford Motor Company. *Financiers:* happy; the company earned a great deal. *Risk-takers:* happy; Ford's dream came true. *Builders:* happy; the assembly line changed factories all over the world. *Workers:* so-so to happy; good pay, but dull, fast work and strict rules. *Customers:* happy; millions of families got a car they could afford. *Community:* happy; farm families could reach town, and Detroit grew with jobs. But Ford kept making the same car, in black only, for too long. Customers wanted new colors and new styles, other companies gave them that, and Ford had to stop making the Model T in 1927.

The big idea. All four businesses in this unit made something people needed, and served their customers honestly. Each also had something to do better. A great business keeps listening to all six stakeholders.

PICTURE STUDY



A Ford Model T Arrives in Seattle after a Race across America, Official photographer of the Alaska-Yukon-Pacific Exposition, 1909 · Photograph · University of Washington Libraries, Special Collections

Image: [Wikimedia Commons](#), public domain

In 1909, a year after the Model T came out, a few cars raced all the way from New York City to Seattle, across mountains, deserts and muddy roads. This Model T, car number 2, arrived first, and a huge crowd came to see it. Later the judges found that its drivers had swapped in a new engine on the way, against the rules, so the prize was given to another car. Still, everyone saw how tough the little Ford was.

Look closely

- Find the big number on the car. What number is it?
- Look at the wheels and the car. Is it clean or dirty? Why?
- Count the hats you can see in the crowd.
- Find a man sitting in the car. Who do you think he is?

Talk about it

1. Why would a race across the country make people want to buy a Model T?
2. The drivers broke a rule by changing the engine. Why do rules matter, even in a race?
3. Which stakeholders were happy when this car arrived?

PROJECT

Four Businesses, Twenty-Four Faces

You will make a happy-face scorecard for Ford's company and then put all four businesses from this unit side by side in one big chart, counting the happy, so-so and sad faces.

You will need

- A large sheet of paper and a ruler
- Crayons or markers
- Ledger notebook and pencil
- Your scorecards from Lessons 4.1, 4.2 and 4.3

Steps

1. With a grown-up, rule a big chart with 5 columns and 7 rows. In the top row write: Stakeholder, Wanamaker, Levi Strauss, Kellogg, Ford.
2. Down the first column write the six stakeholders: Financiers, Risk-takers, Builders, Workers, Customers, Community.
3. Fill in the faces for Wanamaker, Levi Strauss and Kellogg from your earlier scorecards.
4. Now fill in the Ford column. For each face, tell a grown-up your reason.
5. Count the happy faces in each column and write the number at the bottom. Then count the so-so and sad faces.
6. Look across the Workers row. Which business treated workers best? Look across the Customers row. Which served customers best?
7. Choose the business you think was the greatest. Tell why, using your chart.

Tips

- There is no single right answer. What matters is a good reason for each face.
- Grown-ups: point out that a business can have happy customers and so-so workers at the same time.

Check your work

- ☐ I can tell how Ford made the Model T affordable.

- ☐ I filled in 24 faces and counted them.
- ☐ I can tell which business I think was greatest, and why.

LEDGER NOTEBOOK

1. Draw a family riding to town in a Model T, and the same family long ago in a horse and wagon.
2. Write the two Model T prices: \$850 in 1908 and about \$260 in the mid-1920s. Draw a big price tag and a little one.
3. Copy the happy, so-so and sad totals for each of the four businesses.

From history. Ford's company built more than fifteen million Model T cars. People gave it a friendly nickname, "Tin Lizzie," and told jokes and sang songs about it.

COMMON MISTAKES

- Thinking Ford invented the car. Others built cars first; Ford made them cheap enough for ordinary families.
- Thinking the \$5 day made everything perfect. The pay was good, but the work was hard and the rules were strict.
- Forgetting that customers change. Ford kept the same car too long, and other companies caught up.

Make it a game • Model T Memory Faces. Draw four small faces, one for each business you studied: Wanamaker, Levi Strauss, Kellogg and Ford. Cover them with a cloth. Your parent says a clue, such as, I made a car for everyone, and you point to and name the right face. Then say one good thing and one limit of Ford's five-dollar day.

UNIT 4

GREAT BUSINESSES

What makes a business great? Not just being big. A great business makes something good and treats people well for a long time. In this unit you will learn to look at a business through the eyes of **six stakeholders**, the people who have something to gain or lose from it: the **financiers** who lend money, the **risk-takers** who start it, the **builders** who invent and make things, the **workers**, the **customers** and the **community** of neighbors around it.

You will meet four American businesses: John Wanamaker's store with its honest price tags, Levi Strauss's riveted work pants, the Kellogg brothers' corn flakes and Henry Ford's Model T, a car for everyone. For each one you will make a happy-face scorecard, giving each stakeholder a happy, so-so or sad face with a reason, and you will see that even great businesses had things to do better.

PREREQUISITES

- Knows producers, consumers, goods and services (Unit 1)
- Knows what a price and a market are (Unit 3)
- Can draw a simple face and tell a reason

MASTERY CHECKLIST

- ☐ I can name the six stakeholders and tell who each one is.
- ☐ I can tell the stories of Wanamaker, Levi Strauss, the Kellogg brothers and Henry Ford.
- ☐ I can make a happy-face scorecard with a reason for each stakeholder.
- ☐ I can tell why a business can be big without being great.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **Levi Strauss & Co.: company history**: Free. The company's own history pages, with old photographs of the first riveted pants and the Two Horse label. Look at the pictures together with Lesson 4.2.
- **The Henry Ford museum: digital collections**: Free. Search "Model T" for photographs of the cars, the factory and the families who drove them. Good for Lesson 4.4 and the portfolio.

Not required. Every project in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

4.1 John Wanamaker's Price Tags	2 sessions of 30 minutes
4.2 Levi Strauss's Work Pants	2 sessions of 30 minutes
4.3 The Kellogg Brothers' Cereal	2 sessions of 30 minutes
4.4 Henry Ford's Car for Everyone	2 sessions of 30 minutes

UNIT 4 REVIEW

A parent asks each question aloud. Your child may answer by telling, pointing or drawing faces. There are no points; this is a friendly conversation. Have the big four-business chart and the ledger notebook nearby.

1. Name the six stakeholders. Point to each one on your chart.
2. Why did John Wanamaker put price tags on everything?
3. Who had the idea for rivets on work pants, and what did Levi Strauss do?
4. Why did W. K. Kellogg put his signature on every box?
5. How did Henry Ford make the Model T cheap enough for families? What did he do for his workers in 1914?
6. Can a business be big but not great? Tell me why.

ANSWER KEY

1. Financiers, risk-takers, builders, workers, customers and the community.
2. So every customer paid the same fair price without arguing; it was honest and saved time, and customers trusted the store.
3. The tailor Jacob Davis had the idea. Levi Strauss paid for the patent and made and sold the pants; they became partners.
4. As a promise that the corn flakes were real and good, so customers could trust them.
5. He built it faster on a moving assembly line and kept lowering the price. In 1914 he paid \$5 a day, about twice the usual pay.
6. Yes. A business is great only if it serves its workers, customers and town well too, not just if it is big or rich.

PORTFOLIO PIECE: A BUSINESS IN OUR TOWN

Choose a business you know: a bakery, a farm stand, a hardware store, a family business or your church's bake sale. With a grown-up, visit it, look carefully, and if the owner is willing, ask two or three simple questions (with your grown-up beside you): How did you start? What do you sell? What is the hardest part? Then make a happy-face scorecard with six faces and a reason for each. Draw the business, and tell your family one thing it does very well and one thing it could do better.

LOOK FOR	WHAT IT MEANS
Real business	A real business your child visited or knows well, with at least two true facts about it.
Six faces	All six stakeholders have a face and a reason.
Fair and kind	The scorecard tells both good things and things to improve, without unkind guesses.
Telling	Your child can explain the scorecard to the family in his or her own words.

UNIT 5

FAIR RULES

Buying and selling work best when everyone plays fair. In this unit you will learn about four kinds of fair rules that help businesses, workers and customers. **Just weights** make sure you get the amount you pay for. **Promises and contracts** make sure people do what they agreed to do. Laws about **children and work** make sure children can go to school. And **food rules** make sure the food we buy is safe and honestly labeled.

You will build a balance and catch a cheating scale, write and keep a family contract, look at Lewis Hine’s photographs of working children, and read food labels like a food inspector. Good rules are like a fair referee in a game: they protect honest people and still leave everyone free to work, buy and sell.

PREREQUISITES

- Knows how a market and a store work (Unit 3)
- Knows the six stakeholders (Unit 4)
- Can tell which side of a balance is heavier

MASTERY CHECKLIST

- ☐ I can tell why scales and weights must be honest.
- ☐ I can tell what a contract is and why keeping promises matters.
- ☐ I can tell why Lewis Hine took photographs of working children, and why children belong in school.
- ☐ I can tell how Harvey Wiley helped make food safe, and I can read a food label.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **Federal Reserve education resources (FRE.org):** Free. Search “rules” or “government and the economy” for short lessons. For parents to browse.
- **The Aesop for Children, illustrated by Milo Winter (1919):** Free. Read “The Fox and the Stork,” a short fable about tricking a neighbor and being repaid in kind, with Lessons 5.1 and 5.2, and talk about fair dealing. Ages 4–8.

Not required. Every project in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

5.1 Just Weights and Honest Scales	2 sessions of 30 minutes
5.2 Keeping Promises and Contracts	2 sessions of 30 minutes
5.3 Children Belong in School	2 sessions of 30 minutes
5.4 Rules That Keep Food Safe	2 sessions of 30 minutes

UNIT 5 REVIEW

A parent asks each question aloud. Your child may answer by telling, pointing, showing with the balance or drawing. There are no points; this is a friendly conversation. Have the hanger balance, a few pennies, a food package and the ledger notebook nearby.

1. Show me with the balance how to weigh something honestly. How could someone cheat with a balance?
2. What does God say about a false balance and a just weight?
3. Tell me the story of the workers in the vineyard. Did the owner keep his promise?
4. What is a contract? Show me the contract you signed.
5. Who was Lewis Hine, and why did he take pictures of working children?
6. Find the first ingredient on this package. Who made sure food labels tell the truth?

ANSWER KEY

1. Make sure the empty balance is level, then add pennies until the bar is level. A cheater could hide extra weight under one cup or use a weight that is too light or too heavy.
2. A false balance is abomination to the Lord, but a just weight is His delight (Proverbs 11:1).
3. He agreed to pay the first workers a penny for the day, and he paid them a penny. He kept his promise and was generous to the others.
4. A promise about work or trade, often written down and signed by both sides.
5. A teacher and photographer who showed that many children worked long hours instead of going to school. His honest pictures helped change the laws so children could go to school.
6. Answers depend on the package. Harvey Wiley worked for the Pure Food and Drug Act of 1906, which made labels tell the truth.

PORTFOLIO PIECE: MY FAIR RULES BOOK

Make a small book of four pages, one for each fair rule: just weights, keeping promises, children in school, and safe food. On each page, draw a picture and write or tell one sentence about how the rule helps people. Add your weights list from the balance, your signed contract, your Then-and-Now chart and your label chart. On the last page, write a rule of your own that would make your family's pretend store fair.

LOOK FOR	WHAT IT MEANS
Four rules	Each of the four fair rules has a page with a picture and a sentence.
Records	The weights list, contract, chart and label chart are included.
My own rule	Your child made up a sensible fair rule and can explain it.
Telling	Your child can tell who each rule protects.

5.1 JUST WEIGHTS AND HONEST SCALES

OBJECTIVES

- Tell why God wants scales and weights to be honest.
- Tell how weights-and-measures inspectors check scales in stores today.
- Build a balance, weigh things fairly, and find a cheating scale.

Warm-up. Hold an apple in one hand and a cup of rice in the other. Which is heavier? Now trade hands. Is it hard to be sure? How could we know for certain?

WATCH

Discussing Weights & Measures

Orange County Historical Museum · 4:00

<https://www.youtube.com/watch?v=6yRJawZVO7k>

WHEN TO WATCH

After the story, before the project.

Note: A short museum talk with old scales and weights from a county museum.

BACKUP VIDEO

Napa County's Weights and Measures: Making sure you get what you pay for

Napa County · 3:24

<https://www.youtube.com/watch?v=CwBUMXb9bvY>

After the big idea, to see real inspectors at work.

KEY TERMS

scale

A tool for weighing things.

balance

A scale with two pans. When both sides weigh the same, the bar is level.

just weight

An honest weight that is exactly as heavy as it says it is.

inspector

A person whose job is to check that things are done honestly and safely.

CORE IDEAS

Long ago. In Bible times, merchants weighed grain, spices and silver on a balance with two pans. On one pan they put the goods. On the other they put stone weights. When the bar was level, the goods weighed the same as the stones. But a dishonest merchant could cheat. He might keep a light stone for selling and a heavy stone for buying, so he always came out ahead. God told His people, “A false balance is abomination to the LORD: but a just weight is his delight.”

How they figured it out. Towns and kings learned that markets need honest weights that everyone can trust. They kept official weights in a safe place, and anyone could check his weights against them. In the young United States, Congress had a set of standard weights and measures sent to every state in the 1830s, so a pound in one state was the same as a pound in another.

The big idea. When you pay for a pound of apples, you should get a whole pound. Honest weights protect customers, and they protect honest sellers too, so cheaters cannot undersell them. Everyone can trade with trust.

How do people use it today? Today most states and counties have weights-and-measures **inspectors**. They visit grocery stores, gas stations and farm markets with special test weights. They check that the scales and gas pumps are exact, and then they put on a little sticker or seal. Next time you are at the store, look for one on the scale at the checkout!

PICTURE STUDY



Woman Weighing Gold, Pieter de Hooch, about 1664 · Oil on canvas · Gemäldegalerie, Berlin

Image: [Wikimedia Commons](#), public domain

Pieter de Hooch was a Dutch painter who loved sunny rooms inside houses. In his time, coins were made of real gold and silver, and some people shaved or clipped bits off their edges. So careful people weighed their coins on a small balance to make sure each one was honest and whole.

Look closely

- Find the little balance in her hand. Can you see the two tiny pans?
- Look on the table. What is she weighing?
- Look at the window and the light. Why would she work near a window?
- Look at her face and hands. Is she hurrying or being careful?

Talk about it

1. Why would someone need to weigh a coin?
2. What would happen to trade if no one could trust coins or scales?
3. Who checks the scales in our stores today?

PROJECT

Build a Balance and Catch a Cheat

You will build a simple balance from a clothes hanger, weigh things fairly with pennies, and then find out how a cheating balance fools people.

You will need

- A plastic clothes hanger with notches or hooks
- Two paper cups, string and tape
- About 50 pennies
- Small things to weigh: a crayon, a spoon, a toy car, a small apple
- A piece of clay or a few coins taped in secret
- Ledger notebook and pencil

Steps

1. Make two holes near the top of each cup. Tie string through each cup and hang one cup from each end of the hanger. Hang the hanger from a doorknob or a broom handle across two chairs.
2. Check that the empty balance hangs level. If not, add a bit of tape to the light side. Now it is a just balance.
3. Put a crayon in one cup. Add pennies to the other cup one at a time until the bar is level. Write: "Crayon = __ pennies."
4. Weigh the spoon, the toy car and the apple the same way. Write each one in a list.
5. Now a grown-up secretly tapes a lump of clay or a few coins under one cup. Weigh the crayon again. Did you get a different number?
6. Find the cheat! Look under the cups. Remove the hidden weight and weigh again.
7. Talk about it: If a store used a cheating scale, who would be hurt? How do inspectors stop it?

Tips

- Hang the balance where it will not swing into anything.

- Grown-ups: hide the cheat weight well, so finding it feels like detective work.

Check your work

- ☐ I can tell why weights must be honest.
- ☐ I weighed four things and wrote each weight in pennies.
- ☐ I found the cheating weight and can tell who it would hurt.

LEDGER NOTEBOOK

1. Draw your hanger balance. Label the bar, the two cups and the pennies.
2. Write your list of weights in pennies, honest and cheating. Circle the cheat.
3. Draw an inspector putting a seal sticker on a store scale.

From history. The Bible says it twice in Proverbs and again in the law of Moses: “Just balances, just weights... shall ye have” (Leviticus 19:36). Many old towns kept their official weights in the town hall or the church so they could not be changed.

COMMON MISTAKES

- Thinking a little cheating does not matter. Small cheats add up, and they break trust.
- Forgetting to check that the empty balance is level before weighing.
- Thinking rules about weights are only for sellers. They protect buyers and honest sellers both.

Make it a game • Catch the Cheat. Your parent plays a seller with a trick scale, which could be a hanger with a hidden coin taped to one side. Weigh a bag of rice. Figure out which side is cheating. Say why God wants scales and weights to be honest. Then you be the inspector and check a new scale.

Scripture. “A false balance is abomination to the LORD: but a just weight is his delight.” (Proverbs 11:1, KJV)

God cares about honesty even in small things like a scale at the market. An honest weight pleases Him.

5.2 KEEPING PROMISES AND CONTRACTS

OBJECTIVES

- Tell the parable of the workers in the vineyard and how the owner kept his promise.
- Tell what a contract is: a promise about work or trade, often written down and signed.
- Write, sign and keep a family contract, and record the work and the pay.

Warm-up. Think of a time someone made you a promise and kept it. How did it feel? Think of a time a promise was broken. How did that feel? Tell a grown-up.

WATCH

God's Story: Parable of the Vineyard Workers

Crossroads Kids' Club • 4:14

https://www.youtube.com/watch?v=xUfU_0tQ9Xk

WHEN TO WATCH

After reading Matthew 20:1-15 together, before the big idea.

BACKUP VIDEO

Workers In The Vineyard I Stories of Jesus I Children's Bible Stories| Holy Tales Bible Stories

The Holy Tales: Bible • 3:29

<https://www.youtube.com/watch?v=3QiZicWl7Q4>

Another telling of the parable, if you want one.

KEY TERMS

promise

Saying that you will surely do something.

contract

A promise between people about work or trade, often written down and signed.

wage

The money a worker is paid for his work.

CORE IDEAS

Long ago. Jesus told a story about a man who owned a vineyard, a field of grapevines. Early one morning he went to the marketplace and hired workers. He agreed to pay them a penny for the day, which was a fair day's pay then. They agreed, and went to work. Later he hired more workers, and some came only at the very end of the day. When evening came, the owner paid every worker a penny.

The workers who came first grumbled. "We worked all day in the heat!" But the owner said, "Friend, I do thee no wrong: didst not thou agree with me for a penny?" He had kept his promise exactly. And he was free to be generous to the others with his own money.

The big idea. A **contract** is a promise about work or trade. The worker promises to do the work, and the owner promises to pay. When both keep their promises, they can trust each other and work together again. The Bible says the owner must pay the wage he promised, and pay it on time.

How they figured it out. Long ago, people learned to make important promises in front of witnesses or to write them down. When Abraham bought a field from Ephron, he weighed out the silver in front of the people at the city gate, so everyone knew the field was now his. When Levi Strauss and Jacob Davis became partners, they wrote down who would pay for the patent and who would run the sewing. Writing it down helps everyone remember exactly what was promised.

How do people use it today? Businesses sign contracts all the time: to rent a store, to hire workers, to buy goods. Courts help when someone breaks a contract. But the best contract is kept by honest people who mean what they say.

PICTURE STUDY



The Parable of the Workers in the Vineyard, Salomon Koninck, About 1647–49 · Oil on panel · The State Hermitage Museum, St. Petersburg

Image: [Wikimedia Commons](#), public domain

Salomon Koninck was a Dutch painter who lived in Amsterdam at the same time as Rembrandt and often painted Bible stories. Here it is evening, and the owner of the vineyard is paying his workers. The light from the window shows us where to look: at the table where the coins are counted.

Look closely

- Find the window. Where does its light fall?
- Find the man sitting at the table. What is he doing?
- Look for a worker who seems to be grumbling or pointing. What might he be saying?
- Look into the dark corners. How many more people can you find?

Talk about it

1. Did the owner keep his promise to the first workers? How do you know?
2. Why might the first workers feel upset, even though they got what they agreed to?
3. What promise could you make and keep this week?

PROJECT

My First Contract

You and a grown-up will write a real contract for a small job. You will both sign it, you will do the work, the grown-up will pay, and you will record it all in your ledger notebook.

You will need

- A sheet of paper and a pen
- A small job to do (sorting the recycling, matching socks, raking a patch of leaves)
- A few coins for the pay (or a sticker or treat, if you prefer)
- Ledger notebook and pencil

Steps

1. Choose a job that is a little extra, not one of your everyday chores.
2. Write the contract together: "I, _____, will _____ by _____ (day and time). I, _____ (grown-up), will pay _____ when the job is done well."
3. Read it aloud. Both of you sign and date it. Have a family member sign as a witness.
4. Do the job, carefully and on time.
5. The grown-up checks the work. If it is done as promised, the grown-up pays right away.
6. In your notebook, write: the date, the job, the promised pay, and the pay received. Do they match?
7. Talk about it: What would have happened if you did not finish? What if the grown-up did not pay?

Tips

- Grown-ups: keep your side exactly and promptly. Your child is learning that promises are kept.
- Keep the signed contract in the ledger notebook.

Check your work

- ☐ I can tell what a contract is.
- ☐ I signed a contract, did the job and recorded the pay.
- ☐ I can tell the parable of the workers in the vineyard.

LEDGER NOTEBOOK

1. Draw the owner of the vineyard paying a worker a penny.
2. Tape in your signed contract and write the work and pay record under it.
3. Draw two people shaking hands on a promise.

From history. In Genesis 23, Abraham bought the field and cave of Machpelah from Ephron the Hittite. He weighed out four hundred shekels of silver “current money with the merchant,” in front of all the people at the gate of the city, so the sale was sure.

COMMON MISTAKES

- Thinking a contract must be long and fancy. A simple, clear promise written down is a contract.
- Thinking it is fine to change a promise later just because you want to. Keep what you agreed to.
- Forgetting that both sides make promises: the worker and the one who pays.

Make it a game • Sign the Promise. Write a tiny contract on paper with your parent: a job you will do, the pay, and the time it will be done. Both of you sign it. Do the job and check the paper before the pay is handed over. Then tell the vineyard owner's story and what he promised his workers.

Scripture. “And when he had agreed with the labourers for a penny a day, he sent them into his vineyard.” (Matthew 20:2, KJV)

The owner and the workers agreed first, and then the owner paid exactly what he promised. That is how a fair contract works.

5.3 CHILDREN BELONG IN SCHOOL

OBJECTIVES

- Tell how Lewis Hine used his camera to show that many children were working long hours instead of going to school.
- Tell how new rules helped children go to school, and why school matters.
- Compare a child's day long ago and your own day, and make a clock chart.

Warm-up. Tell a grown-up everything you do in a day, from waking up to going to bed: school, play, chores, meals. Count how many different things you named.

WATCH

Did You Know: Child Labor in the United States | Encyclopaedia Britannica

Encyclopaedia Britannica • 2:15

<https://www.youtube.com/watch?v=TwSgN3MmVpc>

WHEN TO WATCH

After the story of Lewis Hine. Watch together and talk about it.

Note: Short and calm, with old photographs. Preview it first for a sensitive child.

KEY TERMS

photographer

A person who takes pictures with a camera.

law

A rule made for a whole town, state or country that everyone must follow.

child labor

Children doing long, hard jobs for pay instead of going to school.

CORE IDEAS

Long ago. About one hundred years ago, many children in America did not go to school. Instead they worked long hours for pay. Some worked in cotton mills, minding spinning machines. Some sold newspapers on city streets from early morning until late at night. Some picked crops in the fields all day. Their families

were often poor and needed the money, and some factory owners liked to hire children because they could pay them less.

The story. Lewis Hine was a schoolteacher in New York City who loved to take pictures. In 1908 he began traveling all over the country with his heavy camera for a group that wanted to help working children. He took thousands of photographs. He wrote down each child's name and age very carefully. He even measured how tall the children were by the buttons on his coat, so no one could say his pictures were untrue.

How they figured it out. When people saw Hine's photographs, they could not look away. They saw real children with real names, small and tired, who should have been learning to read. People who had never thought about it before said, "This must change." States made new laws that children must go to school and could not do long, hard factory work. In 1938 a national law set the same rule for the whole country.

The big idea. Children are made in God's image and are precious. They need time to grow, to learn and to play. Good rules protect them. Children may still help at home and on the family farm, and older children may have small jobs, but school comes first.

How do people use it today? Today children go to school or are taught at home, and grown-ups do the factory work. Your schoolwork is your most important job right now. "Train up a child in the way he should go," says the Bible.

PICTURE STUDY



Willie Cohen and Max, 8 Years of Age, Newsboys, Philadelphia, Lewis Hine, 1910 · Photograph · Library of Congress, Washington, D.C.

Image: [Wikimedia Commons](#), public domain

Lewis Hine took this photograph in Philadelphia in 1910. The two boys are eight years old and sell newspapers on the street. They are smiling for the camera, but Hine wanted people to ask: Why aren't these boys in school?

Look closely

- Find the stacks of newspapers. How many papers do you think each boy has to sell?
- Look at their clothes and shoes. Are they dressed for a cold or a warm day?
- Find the mailbox. Where are the boys standing?
- Look at their faces. How old do they look? How old are you?

Talk about it

1. What would these boys be doing if they were in school?
2. Why do you think Hine wrote down their names and ages so carefully?
3. How did photographs like this help change the rules?

PROJECT

Two Days: Then and Now

You will make two clock charts: one for a newsboy's day long ago and one for your own day. Then you will count the hours spent working, learning and playing.

You will need

- Two paper plates (for clocks) or two circles drawn on paper
- Crayons: one color for work, one for school, one for play, one for sleep
- Ledger notebook and pencil

Steps

1. On the first plate, write "Newsboy, 1910." With a grown-up, color the hours: sleep, then selling papers early in the morning, then a short time for school or none, then selling papers again until evening.
2. On the second plate, write "Me, today." Color your own day: sleep, school or lessons, play, chores, meals.
3. Count the work hours on each clock. Write them in your notebook.
4. Count the school hours on each clock. Write them.
5. Count the play hours on each clock. Write them.
6. Make a small chart: Work, School, Play, with two columns, Newsboy and Me.
7. Tell a grown-up: How is your day better? Why do good rules about children and work matter?

Tips

- Grown-ups: keep it simple and calm. The point is gratitude for school and care for children, not fear.
- A day on the plate does not need to be exact; it shows the big difference.

Check your work

- ☐ I can tell who Lewis Hine was and why he took photographs.
- ☐ I counted the work, school and play hours on both clocks.
- ☐ I can tell why children belong in school.

LEDGER NOTEBOOK

1. Draw Lewis Hine with his big camera on a tripod.
2. Copy your Work, School and Play chart for the newsboy and for you.
3. Draw yourself at your favorite school lesson.

From history. Lewis Hine took more than five thousand photographs of working children. Today they are kept at the Library of Congress, where anyone can look at them and read the notes he wrote about each child.

COMMON MISTAKES

- Thinking all children's work is bad. Helping at home and on the family farm is good; long, hard work instead of school is the problem.
- Thinking the families were bad. Many were very poor and needed the money.
- Thinking pictures cannot change anything. Hine's honest pictures helped change the laws.

Make it a game • Then and Now Acting. Act out two days. In the first, a child works at a noisy mill from morning to night with no school. In the second, the same child goes to school and plays. Pose for a photograph in each, like Lewis Hine's pictures. Tell your parent how new rules helped children and why school matters.

Scripture. "Train up a child in the way he should go: and when he is old, he will not depart from it." (Proverbs 22:6, KJV)

Childhood is a time for learning and training. Good parents and good rules give children that time.

5.4 RULES THAT KEEP FOOD SAFE

OBJECTIVES

- Tell how Harvey Wiley tested foods and helped pass the Pure Food and Drug Act of 1906.
- Explain that food labels must tell the truth about what is inside.
- Read real food labels and keep safe-food habits in the kitchen.

Warm-up. Pick up a can or box of food. Find the list of ingredients. Read the first three words together. What is this food mostly made of?

WATCH

Dr. Harvey Wiley: Father of Pure Food | The Poison Squad | American Experience | PBS

American Experience | PBS · 1:09

<https://www.youtube.com/watch?v=BB3csbKFb-k>

WHEN TO WATCH

After the story of Harvey Wiley.

Note: A one-minute clip from PBS American Experience, made for grown-ups. Talk about it together.

BACKUP VIDEO

Nutrition Facts Labels - How to Read - For Kids - Dr. Smarty

DrSmarty · 4:30

<https://www.youtube.com/watch?v=ylY0w04AAVk>

Before the project, to learn the parts of a food label.

KEY TERMS

label

The words on a package that tell what the food is and what is in it.

ingredients

All the things that are mixed together to make a food.

chemist

A scientist who studies what things are made of.

CORE IDEAS

Long ago. Over a hundred years ago, there were no rules about what went into food. Some sellers cheated. They added chalk to milk to make it look whiter, sawdust to spices, or cheap colored syrup to “honey.” Some added chemicals to keep food from spoiling that could make people sick. And the labels did not have to tell the truth.

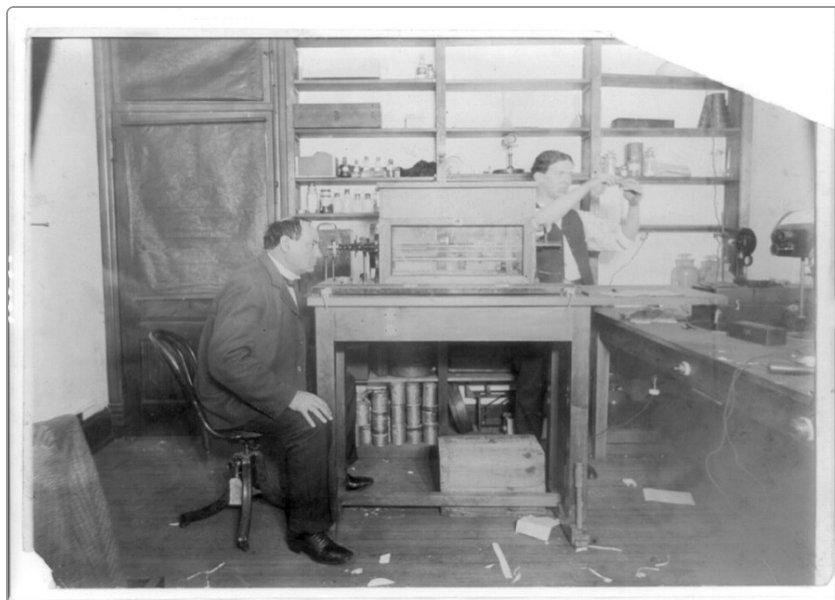
The story. Harvey Wiley was the chief **chemist** of the United States Department of Agriculture. He tested foods in his laboratory to find out what was really in them. He wanted to know if the chemicals added to food were safe, so he set up careful tests with a group of young men who volunteered to eat specially prepared meals. He wrote about what he found and gave talks all over the country. Many women’s clubs, doctors and even some honest food makers, such as Henry Heinz, joined him.

How they figured it out. In 1906 Congress passed the **Pure Food and Drug Act**. It said food could not be made with harmful things, and the **label** had to tell the truth. Inspectors began checking factories and foods.

The big idea. Customers cannot test every food they buy. They need to trust that it is safe and that the label is honest. A good rule protects customers, and it protects honest businesses from cheaters who sell fake food for less.

How do people use it today? Today the Food and Drug Administration (FDA) and food inspectors check foods and factories. Every package lists its ingredients. And at home, we keep food safe too: wash hands, keep cold food cold, and cook food all the way through.

PICTURE STUDY



Harvey Wiley in His Laboratory, Unknown photographer, about 1900–1910 · Photograph · Library of Congress, Washington, D.C.

Image: [Wikimedia Commons](#), public domain

This photograph shows Harvey Wiley at work in the government laboratory in Washington, D.C. He is looking into an instrument that helps tell what a food or drink is made of. Behind him, another worker is busy at the shelves.

Look closely

- Find Harvey Wiley. What is he looking into?
- Look at the shelves in the back. What do you think is in the bottles?
- Find the other worker. What might that person be doing?
- Look at the table. Is the laboratory tidy or messy?

Talk about it

1. Why would a scientist need to test food?
2. Which stakeholders did Wiley's work help: customers, honest businesses, or both?
3. What could you test about food in your own kitchen?

Safety first. Wash hands before handling food. A grown-up handles raw meat and the stove.

PROJECT

Food Label Detective

You will be a food inspector. You will read the labels on five foods, find the main ingredient and the name of the maker, and check that your kitchen follows safe-food rules.

You will need

- Five packaged foods from your pantry (a can of soup, a box of cereal, a jar of peanut butter, a bag of flour, a box of crackers)
- Ledger notebook and pencil
- A magnifying glass if you have one

Steps

1. Rule a chart with four columns: Food, Made by, First ingredient, Number of ingredients.
2. For each food, find the company name on the label and write it.
3. Find the ingredients list. Write the first ingredient (there is more of it than anything else).
4. Count the ingredients and write the number. Which food has the fewest? Which has the most?
5. Check one honest-label promise: if the box says “peanut butter,” is peanuts the first ingredient?
6. Now inspect your kitchen with a grown-up: Is there soap by the sink? Is the refrigerator cold? Is raw meat kept away from fruit? Give a check for each safe habit.
7. Tell a grown-up how Harvey Wiley’s rule helps your family when you shop.

Tips

- Grown-ups: help read the small print. Even reading the first word is a success.
- Leave packages closed; you are inspecting the outside.

Check your work

- ☐ I can tell who Harvey Wiley was and what the 1906 law did.
- ☐ I read five labels and filled in my chart.
- ☐ I can name three ways to keep food safe at home.

LEDGER NOTEBOOK

1. Draw Harvey Wiley in his laboratory testing a jar of food.
2. Copy your label chart and circle the food with the fewest ingredients.
3. Draw a food label for something you like to make, with an honest list of ingredients.

From history. The Pure Food and Drug Act was signed on June 30, 1906. Harvey Wiley was put in charge of enforcing it. The office he led later grew into today's Food and Drug Administration.

COMMON MISTAKES

- Thinking a label is only an advertisement. By law, a label must tell the truth about what is inside.
- Thinking the rule hurt businesses. It hurt cheaters and helped honest businesses.
- Forgetting that food safety starts at home with clean hands.

Make it a game • Label Detective. Find three food labels in the pantry. Your parent covers up one ingredient list and you try to guess two things inside from the picture and the name. Then uncover and check. Tell why a label must tell the truth and how Harvey Wiley helped pass the Pure Food and Drug Act of 1906.

UNIT 5

FAIR RULES

Buying and selling work best when everyone plays fair. In this unit you will learn about four kinds of fair rules that help businesses, workers and customers. **Just weights** make sure you get the amount you pay for. **Promises and contracts** make sure people do what they agreed to do. Laws about **children and work** make sure children can go to school. And **food rules** make sure the food we buy is safe and honestly labeled.

You will build a balance and catch a cheating scale, write and keep a family contract, look at Lewis Hine’s photographs of working children, and read food labels like a food inspector. Good rules are like a fair referee in a game: they protect honest people and still leave everyone free to work, buy and sell.

PREREQUISITES

- Knows how a market and a store work (Unit 3)
- Knows the six stakeholders (Unit 4)
- Can tell which side of a balance is heavier

MASTERY CHECKLIST

- ☐ I can tell why scales and weights must be honest.
- ☐ I can tell what a contract is and why keeping promises matters.
- ☐ I can tell why Lewis Hine took photographs of working children, and why children belong in school.
- ☐ I can tell how Harvey Wiley helped make food safe, and I can read a food label.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **Federal Reserve education resources (FRE.org):** Free. Search “rules” or “government and the economy” for short lessons. For parents to browse.
- **The Aesop for Children, illustrated by Milo Winter (1919):** Free. Read “The Fox and the Stork,” a short fable about tricking a neighbor and being repaid in kind, with Lessons 5.1 and 5.2, and talk about fair dealing. Ages 4–8.

Not required. Every project in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

5.1 Just Weights and Honest Scales	2 sessions of 30 minutes
5.2 Keeping Promises and Contracts	2 sessions of 30 minutes
5.3 Children Belong in School	2 sessions of 30 minutes
5.4 Rules That Keep Food Safe	2 sessions of 30 minutes

UNIT 5 REVIEW

A parent asks each question aloud. Your child may answer by telling, pointing, showing with the balance or drawing. There are no points; this is a friendly conversation. Have the hanger balance, a few pennies, a food package and the ledger notebook nearby.

1. Show me with the balance how to weigh something honestly. How could someone cheat with a balance?
2. What does God say about a false balance and a just weight?
3. Tell me the story of the workers in the vineyard. Did the owner keep his promise?
4. What is a contract? Show me the contract you signed.
5. Who was Lewis Hine, and why did he take pictures of working children?
6. Find the first ingredient on this package. Who made sure food labels tell the truth?

ANSWER KEY

1. Make sure the empty balance is level, then add pennies until the bar is level. A cheater could hide extra weight under one cup or use a weight that is too light or too heavy.
2. A false balance is abomination to the Lord, but a just weight is His delight (Proverbs 11:1).
3. He agreed to pay the first workers a penny for the day, and he paid them a penny. He kept his promise and was generous to the others.
4. A promise about work or trade, often written down and signed by both sides.
5. A teacher and photographer who showed that many children worked long hours instead of going to school. His honest pictures helped change the laws so children could go to school.
6. Answers depend on the package. Harvey Wiley worked for the Pure Food and Drug Act of 1906, which made labels tell the truth.

PORTFOLIO PIECE: MY FAIR RULES BOOK

Make a small book of four pages, one for each fair rule: just weights, keeping promises, children in school, and safe food. On each page, draw a picture and write or tell one sentence about how the rule helps people. Add your weights list from the balance, your signed contract, your Then-and-Now chart and your label chart. On the last page, write a rule of your own that would make your family's pretend store fair.

LOOK FOR	WHAT IT MEANS
Four rules	Each of the four fair rules has a page with a picture and a sentence.
Records	The weights list, contract, chart and label chart are included.
My own rule	Your child made up a sensible fair rule and can explain it.
Telling	Your child can tell who each rule protects.

UNIT 6

MAKING AND SELLING

Every business begins when someone sees a need and decides to do something about it. In this unit you will meet four people who did just that. Earle Dickson saw his wife cut her fingers in the kitchen and made the first Band-Aid. Margaret Knight built a machine to fold paper bags with flat bottoms. Henry Heinz sold horseradish in clear glass bottles so customers could see it was pure. And the Mitsui family of Japan marked their store with a sign that everyone in the city knew.

You will hunt for needs at home, make and improve a product, practice telling customers the truth, and paint a sign for your own shop. These are the first steps to the family market day at the end of the year.

PREREQUISITES

- Knows producers, consumers, goods and services (Unit 1)
- Knows what a market and a price are (Unit 3)
- Can draw and color a simple design

MASTERY CHECKLIST

- ☐ I can tell what a need is and find a need at home.
- ☐ I can tell how Margaret Knight made, tested and improved her machine, and I made and improved something myself.
- ☐ I can tell why honest selling matters, using the story of Henry Heinz.
- ☐ I can make a clear shop sign with a name, a picture and prices.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **USPTO Kids (United States Patent and Trademark Office)**: Free. Activities and stories about inventors for young children, from the government office that grants patents. Good with Lessons 6.1 and 6.2. For parents to browse with the child.
- **The Little Red Hen, by Florence White Williams (1918)**: Free. Read it again with Lesson 6.2: the hen turns grain into a finished product, one step at a time. Ages 4–7.

Not required. Every project in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

6.1 Spotting a Need	2 sessions of 30 minutes
6.2 Making a Product	2 sessions of 30 minutes
6.3 Telling Customers the Truth	2 sessions of 30 minutes
6.4 A Shop Sign	2 sessions of 30 minutes

UNIT 6 REVIEW

A parent asks each question aloud. Your child may answer by telling, pointing, showing a product or drawing. There are no points; this is a friendly conversation. Have a bandage, a paper bag, the honest label and the shop sign nearby.

1. What is a need? Tell me the need Earle Dickson saw.
2. Show me a paper bag. What did Margaret Knight's machine do, and how did she prove it was her idea?
3. Show me your models. What did you change, and did it get better?
4. Why did Henry Heinz sell horseradish in clear glass bottles?
5. Read me your honest label. Why is honest selling good for customers and for the seller?
6. Show me your shop sign. What three things does a good sign tell?

ANSWER KEY

1. A problem someone has that a product could solve. His wife Josephine kept cutting her fingers, and big bandages were clumsy, so he made small ready-to-use bandages.
2. It cut, folded and glued paper bags with flat bottoms. She showed her drawings, notes and wooden model in court.
3. Answers depend on the child's work; the child should name one change and the test result before and after.
4. So customers could see it was pure and not mixed with cheap fillers. It showed he was honest.
5. Customers get what they expect, and they trust the seller and come back.
6. Who you are (the name), what you sell (a picture or symbol) and how much it costs (prices), in big, clear letters.

PORTFOLIO PIECE: MY PRODUCT STORY

Make a four-page booklet that tells the story of your own product from this unit. Page 1: the need you found (from your need hunt). Page 2: your models, with drawings and test results. Page 3: your honest label. Page 4: your shop sign, or a small copy of it. Show your booklet and your best model to your family, and tell them how you made it better step by step.

LOOK FOR	WHAT IT MEANS
A real need	The product solves a real problem that someone in the family named.
Tested and improved	At least two models with test results written down.
Honest	The label tells the truth about the product.
Telling	Your child can tell the story of the product from need to sign.

6.1 SPOTTING A NEED

OBJECTIVES

- Tell what a need is: a problem someone has that a good or service could solve.
- Tell how Earle Dickson made the first Band-Aid for his wife.
- Go on a need hunt at home and list problems a product could solve.

Warm-up. Look at a bandage from your first-aid box. Peel it open slowly. Name each part: the sticky strip, the soft pad, the covers. What problem does each part solve?

WATCH

How the Band-Aid was invented | Moments of Vision 3 - Jessica Oreck

TED-Ed • 1:45

<https://www.youtube.com/watch?v=98sFkESm0xg>

WHEN TO WATCH

After the story. Watch it twice and look for each part of the bandage.

BACKUP VIDEO

The Band-Aid: Where did it come from? | Stuff of Genius

HowStuffWorks • 1:14

<https://www.youtube.com/watch?v=vNcWLYeNCwA>

Another short telling of the same story.

KEY TERMS

need

A problem someone has that a good or service could help solve.

inventor

A person who makes something new that did not exist before.

product

A good that a business makes to sell.

CORE IDEAS

The story. About one hundred years ago, in 1920, a young man named Earle Dickson worked for Johnson & Johnson, a company that made bandages and gauze for hospitals. His new wife, Josephine, often cut or burned her fingers while cooking. A

big bandage was too clumsy for a small cut, and a little square of gauze kept falling off. Earle saw a **need**.

How he figured it out. Earle laid out a long strip of sticky tape. He folded little pads of gauze and set them along the middle of the tape. He covered the sticky parts with a smooth cloth so they would not stick to each other. Then whenever Josephine cut her finger, she could snip off a piece and put it on by herself!

Earle showed his idea to the people he worked for. They liked it, and in 1921 Johnson & Johnson began selling the bandages, called Band-Aids. At first they did not sell well, because they were made by hand and came in long strips. So the company kept improving them: they made machines to make them, cut them into small ready-made bandages, and gave many away to Boy Scouts so people could try them. Soon families everywhere had a box at home. Earle Dickson later became a leader of the company.

The big idea. Good businesses start by noticing a **need**: a problem that real people have. Then someone makes a **product** that solves it. The best ideas often come from paying attention to the people we love and serve.

How do people use it today? Business owners listen to customers. When someone says, “I wish there were a better way to...,” a wise owner pays attention. You can do the same thing at home: look for the small problems people have every day.

PICTURE STUDY



The Cut Finger, Engraving after a painting by Sir David Wilkie, 1800s (painting 1809) · Engraving

Image: [Wikimedia Commons](#), public domain

David Wilkie was a Scottish painter who loved to paint everyday family scenes. In this one, a boy has cut his finger with a knife while whittling, and the whole family gathers around to help. Long before Band-Aids, grandmothers wrapped cuts with strips of cloth.

Look closely

- Find the boy with the cut finger. How does he feel?
- Find the grandmother. What is she using to wrap the finger?
- Look at the faces of the mother and the girl. What are they thinking?
- Look around the kitchen. What else do you see that a family needed long ago?

Talk about it

1. What need do you see in this picture?
2. How would a Band-Aid have helped this family?
3. What other problem in this kitchen could someone solve with a new product?

PROJECT

The Need Hunt

You will be a need detective. You will ask your family about small problems they have, write them down, and choose one need you could solve with something you make.

You will need

- Ledger notebook and pencil
- Crayons
- Your family (to interview)

Steps

1. Write “Need Hunt” and the date at the top of a notebook page.
2. Walk through your house with a grown-up. In each room, look for small problems: things that get lost, spill, tangle, break or are hard to reach.
3. Ask three family members: “What is a small problem you have every day?” Write or draw each answer.
4. Make a list of all the needs you found. Number them.
5. Count how many needs you found. Put a star by the needs more than one person mentioned.
6. Choose one need you could solve with something simple you can make (a bookmark so pages are not lost, a label for a messy drawer, a holder for pencils).
7. Draw your idea and label its parts. You will make it in the next lesson.

Tips

- Grown-ups: help your child notice small, everyday problems; the best ideas are often simple.
- Write down every idea, even silly ones. Then choose.

Check your work

- ☐ I can tell what a need is.
- ☐ I found and numbered at least five needs.

- ☐ I chose one need and drew an idea to solve it.

LEDGER NOTEBOOK

1. Draw Josephine Dickson cooking and Earle making the first bandage strip.
2. Copy your numbered need list and star the most common needs.
3. Draw your idea and label each part with what problem it solves.

From history. The first Band-Aids were made by hand. A few years later, Johnson & Johnson built machines to make them, and soon after that, bandages that were already cut to size and wrapped one by one.

COMMON MISTAKES

- Starting with a product nobody needs. Start with a real need first.
- Thinking only grown-ups can spot needs. Children notice many problems grown-ups miss.
- Giving up when the first version does not sell. Band-Aids were improved again and again.

Make it a game • Need Hunt Walk. Walk through the house and spot three needs, or problems, such as a messy shelf or a wobbly chair. For each one, say what good or service could solve it. Then draw a quick picture of your best idea. Tell your parent how Earle Dickson saw a need in his kitchen and made the first Band-Aid.

6.2 MAKING A PRODUCT

OBJECTIVES

- Tell how Margaret Knight built a machine to make flat-bottomed paper bags, and how she proved the idea was hers.
- Explain that makers build a model, test it and improve it.
- Make a product, test it, improve it and record each try.

Warm-up. Look at a flat-bottomed paper grocery bag (or any paper lunch bag). Open it and stand it up. Now try to stand up an envelope. Which one holds groceries better? Why?

WATCH

Margaret Knight - Paper Industry International Hall of Fame

PaperDiscoveryCenter · 2:24

https://www.youtube.com/watch?v=vf98r9SHj_g

WHEN TO WATCH

After the story of Margaret Knight.

BACKUP VIDEO

The paperbag of Margaret E. Knight

TU Delta · 2:00

<https://www.youtube.com/watch?v=e4UX942UOME>

Another short film about how her bags are folded.

KEY TERMS

model

A first, simple version of an invention, made to test the idea.

test

Trying something out to see if it works.

improve

To make something better.

CORE IDEAS

The story. Margaret Knight grew up in New England. When she was only about twelve, she worked in a cotton mill and saw a worker hurt by a flying part of a loom.

She thought of a way to stop the loom quickly when something went wrong. Later, as a grown woman, she went to work for a company in Massachusetts that made paper bags. In those days paper bags were like envelopes: flat, with no bottom. They could not stand up and did not hold much.

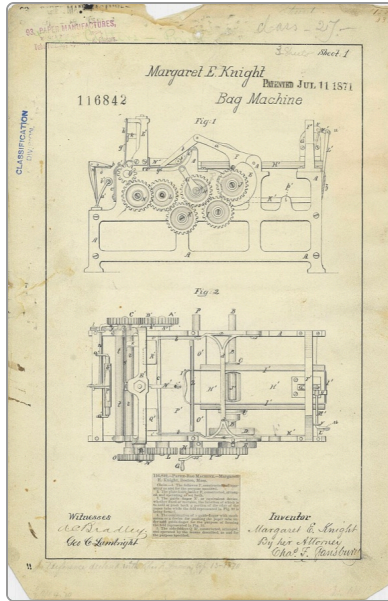
How she figured it out. Margaret wanted a machine that would cut, fold and glue paper bags with flat, square bottoms. She drew plans and built a **model** out of wood. She tested it, saw what went wrong, and changed it. Then she needed an iron model for a patent, so she had one built at a machine shop. A man there named Charles Annan saw her machine and tried to get a patent for it first, saying it was his idea!

Margaret went to court. She showed her careful drawings, her notes and the wooden model that proved she had worked on it step by step. The judges decided the idea was hers, and in 1871 she received her patent. Then she started her own company to make paper bags with a partner.

The big idea. Making a good product takes many tries. Makers build a **model**, **test** it, find the problems, and **improve** it. Keeping careful records helps too: Margaret's notes and drawings proved her work was her own.

How do people use it today? Companies still build models, which they call prototypes, and test them before selling. And flat-bottomed paper bags like Margaret's are still used in grocery stores today.

PICTURE STUDY



Patent Drawing for Margaret E. Knight's Bag Machine, Margaret E. Knight and her patent draftsman, 1871 · Ink drawing on paper · National Archives, Washington, D.C.

Image: [Wikimedia Commons](#), public domain

To get a patent, an inventor sends the government careful drawings of the invention. This is one page of the drawings for Margaret Knight's paper-bag machine. It is kept at the National Archives. At the bottom you can find her signature.

Look closely

- Find the round gears. How many can you count?
- Find the two drawings. One shows the machine from the side and one from above. Which is which?
- Find Margaret Knight's name and signature.
- Find the date at the top. What year was it?

Talk about it

1. Why would an inventor need such careful drawings?
2. How did her drawings and notes help her in court?
3. What would you draw carefully to show your own invention?

PROJECT

Build It, Test It, Make It Better

You will make the product you planned in Lesson 6.1 (or a paper bag that stands up on its own). You will test it, record what happened, improve it, and test it again.

You will need

- Paper, cardboard, tape, glue, scissors and crayons
- Things to test with (pennies, small toys, pencils)
- Ledger notebook and pencil

Steps

1. Make the first model of your product quickly and simply. (If you have no idea yet, make a paper bag: fold a sheet of paper into a tube, then fold and tape the bottom flat.)
2. Decide on a test. For a bag: How many pennies can it hold standing up? For a pencil holder: How many pencils fit without tipping?
3. Test Model 1. Write the result in your notebook: “Model 1: __.”
4. Look for the problem. Where did it tear, tip or fall apart?
5. Make Model 2 with one change to fix the problem (a thicker bottom, a wider base, more tape).
6. Test Model 2 the same way and write the result. Did it get better?
7. Make a Model 3 if you have time. Draw all your models in a row with their test numbers.

Tips

- Change only one thing at a time, so you know what made the difference.
- A grown-up helps with scissors if needed.

Check your work

- ☐ I can tell how Margaret Knight built, tested and improved her machine.
- ☐ I tested at least two models and wrote down the results.
- ☐ I can tell what I changed and whether it helped.

LEDGER NOTEBOOK

1. Draw an envelope-style bag and a flat-bottomed bag. Which holds more?
2. Write your test results: Model 1, Model 2, Model 3. Circle the best.
3. Draw your best model carefully, like a patent drawing, with labels.

From history. Margaret Knight received more than twenty patents in her life, for machines and tools of many kinds. People sometimes called her “a woman Edison.”

COMMON MISTAKES

- Expecting the first try to be perfect. Every maker improves things step by step.
- Changing many things at once. Then you cannot tell what helped.
- Not writing down what happened. Records help you improve, and they can prove your work is yours.

Make it a game • Build Test Improve. Fold a flat-bottomed paper bag like Margaret Knight's design, using a sheet of paper. Test it by filling it with ten dried beans. If it tears, fix it and test again. Count how many tries it takes to make it strong. Then tell your parent why makers build a model first.

6.3 TELLING CUSTOMERS THE TRUTH

OBJECTIVES

- Tell how Henry Heinz sold horseradish in clear glass bottles so customers could see it was pure.
- Explain why honest words about a product build trust with customers.
- Write honest and dishonest labels, and choose the honest one for your product.

Warm-up. Look at two jars or bottles from the kitchen, one clear and one you cannot see through. Which one can you check before you open it? Why might a seller choose clear glass?

WATCH

It's All About Advertising (There's Got To Be a Better Way - Episode 9)

Fun Kids Learn · 4:14

<https://www.youtube.com/watch?v=rhp-IlZr5K8>

WHEN TO WATCH

After the story of Henry Heinz. Talk about which advertisements tell the truth.

Note: A cartoon from Fun Kids, a British children's radio station, about how advertising works.

KEY TERMS

honest

Telling the truth and not trying to trick anyone.

advertisement

A sign, picture or message that tells people about a product so they will want to buy it.

pure

Not mixed with anything cheaper or worse.

CORE IDEAS

The story. When Henry Heinz was a boy in Pennsylvania, his mother had a big garden. He sold the extra vegetables to neighbors, first from a basket and later from a horse and wagon. His mother taught him to grate horseradish, a spicy root, and he sold it in jars.

How he figured it out. In those days, some sellers cheated. They mixed cheap turnip, wood fibers or other fillers into their horseradish and sold it in dark green or brown bottles, so no one could see what was inside. In 1869, young Henry started a business with a partner. He chose clear glass bottles. Anyone could hold one up to the light and see that his horseradish was pure. Customers trusted him and bought from him again and again.

A hard time. A few years later, Heinz's business failed and he could not pay what he owed. He felt terrible. He wrote down every debt in a little book, and over the next years, after starting again, he paid them back. His new company made pickles, ketchup and many other foods. Later he even helped Harvey Wiley pass the 1906 law requiring honest food labels, which many food makers did not want.

The big idea. Honest selling means telling customers the truth about what you sell: what it is, what is in it, and what it will do. An **advertisement** may make a product look good, but it must not trick people. Trust takes a long time to build and can be lost in one day.

How do people use it today? Good companies show customers what is inside, list ingredients honestly, and fix their mistakes. When you sell something, say what is true: "I made these cookies this morning," not "These are the best cookies in the world!" unless you really know.

PICTURE STUDY



Auditorium of the H. J. Heinz Company, Pittsburgh, Unknown artist (printed postcard), about 1900–1910 · Color printed postcard

Image: [Wikimedia Commons](#), public domain

This postcard shows the big auditorium inside the Heinz factory in Pittsburgh. Heinz built it for his workers, who came there for talks, music and gatherings. Visitors could tour the factory and see for themselves how the food was made, clean and honest.

Look closely

- Find the words “57 Varieties.” What do you think they mean?
- Look at the crowd. Who do you think these people are?
- Find the stage. What might be happening there?
- Find the decorated jar. What might be inside?

Talk about it

1. Why would a food company let visitors tour its factory?
2. How is a factory tour like a clear glass bottle?
3. Which stakeholders did this auditorium help?

PROJECT

Honest Label, Tricky Label

You will look at advertisements and labels, then write two labels for your own product: one honest and one tricky. You will ask your family which they trust and why.

You will need

- Your product from Lesson 6.2 (or a cookie, a drawing or a toy)
- Index cards and markers
- A few food packages or magazine advertisements
- Ledger notebook and pencil

Steps

1. Look at the packages and advertisements with a grown-up. Find one sentence that tells a fact (“12 ounces”) and one that is only a happy claim (“So yummy!”).
2. Write an honest label for your product on one card. Tell what it is, what it is made of and what it does. (“Paper pencil holder. Made of cardboard and tape. Holds 8 pencils.”)
3. On another card, write a tricky label that stretches the truth. (“Super holder! Holds 100 pencils! Never breaks!”)
4. Show both cards to three family members. Ask: Which would you trust? Make a tally for each card.
5. Test the tricky claim: does your product really hold 100 pencils? Write what really happened.
6. Tear up the tricky label. Keep the honest one for market day.
7. Tell a grown-up why Henry Heinz used clear glass.

Tips

- Grown-ups: it is fine for an honest label to be cheerful. Truth and enthusiasm can go together.
- Keep the honest label with the product for the family market day.

Check your work

- ☐ I can tell the story of Henry Heinz and his clear bottles.
- ☐ I wrote an honest label and counted which label my family trusted.
- ☐ I can tell why honest selling builds trust.

LEDGER NOTEBOOK

1. Draw two bottles of horseradish: one dark, one clear. Write which one an honest seller would choose.
2. Copy your trust tally for the two labels.
3. Tape in your honest label and draw your product beside it.

From history. Heinz's famous slogan "57 Varieties" began in 1896. The company already made more than 57 kinds of food, but Henry Heinz liked the sound of the number.

COMMON MISTAKES

- Thinking a little stretching of the truth is fine in selling. Customers find out, and trust is lost.
- Thinking honest means boring. An honest label can be cheerful and clear.
- Forgetting what to do after a mistake: tell the truth and make it right, as Heinz paid his debts.

Make it a game • Clear Glass Bottle. Put pretend horseradish into a clear jar and a dark jar. Ask your parent which one they can trust more, and why. Then each of you writes one honest sentence for a label and one tricky sentence. Your parent guesses which is which. Tell why H. J. Heinz used clear glass.

Scripture. "Lying lips are abomination to the LORD: but they that deal truly are his delight." (Proverbs 12:22, KJV)

To "deal truly" means to buy and sell honestly. God delights in a seller who tells customers the truth.

6.4 A SHOP SIGN

OBJECTIVES

- Tell how shops long ago used pictures and marks on signs so everyone could find them, like the Mitsui store in old Tokyo.
- Explain what makes a good shop sign: a name, a picture, clear prices, and easy to read from far away.
- Design, test and make a sign for your market stall.

Warm-up. On your next drive or walk, look for shop signs. Which ones have a picture or a mark you know even without reading? Count three signs you can recognize from far away.

WATCH

Trade Signs at the Berks History Center

BerksHistory · 2:00

https://www.youtube.com/watch?v=J2O4Rkn1_fA

WHEN TO WATCH

After the story, before you design your sign.

Note: A short phone-camera visit from the Berks History Center in Pennsylvania, showing real carved trade signs. Simple, but it shows the real thing.

BACKUP VIDEO

Attract Attention To Your Booth! Tip #7 for Youth Entrepreneurs

Kids Markets · 2:27

<https://www.youtube.com/watch?v=Wl0a0jdGgD0>

Before you make your sign, for tips from young sellers.

KEY TERMS

sign

A board or cloth with words or pictures that tells people what a shop is and sells.

symbol

A simple picture or mark that stands for something.

brand

A name or mark that customers know and trust.

CORE IDEAS

Long ago. Hundreds of years ago, many people could not read. So shopkeepers hung up signs with pictures. A shoemaker hung a giant wooden boot. A locksmith hung a big key. A baker in Germany might hang a pretzel. Even people who could not read knew right away what each shop sold.

The story. In Japan, in the city of Edo (now called Tokyo), a merchant named Mitsui Takatoshi opened a cloth store called Echigoya in 1673. His store did new things: it sold cloth for cash at fixed prices, and it would cut a small piece for anyone instead of selling only whole rolls. Its long blue shop curtains were printed with the store's mark, so people could spot it from far down the street. On rainy days, the story goes, the store lent umbrellas printed with its mark to customers, so the whole city saw the sign walking around!

The big idea. A good sign tells customers three things quickly: *who* you are, *what* you sell and *how much* it costs. It uses a clear picture or **symbol**, big letters and strong colors, so people can read it from far away. When customers learn to trust that mark, it becomes a **brand**.

How do people use it today? Look around any town and you will see signs and marks everywhere: a red bull's-eye, a golden arch, a green mermaid. Some are hundreds of years old. The Mitsui store grew into one of the biggest department stores in Japan, and it still uses its old mark.

PICTURE STUDY



Suruga Street in Edo, Utagawa Hiroshige, about 1840s • Woodblock print • Metropolitan Museum of Art, New York

Image: [Wikimedia Commons](#), public domain

Utagawa Hiroshige was a Japanese artist who made colorful prints of famous places. This print shows Suruga Street in Edo, where the great Mitsui cloth store stood on both sides of the road. Look at the blue curtains with the white mark: that is the store's sign.

Look closely

- Find the blue curtains. What mark do you see printed on them? Is it the same on both sides of the street?
- Find Mount Fuji. Where is it?
- Find someone carrying a heavy load. Where do you think he is going?
- Count the people walking. Are they shoppers or workers?

Talk about it

1. Why would a store put the same mark on every curtain?
2. Could a person who could not read find this store? How?
3. What mark or picture would you put on your shop curtains?

PROJECT

My Market Stall Sign

You will design a sign for your market stall with a name, a symbol and prices. You will test it from across the room and improve it, then make the final sign for the family market day.

You will need

- Scrap paper for sketches
- A large piece of cardboard or poster paper
- Thick markers or paint in two or three strong colors
- Ledger notebook and pencil

Steps

1. Choose a name for your shop (for example “Anna’s Bookmarks” or “Sam’s Paper Boats”).
2. Invent a simple symbol for your shop: a star, a boat, a flower, your first letter in a circle.
3. On scrap paper, sketch two different signs. Each must have the name, the symbol and one price.
4. Test your sketches: tape them up and walk to the other side of the room. Can you read them? Ask two family members which is easier to read. Make a tally.
5. Improve the winner: make the letters bigger or the colors stronger.
6. Make your final sign on cardboard. Add a price list for your goods in big numbers.
7. Count the words on your sign. Fewer than ten words is usually best. Write the count in your notebook.

Tips

- Dark letters on a light background are easiest to read.
- Save your sign for the family market day in Unit 8.

Check your work

- ☐ I can tell why old shops used pictures on their signs.
- ☐ I tested my sign from far away and improved it.
- ☐ My sign has a name, a symbol and prices.

LEDGER NOTEBOOK

1. Draw three old trade signs: a boot, a key and a pretzel. Write what each shop sold.
2. Tape in your two sign sketches and the tally of which was easier to read.
3. Draw your shop symbol five times, smaller and smaller. Can you still tell what it is?

From history. The Mitsui family's cloth store became the Mitsukoshi department store, and the family also started one of Japan's first banks. The store has been in business on the same street for more than three hundred years.

COMMON MISTAKES

- Putting too many words on a sign. Customers walking by read only a few.
- Using small or pale letters. A sign must be easy to read from far away.
- Forgetting the price. Customers like to know the price before they ask.

Make it a game • Sign Without Words. Long ago many people could not read, so signs used pictures. Draw a sign for a bakery, a shoe shop and a fruit stand using only pictures. Show each to your parent, who guesses the shop. Then add a name and a clear price to your best sign. Tell what makes a good sign.

UNIT 6

MAKING AND SELLING

Every business begins when someone sees a need and decides to do something about it. In this unit you will meet four people who did just that. Earle Dickson saw his wife cut her fingers in the kitchen and made the first Band-Aid. Margaret Knight built a machine to fold paper bags with flat bottoms. Henry Heinz sold horseradish in clear glass bottles so customers could see it was pure. And the Mitsui family of Japan marked their store with a sign that everyone in the city knew.

You will hunt for needs at home, make and improve a product, practice telling customers the truth, and paint a sign for your own shop. These are the first steps to the family market day at the end of the year.

PREREQUISITES

- Knows producers, consumers, goods and services (Unit 1)
- Knows what a market and a price are (Unit 3)
- Can draw and color a simple design

MASTERY CHECKLIST

- ☐ I can tell what a need is and find a need at home.
- ☐ I can tell how Margaret Knight made, tested and improved her machine, and I made and improved something myself.
- ☐ I can tell why honest selling matters, using the story of Henry Heinz.
- ☐ I can make a clear shop sign with a name, a picture and prices.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **USPTO Kids (United States Patent and Trademark Office)**: Free. Activities and stories about inventors for young children, from the government office that grants patents. Good with Lessons 6.1 and 6.2. For parents to browse with the child.
- **The Little Red Hen, by Florence White Williams (1918)**: Free. Read it again with Lesson 6.2: the hen turns grain into a finished product, one step at a time. Ages 4–7.

Not required. Every project in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

6.1 Spotting a Need	2 sessions of 30 minutes
6.2 Making a Product	2 sessions of 30 minutes
6.3 Telling Customers the Truth	2 sessions of 30 minutes
6.4 A Shop Sign	2 sessions of 30 minutes

UNIT 6 REVIEW

A parent asks each question aloud. Your child may answer by telling, pointing, showing a product or drawing. There are no points; this is a friendly conversation. Have a bandage, a paper bag, the honest label and the shop sign nearby.

1. What is a need? Tell me the need Earle Dickson saw.
2. Show me a paper bag. What did Margaret Knight's machine do, and how did she prove it was her idea?
3. Show me your models. What did you change, and did it get better?
4. Why did Henry Heinz sell horseradish in clear glass bottles?
5. Read me your honest label. Why is honest selling good for customers and for the seller?
6. Show me your shop sign. What three things does a good sign tell?

ANSWER KEY

1. A problem someone has that a product could solve. His wife Josephine kept cutting her fingers, and big bandages were clumsy, so he made small ready-to-use bandages.
2. It cut, folded and glued paper bags with flat bottoms. She showed her drawings, notes and wooden model in court.
3. Answers depend on the child's work; the child should name one change and the test result before and after.
4. So customers could see it was pure and not mixed with cheap fillers. It showed he was honest.
5. Customers get what they expect, and they trust the seller and come back.
6. Who you are (the name), what you sell (a picture or symbol) and how much it costs (prices), in big, clear letters.

PORTFOLIO PIECE: MY PRODUCT STORY

Make a four-page booklet that tells the story of your own product from this unit. Page 1: the need you found (from your need hunt). Page 2: your models, with drawings and test results. Page 3: your honest label. Page 4: your shop sign, or a small copy of it. Show your booklet and your best model to your family, and tell them how you made it better step by step.

LOOK FOR	WHAT IT MEANS
A real need	The product solves a real problem that someone in the family named.
Tested and improved	At least two models with test results written down.
Honest	The label tells the truth about the product.
Telling	Your child can tell the story of the product from need to sign.

UNIT 7

COUNTING MONEY

Every seller needs to count money carefully. In this unit you will learn the coins and bills of the United States and where they are made, how to make change by counting up like a clerk at Frank Woolworth's five-and-ten store, how to keep track of **money in** and **money out**, and how to keep a simple record the way George Washington kept his account books.

You will sort and count coins, play store and make change, find out why young Milton Hershey's first candy shop failed, and start your own ledger page. These skills get you ready for the family market day.

PREREQUISITES

- Can count by ones, fives and tens to 100
- Can add small numbers
- Knows what a price is (Unit 3)

MASTERY CHECKLIST

- ☐ I can name the penny, nickel, dime and quarter and the \$1, \$5 and \$10 bills, and tell what each is worth.
- ☐ I can make change by counting up from the price.
- ☐ I can tell what money in and money out mean, and why money out must not be more than money in.
- ☐ I can keep a simple record of money with a date, what happened and how much.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **Federal Reserve education resources (FRE.org):** Free. Search "coins" or "counting money" for games and activities from the Federal Reserve banks. For parents to browse.
- **A play cash register or a muffin tin as a coin drawer:** Any household muffin tin works as a coin tray: one cup each for pennies, nickels, dimes and quarters. Useful in every lesson of this unit.

Not required. Every project in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

7.1 Coins and Bills	2 sessions of 30 minutes
7.2 Making Change	2 sessions of 30 minutes
7.3 Money In and Money Out	2 sessions of 30 minutes
7.4 A Simple Record	2 sessions of 30 minutes

UNIT 7 REVIEW

A parent asks each question aloud. Your child may answer by counting coins, pointing, telling or drawing. There are no points; this is a friendly conversation. Have a cup of mixed coins, a \$1 bill and the ledger notebook nearby.

1. Hold up each coin and tell me its name and how much it is worth.
2. Count out 37 cents using the fewest coins you can.
3. A toy costs 6 cents. You pay with a dime. Count up to make the change.
4. Who made a store where everything cost 5 or 10 cents? Did his first store work?
5. What is money in? What is money out? What happened to Milton Hershey's first shop?
6. Show me your one-week record. What three things does every good record tell?

ANSWER KEY

1. Penny 1¢, nickel 5¢, dime 10¢, quarter 25¢.
2. One quarter, one dime and two pennies ($25 + 10 + 2 = 37$). Other correct combinations are fine; praise the fewest.
3. Start at 6: 7, 8, 9, 10. Four cents (four pennies) back.
4. Frank Woolworth. His first store in Utica failed, but his second in Lancaster succeeded.
5. Money in comes from selling; money out pays for supplies and rent. More money went out than came in, so the shop closed.
6. When (the date), what happened, and how much.

PORTFOLIO PIECE: MY FIRST LEDGER

Put together your money pages from this unit in one place: your coin jar count, your five-and-ten sales chart, your lemonade stand money-in and money-out page, and your one-week money record. Make a cover that says “My First Ledger” with your name and the dates. On the last page, write or tell one thing you learned about counting money and one thing you will do differently next time. Show your ledger to your family and count your coin jar for them.

LOOK FOR	WHAT IT MEANS
Complete	All four money pages are included and dated.
Correct counting	Totals are counted correctly with help, and mistakes are fixed, not hidden.
Making change	Your child can count up to make change with real coins.
Telling	Your child can explain money in, money out and why records matter.

7.1 COINS AND BILLS

OBJECTIVES

- Name the penny, nickel, dime and quarter and tell what each is worth.
- Tell where coins and bills are made: the U.S. Mint and the Bureau of Engraving and Printing.
- Sort, count and record a jar of coins.

Warm-up. Close your eyes. A grown-up puts a penny, a nickel, a dime and a quarter in your hand one at a time. Can you tell which is which by size and by feeling the edge? (A dime and a quarter have bumpy edges.)

WATCH

Coins for Kids | Learn the value of US coins!

Learn Bright · 4:53

<https://www.youtube.com/watch?v=13FUtlLK6p8>

WHEN TO WATCH

Before the story. Hold up each coin as it appears in the video.

BACKUP VIDEO

Field Trip to the Money Factory

USAGov · 2:30

<https://www.youtube.com/watch?v=-IBHbe-t-X4>

After the story, to see how dollar bills are printed.

KEY TERMS

cent

One penny. One hundred cents make one dollar.

mint

A factory where coins are made.

bill

Paper money, like a \$1 or \$5 bill.

CORE IDEAS

Long ago. When the United States was a brand-new country, people used coins from many lands: Spanish silver dollars, English pennies, French coins. It was confusing!

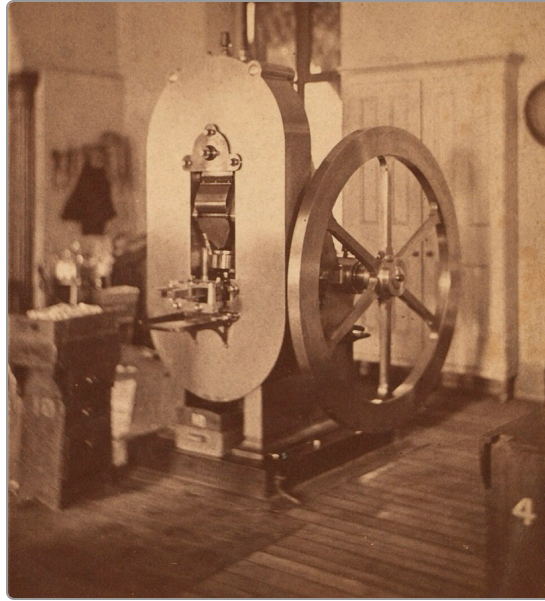
So in 1792 Congress made a law to start the **United States Mint** in Philadelphia, a factory that would make American coins. The first coins were made there the next year. The new money was counted in tens and hundreds: 100 cents make a dollar, which made counting easy.

How are they made? Today the Mint makes coins in Philadelphia, Denver and a few other places. Big machines punch round blanks out of long strips of metal. Then a press squeezes each blank between two steel dies, stamping the pictures on both sides at once, just as the kings of Lydia stamped their lion long ago. Paper bills are printed by the Bureau of Engraving and Printing in Washington, D.C., and Fort Worth, Texas.

The big idea. Each coin and bill has a value. A penny is 1 cent. A nickel is 5 cents. A dime is 10 cents, even though it is smaller than a nickel! A quarter is 25 cents. A \$1 bill is 100 cents. A \$5 bill is 5 dollars, and a \$10 bill is 10 dollars. To count a pile of money, sort it first, start with the biggest coins, and count on.

How do people use it today? Look at a coin and you will find the year it was made and the words “In God We Trust.” Shopkeepers sort coins into a drawer with a separate cup for each kind, so they can count quickly and make change.

PICTURE STUDY



A Coining Press at the U.S. Mint, Philadelphia, Unknown photographer (from the Robert N. Dennis collection of stereoscopic views), late 1800s · Stereoscopic photograph · New York Public Library

Image: [Wikimedia Commons](#), public domain

This old photograph shows a coining press inside the United States Mint in Philadelphia more than a hundred years ago. A stereoscopic photograph was taken with a camera that had two lenses, so it looked three-dimensional in a special viewer.

Look closely

- Find the big wheel. What do you think it does?
- Find the part in the middle where a coin might be stamped.
- Look at the floor and walls. Is this room clean and orderly?
- Is anyone working the machine right now?

Talk about it

1. Why would a mint use a big, strong machine to stamp coins?
2. Why must every penny from the Mint be exactly the same?
3. How is this press like the Lydian king's stamp?

PROJECT

The Coin Jar Count

You will sort a jar of coins, count each kind, and find out how much money is in the jar. You will record it all in a chart.

You will need

- A jar or cup of mixed coins (about 30 to 50)
- A muffin tin or four small cups
- A magnifying glass if you have one
- Ledger notebook and pencil

Steps

1. Sort the coins into four cups: pennies, nickels, dimes and quarters.
2. Make a chart with four rows (penny, nickel, dime, quarter) and three columns: How many, Worth each, Total.
3. Count each kind and write how many.
4. Find each total by counting on: pennies by 1s, nickels by 5s, dimes by 10s, quarters by 25s (a grown-up can help with quarters).
5. Add up the four totals with a grown-up. Write: “Our jar has __ cents.”
6. Coin hunt: use the magnifying glass to find the oldest year on any coin. Write it down.
7. Find the words “In God We Trust” on each kind of coin.

Tips

- Grown-ups: it is fine to use a calculator for the final total. Counting the groups is the important part.
- Wash hands after handling coins.

Check your work

- ☐ I can name four coins and tell what each is worth.
- ☐ I sorted and counted the jar and wrote the totals.
- ☐ I can tell where coins and bills are made.

LEDGER NOTEBOOK

1. Trace a penny, a nickel, a dime and a quarter. Write the value inside each circle.
2. Copy your coin jar chart with the totals.
3. Draw a \$1 bill and a \$5 bill. How many quarters make \$1?

From history. The first coins of the United States Mint were copper cents and half cents made in 1793. The first director of the Mint was David Rittenhouse, a clockmaker and astronomer from Philadelphia.

COMMON MISTAKES

- Thinking a bigger coin is always worth more. A dime is smaller than a nickel but worth twice as much.
- Counting without sorting first. Sorting makes counting fast and correct.
- Forgetting that 100 cents make one dollar.

Make it a game • Coin Jar Count. Pour a jar of coins on a towel. Sort them into penny, nickel, dime and quarter piles as fast as you can while a timer runs. Say each coin's value as you place it. Then count the total in one pile aloud. Try again to beat your time. Tell where coins and bills are made.

7.2 MAKING CHANGE

OBJECTIVES

- Tell how Frank Woolworth's five-and-ten-cent store made buying and making change quick and easy.
- Make change by counting up from the price to the money paid.
- Play store and record each sale and the change given.

Warm-up. Put 10 pennies in a row. If something costs 7 cents and you pay with 10 pennies, how many come back? Count up from 7: 8, 9, 10. Three!

WATCH

Making change by counting up - beginner lesson

Math Mammoth · 8:58

<https://www.youtube.com/watch?v=OYMw96NPY0w>

WHEN TO WATCH

After the story of Woolworth, before the project. Practice along with the video.

BACKUP VIDEO

Making Change by Counting Up - Money Math

MooMooMath and Science · 3:07

<https://www.youtube.com/watch?v=Z2ejhmKHY3k>

A shorter choice, for a second look.

KEY TERMS

change

The money you get back when you pay more than the price.

counting up

Starting at the price and counting coins until you reach the amount paid.

cashier

The worker in a store who takes the money and gives the change.

CORE IDEAS

The story. Frank Woolworth grew up on a farm in New York State and went to work as a clerk in a dry-goods store in the town of Watertown. One day in 1878, the store

set out a table of odds and ends, all for 5 cents each. Customers loved it! The whole table sold out quickly. Frank had an idea: a whole store where everything cost 5 cents.

How he figured it out. In 1879 Frank opened his first “five-cent store” in Utica, New York. It failed within a few months, because the town was not a good place for it and he did not have enough things to sell. Frank did not give up. A few months later he opened another in Lancaster, Pennsylvania, and added things for 10 cents too. This time it worked! His “five-and-ten” stores spread across America. With prices of 5¢ and 10¢, counting and making change was quick and easy for both the clerk and the customer.

The big idea. When you pay more than the price, you get **change**. The easy way to make change is **counting up**: start at the price and add coins until you reach the money paid. If a toy costs 6 cents and you pay with a dime: start at 6, then 7, 8, 9, 10. Four pennies back! A good cashier counts the change out loud into the customer’s hand.

How do people use it today? Today cash registers often tell the cashier how much change to give. But good cashiers still count it back out loud, so the customer can see it is right. Honest change is part of honest selling.

PICTURE STUDY



F. W. Woolworth's 5 and 10 Cent Store by Night, Unknown photographer (printed postcard), 1910s ·

Postcard from a photograph

Image: [Wikimedia Commons](#), public domain

This postcard shows a Woolworth five-and-ten-cent store decorated at Christmastime more than a hundred years ago. Everything on the long counters cost 5 cents or 10 cents. Families came to buy small gifts, ornaments and candy.

Look closely

- Look at the long counters. How many rows can you count?
- Look up at the ceiling. What decorations do you see?
- Find the aisle down the middle. Where would customers walk?
- Look for any signs. What might they say?

Talk about it

1. If everything costs 5¢ or 10¢, how could a customer quickly count what to pay?
2. Why might this store have been very busy at Christmastime?
3. What would you buy here with one dime?

PROJECT

The Five-and-Ten Store

You will run a five-and-ten store at home. Everything costs 5¢ or 10¢, and customers pay with dimes and quarters. You will count up to make change and record every sale.

You will need

- 10 small things to sell (toys, pencils, stickers, snacks)
- Price tags marked 5¢ and 10¢
- A muffin tin cash drawer with pennies and nickels for change
- Dimes and quarters for the customers
- Ledger notebook and pencil

Steps

1. Tag each item 5¢ or 10¢.
2. Give each customer a few dimes and quarters.
3. When a customer buys a 5¢ item with a dime, count up: “5... and 5 more makes 10.” Hand back a nickel (or five pennies).
4. When a customer buys a 10¢ item with a quarter, count up: “10... 15, 20, 25.” Hand back nickels as you count.
5. Record each sale in your notebook: Item, Price, Paid, Change.
6. Have the customer check the change each time. Was it right?
7. At the end, count the money in the drawer. Add up the prices of everything you sold. Does the drawer have that much more than when you started?

Tips

- Grown-ups: play a customer who sometimes pays with exact change and sometimes with a quarter.
- Counting out loud is the key skill. Go slowly.

Check your work

- ☐ I can tell how Frank Woolworth’s store worked.
- ☐ I made change by counting up, out loud.

- I recorded each sale with the price, the money paid and the change.

LEDGER NOTEBOOK

1. Draw a 5¢ item and a dime, with an arrow showing the nickel that comes back.
2. Copy your sales chart: Item, Price, Paid, Change.
3. Draw Frank Woolworth's first sign: "Nothing over 5 cents."

From history. Frank Woolworth's company grew to more than a thousand stores. In 1913 he built the Woolworth Building in New York City, which was then the tallest building in the world, and he paid for it in cash.

COMMON MISTAKES

- Subtracting in your head and guessing. Counting up with real coins is easier and more accurate.
- Forgetting to count the change out loud to the customer.
- Giving up after one failure. Woolworth's first store failed; his second one succeeded.

Make it a game • Count Up Change. Be the cashier in a five-and-ten store. Your parent buys an item priced at 7 cents and hands you a dime. Make change by counting up from the price: 8, 9, 10. Hand back the coins as you count. Do six purchases with different prices and see how quickly and correctly you can count change.

7.3 MONEY IN AND MONEY OUT

OBJECTIVES

- Tell what money in and money out mean for a business.
- Tell how young Milton Hershey's first candy shop failed because more money went out than came in, and how he tried again.
- Make a money-in and money-out page for a pretend lemonade stand and find what is left.

Warm-up. Put 10 pennies in a cup. A grown-up says “money in” or “money out” and a number, and you add or take away pennies: in 3, out 5, in 2, out 4. How many are left at the end?

WATCH

Financial Literacy for Kids | Learn the basics of finance and budgeting

Learn Bright · 6:14

<https://www.youtube.com/watch?v=0iRbD5rM5qc>

WHEN TO WATCH

After the story of Milton Hershey, before the big idea. Watch the first half, about earning, needs, wants and saving.

Note: The second half covers loans and credit cards, which come in later grades; you may stop when it begins.

KEY TERMS

money in

Money that comes to you, like money from selling something. Businesses call it income.

money out

Money that you pay, like money for supplies. Businesses call it expenses or costs.

profit

The money left over when money in is more than money out.

CORE IDEAS

The story. When Milton Hershey was a teenager in Pennsylvania, he worked for a candy maker named Joseph Royer and learned to make candy. When he was eighteen, in 1876, he borrowed money from his family and opened his own candy shop in the big city of Philadelphia. He worked very hard, often late into the night, making candy and selling it.

What went wrong? Milton had to pay for sugar, rent for his shop and other supplies. That was **money out**. Customers paid him for candy. That was **money in**. But month after month, more money went out than came in. Sugar was costly, and he did not sell enough candy. After about six years, the shop had to close, and Milton still owed money.

How he figured it out. Milton tried again in other cities, and failed again. But he kept learning. At last, back in Lancaster, Pennsylvania, he started making caramels with fresh milk, and he found customers who wanted to buy a great many of them. This time more money came in than went out. His caramel company grew, and later he built his famous chocolate company.

The big idea. Every business must watch two things: **money in** and **money out**. If money in is more than money out, the business has a **profit** left over. If money out is more than money in, the business loses money, and it cannot last.

How do people use it today? Every business owner, from a lemonade stand to a big company, keeps track of money in and money out. Families do it too: money in from work, money out for food, rent and other needs.

PICTURE STUDY



Milton Hershey as a Young Apprentice, Unknown photographer, about 1873 · Photograph · Hershey Community Archives

Image: [Wikimedia Commons](#), public domain

This is Milton Hershey as a teenager, when he was learning to make candy as an apprentice in Lancaster, Pennsylvania. An apprentice is a young person who works for a master craftsman to learn a trade. In a few years he would open his own shop.

Look closely

- Look at his apron. Why would a candy maker need one?
- Look at his sleeves. Why are they rolled up?
- Look at how he is standing. Does he look shy or sure of himself?
- How old do you think he is?

Talk about it

1. What did Milton need to learn before he could start his own candy shop?
2. Besides making good candy, what else must a shop owner know?
3. What would you like to learn as an apprentice?

PROJECT

The Lemonade Stand Money Page

You will plan a pretend lemonade stand. You will list the money out (supplies), the money in (sales), and find out whether the stand made a profit or lost money.

You will need

- Ledger notebook and pencil
- Play money or real coins for counting
- A grocery flyer or store receipt with real prices (optional)

Steps

1. Draw a line down the middle of a notebook page. Write “Money In” on the left and “Money Out” on the right.
2. Money out: with a grown-up, list what you need and a price for each (for example lemons \$2, sugar \$1, cups \$1). Write each one on the right side.
3. Add up the money out. Count it out in play money and put it in a pile marked “Out.”
4. Money in: pretend you sell 10 cups at 50¢ each. Count out the money in quarters (2 quarters for each cup) and put it in a pile marked “In.” Write it on the left side.
5. Compare the two piles. Which is bigger? Subtract with the play money: take away the “Out” money from the “In” money. What is left?
6. Write: “Profit: __” or “Loss: __.”
7. Change one thing (sell 15 cups, or find cheaper cups) and figure it again. Which change helped most?

Tips

- Grown-ups: keep the numbers in whole dollars and quarters so your child can count them with play money.
- If the stand loses money, talk about what Milton Hershey would do: learn and try again.

Check your work

- ☐ I can tell what money in and money out mean.
- ☐ I filled in a money-in and money-out page and found the profit or loss.
- ☐ I can tell why Milton Hershey's first shop failed.

LEDGER NOTEBOOK

1. Draw two piles of coins, one marked In and one marked Out. Make the In pile bigger.
2. Copy your lemonade stand page with the profit or loss circled.
3. Draw young Milton Hershey in his candy shop, with a sign showing money in and money out.

From history. Milton Hershey's caramel company did so well that in 1900 he sold it for one million dollars. He used the money to build his chocolate factory, and later a whole town and a school for children who needed a home.

COMMON MISTAKES

- Thinking all the money a business takes in is profit. Supplies and rent must be paid first.
- Forgetting small costs, like cups and napkins. They add up.
- Thinking a failure means you can never succeed. Hershey failed several times before his business grew.

Make it a game • Hershey's Money Math. Start with ten pennies. Your parent calls events: buy sugar for three, sell a candy for four, buy a pan for five. Move pennies in or out of your pile and say money in or money out. Ask at the end whether more came in or went out. Tell why Hershey's first shop failed.

7.4 A SIMPLE RECORD

OBJECTIVES

- Tell how George Washington kept careful account books, and why he kept an exact record of his expenses during the war.
- Explain that a good record has a date, what happened and how much.
- Keep a one-week money record and use tally marks to count.

Warm-up. Ask a grown-up to show you a store receipt. Find the date, the name of the store, the list of things bought and the total. Circle each one.

WATCH

Data! | Mini Math Movies | Scratch Garden

Scratch Garden • 8:12

https://www.youtube.com/watch?v=zF_dBk8EPDk

WHEN TO WATCH

Before the project, to learn tally marks and charts.

BACKUP VIDEO

Making Tally Charts

MatholiaChannel • 1:57

<https://www.youtube.com/watch?v=x0Pn3mJUzZE>

A shorter choice, before the project.

KEY TERMS

record

Something written down so it can be remembered and checked later.

account book

A notebook where money in and money out are written down with dates.

tally mark

A line drawn to count something.
Every fifth line crosses the other four.

CORE IDEAS

The story. George Washington, the first President of the United States, was also a farmer and a businessman at his home, Mount Vernon. From the time he was a young man, he kept careful **account books**. He wrote down the date, what he bought or sold, and how much money came in or went out. He wrote down even small amounts.

How he used his records. In 1775, when Washington was asked to lead the American army, he said he would not take any pay. He asked only that Congress pay back what he spent for the army's work, and he promised to keep an exact record. For eight long years, he wrote down every expense. At the end of the war, he gave his account book to the government so it could be checked. His careful record showed everyone that he was honest.

The big idea. A good **record** answers three questions: *When?* (the date), *What?* (what happened), and *How much?* Records help you remember, help you find mistakes, and help other people trust you. Even a simple tally of how many cookies you sold is a record.

How do people use it today? Stores give receipts. Banks send statements. Businesses keep ledgers on paper or on computers. Your ledger notebook is your own account book. The Bible says, "Be thou diligent to know the state of thy flocks": a wise person knows what he has.

PICTURE STUDY



The Account Keeper, Nicolaes Maes, 1656 · Oil on canvas · Saint Louis Art Museum

Image: [Wikimedia Commons](#), public domain

Nicolaes Maes was a Dutch painter who studied with Rembrandt. In this painting, a woman has been working on her household or business accounts for a long time. Her books are open, her pen is in her hand, and she seems to have dozed off!

Look closely

- Find the big account books. How many can you count?
- Find her pen. Is she still writing?
- Look at her face. Is she awake or asleep?
- Find the map and the keys on the wall. Why might an account keeper need keys?

Talk about it

1. What do you think she was writing in her books?
2. Why is it important to keep records carefully, even when it is tiring?
3. What would you write in your own account book today?

PROJECT

My One-Week Money Record

For one week, you will keep a record of every bit of money that comes to you or goes out from you (real or pretend), plus a tally of one thing you count every day. At the end of the week, you will add it all up.

You will need

- Ledger notebook and pencil
- A small purse, jar or envelope for your money
- A grown-up to help give and take “pretend pay” if you have no allowance

Steps

1. Rule a page with four columns: Date, What happened, Money in, Money out.
2. Write a first line: today’s date, “Start,” and how much money is in your jar.
3. Every time money comes in (a gift, pay for a contract job, found a coin), write a line in the Money In column.
4. Every time money goes out (bought something, gave in church), write a line in the Money Out column.
5. Also make a tally chart of one thing each day: how many pages you read, or how many times you helped. Make one tally mark each time.
6. At the end of the week, add the Money In column and the Money Out column with a grown-up.
7. Check: $\text{Start} + \text{Money In} - \text{Money Out}$ should equal what is in your jar now. Count the jar. Does it match? If not, look for a missing line.

Tips

- Grown-ups: if your child has no money coming in, give a few pennies for small extra jobs during the week and let your child choose to spend or give some.
- Writing small amounts counts. Washington wrote down small amounts too.

Check your work

- ☐ I can tell how George Washington kept his records.

- ☐ I kept a money record for one week with dates.
- ☐ I checked my jar against my record.

LEDGER NOTEBOOK

1. Draw George Washington at his desk writing in his account book by candlelight.
2. Keep your one-week money record and your tally chart, with the totals circled.
3. Write the three questions every good record answers: When? What? How much?

From history. Washington's expense account from the war still survives, written in his own neat handwriting, page after page. You can see pictures of its pages online today.

COMMON MISTAKES

- Waiting until the end of the week to write things down. Write each one when it happens.
- Leaving out the date. Without dates, a record is hard to check.
- Thinking records are only for big amounts. Small amounts add up.

Make it a game • Washington's Account Page. Make a small account page with columns for date, what happened and how much. Your parent tells you what happened today with a pretend purchase. Write it down quickly, as George Washington did. Add a second entry. Then ask your parent a question about the page, such as, when did I buy the apple?

Scripture. "Be thou diligent to know the state of thy flocks, and look well to thy herds." (Proverbs 27:23, KJV)

A shepherd counts his sheep. A wise person keeps track of what God has given him, whether sheep or coins.

UNIT 7

COUNTING MONEY

Every seller needs to count money carefully. In this unit you will learn the coins and bills of the United States and where they are made, how to make change by counting up like a clerk at Frank Woolworth's five-and-ten store, how to keep track of **money in** and **money out**, and how to keep a simple record the way George Washington kept his account books.

You will sort and count coins, play store and make change, find out why young Milton Hershey's first candy shop failed, and start your own ledger page. These skills get you ready for the family market day.

PREREQUISITES

- Can count by ones, fives and tens to 100
- Can add small numbers
- Knows what a price is (Unit 3)

MASTERY CHECKLIST

- ☐ I can name the penny, nickel, dime and quarter and the \$1, \$5 and \$10 bills, and tell what each is worth.
- ☐ I can make change by counting up from the price.
- ☐ I can tell what money in and money out mean, and why money out must not be more than money in.
- ☐ I can keep a simple record of money with a date, what happened and how much.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **Federal Reserve education resources (FRE.org)**: Free. Search "coins" or "counting money" for games and activities from the Federal Reserve banks. For parents to browse.
- **A play cash register or a muffin tin as a coin drawer**: Any household muffin tin works as a coin tray: one cup each for pennies, nickels, dimes and quarters. Useful in every lesson of this unit.

Not required. Every project in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

7.1 Coins and Bills	2 sessions of 30 minutes
7.2 Making Change	2 sessions of 30 minutes
7.3 Money In and Money Out	2 sessions of 30 minutes
7.4 A Simple Record	2 sessions of 30 minutes

UNIT 7 REVIEW

A parent asks each question aloud. Your child may answer by counting coins, pointing, telling or drawing. There are no points; this is a friendly conversation. Have a cup of mixed coins, a \$1 bill and the ledger notebook nearby.

1. Hold up each coin and tell me its name and how much it is worth.
2. Count out 37 cents using the fewest coins you can.
3. A toy costs 6 cents. You pay with a dime. Count up to make the change.
4. Who made a store where everything cost 5 or 10 cents? Did his first store work?
5. What is money in? What is money out? What happened to Milton Hershey's first shop?
6. Show me your one-week record. What three things does every good record tell?

ANSWER KEY

1. Penny 1¢, nickel 5¢, dime 10¢, quarter 25¢.
2. One quarter, one dime and two pennies ($25 + 10 + 2 = 37$). Other correct combinations are fine; praise the fewest.
3. Start at 6: 7, 8, 9, 10. Four cents (four pennies) back.
4. Frank Woolworth. His first store in Utica failed, but his second in Lancaster succeeded.
5. Money in comes from selling; money out pays for supplies and rent. More money went out than came in, so the shop closed.
6. When (the date), what happened, and how much.

PORTFOLIO PIECE: MY FIRST LEDGER

Put together your money pages from this unit in one place: your coin jar count, your five-and-ten sales chart, your lemonade stand money-in and money-out page, and your one-week money record. Make a cover that says “My First Ledger” with your name and the dates. On the last page, write or tell one thing you learned about counting money and one thing you will do differently next time. Show your ledger to your family and count your coin jar for them.

LOOK FOR	WHAT IT MEANS
Complete	All four money pages are included and dated.
Correct counting	Totals are counted correctly with help, and mistakes are fixed, not hidden.
Making change	Your child can count up to make change with real coins.
Telling	Your child can explain money in, money out and why records matter.

UNIT 8

SAVE, SPEND, GIVE

Everything we have comes from God, and He asks us to take good care of it. In this unit you will learn three good things to do with money: **save** some for later, **spend** some wisely, and **give** some cheerfully. You will hear about the ant who stores food in summer, Joseph who saved grain for the hungry years, the first savings banks that paid people interest, and the poor widow whose two tiny coins Jesus called the greatest gift of all.

You will set up three jars, watch pretend savings grow like a seed, plan a gift of your own, and finish the year with a **family market day**, where you show your best work from every unit and sell something you made.

PREREQUISITES

- Can count coins and make change (Unit 7)
- Can keep a simple money record (Unit 7)
- Has a product and a shop sign from Unit 6

MASTERY CHECKLIST

- ☐ I can tell why saving is wise, using the ant and Joseph.
- ☐ I can tell what interest is: money a bank pays you for keeping your savings.
- ☐ I can tell the story of the widow's two mites and why God loves a cheerful giver.
- ☐ I can divide money into Give, Save and Spend jars and record it, and I took part in a market day.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **The Aesop for Children, illustrated by Milo Winter (1919)**: Free. Read “The Ants and the Grasshopper” with Lesson 8.1. Ages 4–8.
- **A Chair for My Mother, by Vera B. Williams (Greenwillow Books)**: A picture book, often at the library. A girl, her mother and grandmother save coins in a big jar to buy a comfortable chair after a fire. Fits Lesson 8.1. Ages 4–8.
- **One Grain of Rice, by Demi (Scholastic)**: A picture book, often at the library. A clever girl asks for one grain of rice, doubled every day for thirty days. A wonderful way to see how small amounts grow, for Lesson 8.2. Ages 5–9.

Not required. Every project in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

8.1 The Save Jar	2 sessions of 30 minutes
8.2 Interest Is Like a Seed That Grows	2 sessions of 30 minutes
8.3 The Widow’s Two Mites	2 sessions of 30 minutes
8.4 Market Day	2 sessions of 30 minutes

UNIT 8 REVIEW

A parent asks each question aloud. Your child may answer by telling, pointing, counting coins or showing the jars. There are no points; this is a friendly conversation. Have the three jars, some coins and the ledger notebook nearby.

1. What does the ant teach us? What did Joseph do in the seven years of plenty?
2. Show me your three jars. What is each one for?
3. What is interest? Why does a bank pay it?
4. Tell me the story of the widow’s two mites. Why did Jesus say she gave the most?
5. At market day, you spent 50¢ on supplies and sold things for 80¢. What was your profit? Show me with coins.

6. What was your favorite thing you learned this year about work and money?

ANSWER KEY

1. The ant works and stores food in summer for winter. Joseph stored grain in the good years so there was food in the famine.
2. Give: to share with church and people in need. Save: to keep for later or a savings goal. Spend: to buy things now, wisely.
3. Extra money a bank pays you for keeping your savings there. The bank lends the money to others, who pay interest, and it shares some with savers.
4. She gave two tiny coins, all she had. The rich gave from their extra, but she gave everything, with love and trust in God.
5. 30¢ (80¢ money in – 50¢ money out). Use the child's own numbers if different.
6. Any sincere answer, told in the child's own words.

PORTFOLIO PIECE: MARKET DAY BOOTH AND MY YEAR BOOK

Your market-day table is your portfolio. Keep a photograph or drawing of your booth, your sign, one item you sold, your sales record, and your jar record showing how you divided the profit into Give, Save and Spend. Add your savings goal chart and your giving plan. Put them in your portfolio folder with the best page from each unit. Together, they show your whole year.

LOOK FOR	WHAT IT MEANS
Booth	A neat table with a sign, honest labels and price tags.
Records	Money out, money in and profit are written down and counted with help.
Give, Save, Spend	The profit was divided into the three jars and recorded.
Telling	Your child explained the year's work to guests clearly and cheerfully.

8.1 THE SAVE JAR

OBJECTIVES

- Tell how the ant and Joseph saved for later.
- Explain what a savings goal is and why waiting can be wise.
- Set up Give, Save and Spend jars, divide money into them and record it.

Warm-up. Think of something you would like that costs more money than you have right now. Draw it. How could you get enough money for it? Talk about it with a grown-up.

WATCH

Saving and Savings Goals | Explore Economics Sing-along (Grades 2-5)

Federal Reserve Bank of St. Louis • 4:22

<https://www.youtube.com/watch?v=9SwOi0nfsu0>

WHEN TO WATCH

Before setting up your jars. Sing along the second time through.

KEY TERMS

save

To keep money for later instead of spending it now.

savings goal

Something you are saving up for, with how much it costs.

budget

A plan for how to use your money.

CORE IDEAS

Long ago. The Bible tells us to watch the ant. All summer long, the little ant works and carries food to her nest. No one tells her to. Then when winter comes and food is hard to find, she has plenty. Aesop told an old story about the ants and a grasshopper who sang all summer and saved nothing, and who was hungry in winter.

Joseph in Egypt did the same thing on a much bigger scale. God showed Pharaoh in a dream that seven years of plenty were coming, and then seven years of famine.

Joseph told Pharaoh to store up part of the grain from every good harvest. When the

famine came, Egypt had food, and people from other lands came to buy grain too. Saving in the good years saved many lives.

The big idea. To **save** means to keep some money for later instead of spending it all now. A **savings goal** is something you are saving for. Saving takes patience, but it lets you buy bigger and better things later, and it helps you be ready when hard times come. Benjamin Franklin wrote, “A penny saved is two pence clear.”

How do people use it today? Many families use three jars or envelopes: **Give, Save** and **Spend**. When money comes in, they divide it among the jars. Grown-ups do the same thing with a **budget**: a plan for giving, saving and spending.

PICTURE STUDY



The Ant and the Grasshopper, Wenceslaus Hollar, 1665 · Etching (a print made from a metal plate) · Prints in many museums; made for an English book of Aesop's fables

Image: [Wikimedia Commons](#), public domain

Wenceslaus Hollar was an artist from Bohemia who worked in England. He made hundreds of careful etchings, including pictures for a book of Aesop's fables. Here the hungry grasshopper has come to the ants in winter to ask for food.

Look closely

- Find the big tree. Where do the ants live?
- Find the grasshopper. How many legs can you see?
- Find the ants. What are they doing?
- Look at the trees and sky. Is it summer or winter?

Talk about it

1. What did the ants do in summer that the grasshopper did not?
2. Is it wrong to sing and play? What is the lesson of the story?
3. What is one thing you could save for, like the ants?

PROJECT

Three Jars

You will make three jars labeled Give, Save and Spend. You will divide some money into them and start a jar record in your ledger notebook. You will also choose a savings goal.

You will need

- Three clean jars, cups or envelopes
- Paper, tape and crayons for labels
- Some coins (from contract jobs, gifts, or 20 pennies a grown-up gives for practice)
- Ledger notebook and pencil

Steps

1. Make three labels: Give, Save and Spend. Decorate them and tape one on each jar.
2. Choose a savings goal. Draw it in your notebook and write its price with a grown-up's help.
3. Count your coins. With a grown-up, decide how to divide them. One way: for every 10 cents, put 1 in Give, 3 in Save and 6 in Spend.
4. Put the coins in the jars, counting out loud.
5. Start a jar record in your notebook: Date, Give, Save, Spend. Write how much went into each jar.
6. Make a goal chart: draw a thermometer or a ladder next to your savings goal, and color in how much you have saved so far.
7. Each time you get money in the next weeks, divide it again, write it in your record and color more of your goal chart.

Tips

- Grown-ups: let your child have real choices about the Spend jar, even if they are small.
- Keep the jars somewhere you can see them every day.

Check your work

- ☐ I can tell what the ant and Joseph teach about saving.
- ☐ I divided money into Give, Save and Spend jars and wrote it down.
- ☐ I chose a savings goal and colored my goal chart.

LEDGER NOTEBOOK

1. Draw the ant carrying food in summer and the grasshopper singing.
2. Keep your jar record: Date, Give, Save, Spend.
3. Draw your savings goal with a thermometer chart beside it.

From history. Benjamin Franklin printed many wise sayings about saving in his yearly book, *Poor Richard's Almanack*, which he sold for many years in his Philadelphia print shop.

COMMON MISTAKES

- Thinking saving means never spending. Saving means spending wisely later.
- Choosing a goal that is too big to reach. Start with something you can save for in a few weeks.
- Taking money out of the Save jar for small treats. Then the goal never comes.

Make it a game • Ant and Joseph Savings. Make a pile of ten beans as your goal. Each round, your parent hands you one bean, but you may save it or eat a cracker instead. Save five rounds. Then tell the story of the ant who stored food in summer and Joseph's grain. Say what a savings goal is and why waiting can be wise.

Scripture. “Go to the ant, thou sluggard; consider her ways, and be wise:” (Proverbs 6:6, KJV)

A sluggard is a lazy person. The ant works and saves without anyone telling her to. God tells us to learn from her.

8.2 INTEREST IS LIKE A SEED THAT GROWS

OBJECTIVES

- Tell what a bank does with savings, and what interest is.
- Tell how early savings banks helped working families save small amounts and earn interest.
- Plant a seed and keep a pretend savings chart that grows each week with interest.

Warm-up. Look at a seed (a bean, an apple seed or a sunflower seed). How big is it? How big can the plant grow? Guess how many new seeds one plant can make.

WATCH

What is a Bank? Lessons in Money for Kids

Chad Schiel · 3:07

<https://www.youtube.com/watch?v=CqD3hnjZBTM>

WHEN TO WATCH

After the story of the savings banks, before the big idea.

BACKUP VIDEO

Compound Interest Explained for Kids

MoneyMoments · 2:28

<https://www.youtube.com/watch?v=qxltazxfaSk>

After the project, to see how savings can keep growing.

KEY TERMS

bank

A business that keeps people's money safe and lends some of it to others.

interest

Extra money a bank pays you for keeping your savings there. (When you borrow, you pay interest.)

deposit

Money you put into the bank.

CORE IDEAS

Long ago. Two hundred years ago, many working people in American cities had no safe place to keep their savings. Big banks were for rich merchants. So in 1816, some

citizens of Philadelphia started the Philadelphia Saving Fund Society, one of the first savings banks in America. Anyone, even a child, could bring in a small amount, called a **deposit**. The bank kept it safe and, after a while, paid a little extra money called **interest**.

How does it work? Why would a bank pay you? Because the bank lends part of the money to other people, like a family buying a house or a shopkeeper buying goods. Those borrowers pay the bank interest for using the money. The bank shares some of that with the savers. So your savings help others build, and you are paid for it.

The big idea. Interest is like a seed that grows. You plant your savings in the bank. Each year it grows a little. And next year, the interest is paid on the bigger amount, so it grows a little faster. Over many years, a small amount saved can grow much bigger. Jesus told a story in which a master said his servant should at least have put his money in the bank, so that it would grow.

How do people use it today? Families save in banks and earn interest. Remember the other side too: when people borrow money, they must pay interest, so borrowing costs more than paying cash. Children should never borrow or lend money without a parent.

PICTURE STUDY



The Sower, Jean-François Millet, 1850 · Oil on canvas · Museum of Fine Arts, Boston

Image: [Wikimedia Commons](#), public domain

Jean-François Millet was a French painter who grew up on a farm and loved to paint farm workers. This sower walks across the field throwing handfuls of seed. Each little seed he plants today will grow into a plant that makes many more seeds at harvest time.

Look closely

- Find the sower's hand. What is flying from it?
- Find the bag of seed. How does he carry it?
- Look at his legs. Is he walking slowly or striding?
- Look in the background. What else is happening in the field?

Talk about it

1. Why does the sower throw away seed now? What will he get later?
2. How is saving money like planting seed?
3. What would happen if the farmer ate all his seed instead of planting it?

PROJECT

Seed and Savings Growth Chart

You will plant a bean seed and watch it grow, and at the same time keep a pretend savings account at the “Family Bank” that pays interest each week. You will chart both.

You will need

- A dry bean, a clear cup, a paper towel and water (or a pot of soil)
- Pennies (or play coins)
- Ledger notebook, pencil and crayons

Steps

1. Plant the bean: wet a paper towel, put it around the inside of the clear cup, and tuck the bean between the towel and the cup. Keep the towel damp.
2. Open your account at the Family Bank: deposit 10 pennies with a grown-up, who is the banker. Write “Week 0: 10¢.”
3. The Family Bank pays generous pretend interest: each week, the banker adds 1 penny for every 10 pennies in your account (and nothing for leftover pennies).
4. Each week for four weeks, the banker adds the interest. Write the new amount: Week 1, Week 2, Week 3, Week 4.
5. Each week, also measure your bean plant with a ruler or count its leaves, and write it down.
6. Draw a bar chart for your savings: one bar for each week. Draw a second chart for the plant.
7. Talk about it: Did your savings grow faster when the amount got bigger? What would happen if you took the pennies out?

Tips

- Grown-ups: real banks pay far less than 10 percent; this pretend rate lets a child see growth quickly.
- If your child adds more pennies to the account, the interest grows faster too. Try it!

Check your work

- ☐ I can tell what interest is and why a bank pays it.
- ☐ I wrote my savings each week and made a bar chart.
- ☐ I can tell how saving is like planting a seed.

LEDGER NOTEBOOK

1. Draw your bean each week, in four boxes, showing how it grew.
2. Copy your savings chart: Week 0, 1, 2, 3, 4.
3. Draw a bank with arrows: savers bring money in, borrowers take loans out, and interest comes back to savers.

From history. The Philadelphia Saving Fund Society opened in December 1816 in a small room. On its first day, a few people brought deposits. Over the next century it grew into one of the largest savings banks in the country.

COMMON MISTAKES

- Thinking the bank just keeps your money in a box. Banks lend money out and pay savers interest.
- Thinking interest only helps. When you borrow, you pay interest.
- Taking savings out too soon. Like a seed, savings need time to grow.

Make it a game • Growing Interest Seeds. Plant five dried beans in a cup as your deposit. After each pretend month, your parent adds one extra bean to show interest. Count the beans after each month. Say what a bank does with deposits, and what interest means. Then guess how many beans there would be after five months before you count.

Scripture. “Wealth gotten by vanity shall be diminished: but he that gathereth by labour shall increase.” (Proverbs 13:11, KJV)

Money gathered slowly by honest work grows. Money gotten quickly by foolish ways disappears.

8.3 THE WIDOW'S TWO MITES

OBJECTIVES

- Tell the story of the poor widow who gave two mites, and what Jesus said about her gift.
- Explain that giving is about the heart, and that God loves a cheerful giver.
- Plan a gift from your Give jar and record it.

Warm-up. Think of a time someone gave you a gift that you loved. Was it big or small? Why did it make you happy? Tell a grown-up.

WATCH

The Widow's Offering. | Stories of the Bible

Saddleback Kids • 1:33

<https://www.youtube.com/watch?v=dJo6WDxBCRc>

WHEN TO WATCH

After reading Mark 12:41-44 together.

BACKUP VIDEO

God's Story: Generosity

Crossroads Kids' Club • 3:32

https://www.youtube.com/watch?v=_Y4A9_ousPA

After the project, to talk more about generosity.

KEY TERMS

mite

The smallest copper coin in Jesus' time, worth very, very little.

offering

A gift given to God, often at church.

generous

Glad to share and give to others.

CORE IDEAS

Long ago. One day Jesus sat near the treasury in the temple in Jerusalem, where people put in their offerings. He watched as rich people dropped in many coins.

Then a poor widow came. She put in two mites, the smallest coins there were, worth almost nothing.

Jesus called His disciples and said, “This poor widow hath cast more in, than all they which have cast into the treasury.” How could that be? The rich people gave a little of their extra money. But the widow gave all she had. Her gift was small in coins but great in love and trust in God.

The big idea. Giving is about the heart, not the size of the gift. God sees how much we love Him and trust Him. The Bible says, “God loveth a cheerful giver.” We give because God has given us everything, and because others have needs.

How do people use it today? Many Christians give part of their money to their church and to people in need. Some business owners became great givers. Milton Hershey gave nearly all his fortune to a school for children who needed a home. John Wanamaker gave his time every week for more than sixty years to his Sunday school. John Wesley, a preacher in England long ago, taught people to work hard, save carefully and give generously. Even a child can give: a few coins, a drawing, help for a neighbor.

PICTURE STUDY



The Widow's Mite, Émile Auguste Hublin, 1800s · Oil on canvas · Herbert Art Gallery and Museum, Coventry, England

Image: [Wikimedia Commons](#), public domain

Émile Hublin was a French painter. He painted the widow's gift not in Jerusalem but in a church in his own time, so people could see that the story is for everyone. A mother in plain clothes gives her small coin while her little girl watches and learns.

Look closely

- Find the coin in the mother's hand. Is it big or small?
- Look at the mother's face. Is she sad, calm or happy?
- Find the little girl. What is she holding? What is she learning?
- Look at their clothes. Are they rich or poor?

Talk about it

1. Why did Jesus say the widow gave more than the rich people?
2. What can a child learn by watching a parent give?
3. What could you give this week, and to whom?

PROJECT

My Giving Plan

You will count your Give jar, choose where to give it, and plan one more gift of time or work. You will record your gifts in your ledger notebook.

You will need

- Your Give jar from Lesson 8.1
- Paper and crayons for a card
- Ledger notebook and pencil

Steps

1. Count the money in your Give jar. Write the amount in your notebook.
2. With your family, make a list of three places you could give: the offering at church, a food pantry, a missionary, a neighbor in need.
3. Choose one. Write it in your notebook: "I will give __ to __."
4. Make a card to go with your gift. Draw a picture and write a kind word.
5. Give your gift (at church, or with a grown-up) cheerfully.
6. Plan a gift of time too: help an older neighbor, make a meal card, or tidy something for someone. Write what you will do and when.
7. Afterward, write in your jar record: the date, "Give," and how much. Write one sentence: How did giving make you feel?

Tips

- Grown-ups: let your child choose, and let him or her place the gift with his or her own hand.
- A small gift given gladly is a big lesson.

Check your work

- ☐ I can tell the story of the widow's two mites.
- ☐ I counted my Give jar and gave a gift.
- ☐ I wrote my gift in my jar record.

LEDGER NOTEBOOK

1. Draw the rich people with many coins and the widow with two small coins.
2. Write your giving plan and the gift you gave, with the date.
3. Draw three ways a child can give: money, time and kindness.

From history. The widow's two coins were probably tiny bronze coins called lepta, the smallest coins used in Judea. Some of them have been found by archaeologists and can be seen in museums today. Mark's Gospel says that two of them made a farthing.

COMMON MISTAKES

- Thinking only big gifts matter. Jesus praised the smallest coins.
- Giving with a grumbling heart. God loves a cheerful giver.
- Thinking giving is only money. Time, work and kindness are gifts too.

Make it a game • Two Mites Giving. Put out two small coins and a handful of bigger coins. Your parent tells the story of the poor widow and you decide who gave more, in Jesus' eyes. Retell it in your own words. Then plan one gift you could give this week from your own money, and say how you could give it cheerfully.

Scripture. “And he called unto him his disciples, and saith unto them, Verily I say unto you, That this poor widow hath cast more in, than all they which have cast into the treasury:” (Mark 12:43, KJV)

Jesus measures a gift by the heart behind it and by what it costs the giver, not by how many coins it holds.

8.4 MARKET DAY

OBJECTIVES

- Plan and run a family market day using what you learned this year.
- Show your best work from each unit and explain it to guests.
- Sell something you made, keep a sales record, and divide the money into Give, Save and Spend.

Warm-up. Look back through your ledger notebook from the whole year. Put a sticky note on your favorite page from each unit. Which unit did you like best?

WATCH

Lipscomb First Graders Buy and Sell Goods for Market Day

Williamson County Schools • 1:32

<https://www.youtube.com/watch?v=KxCCG-4pBU0>

WHEN TO WATCH

Before you plan your market day, to see real first graders running a market.

BACKUP VIDEO

How To Sell Lots Of Stuff! Tip #8 for Youth Entrepreneurs

Kids Markets • 2:37

<https://www.youtube.com/watch?v=YKXlGe1CQsQ>

Before market day, for selling tips from a young seller.

KEY TERMS

market day

A day when people gather to buy, sell and show what they have made.

display

Setting out goods or work neatly so people can see them.

guest

A person you invite to come.

CORE IDEAS

Long ago. For hundreds of years, towns in Europe and America held market days, often once a week. Farmers brought vegetables and eggs, and craftsmen brought

shoes, pots and baskets. Families came to the town square to buy, to sell, to see their neighbors and to hear the news. A market day was hard work, but it was also a happy day for the whole town.

What you have learned. This year you learned that work is good and that teams can do more together. You learned the story of money, from barter to coins to paper. You learned that prices are signals, that great businesses serve all six stakeholders, and that fair rules protect everyone. You made a product, wrote an honest label and painted a sign. You learned to count money, make change and keep a record. And you learned to save, spend and give.

The big idea. Today you will put it all together. You will be a producer, a seller, a cashier and a record keeper. Your guests will be your customers. Be honest about what you sell, count the change carefully, write down every sale, and thank every customer.

How do people use it today? Farmers' markets, craft fairs and church bake sales are all market days. Many grown-ups started their businesses at a little table just like yours. And when the day is done, do what every wise seller does: count the money, check the records, and decide what to save, spend and give.

PICTURE STUDY



Market Day, Joseph Barter, 1835 · Oil on canvas

Image: [Wikimedia Commons](#), public domain

This painting shows market day in an old European town almost two hundred years ago. The whole town has come out: farmers with baskets, families shopping, children playing, and carts bringing goods. The tall church stands over the square, the center of town life.

Look closely

- Find someone carrying a basket on her head. What might be in it?
- Find the carts and horses. What are they bringing?
- Find the children. What are they doing?
- Find the church. Why is the market right beside it?

Talk about it

1. How is this market day like the market day you are planning?
2. Who are the producers here? Who are the consumers?
3. What would you bring to sell in this square?

Safety first. A grown-up keeps the cash box and real money. Invite only family, friends and neighbors you know, hold the market at home or church with grown-ups present, and check for food allergies before selling any food.

PROJECT

Our Family Market Day

You will plan and hold a market day for your family and friends. You will display your best work from each unit, sell something you made, keep a sales record, and divide your earnings into your three jars.

You will need

- A table and a cloth
- Your best project or page from each unit (8 in all)
- Things you made to sell (your Unit 6 product, cards, bookmarks or cookies made with a grown-up)
- Your shop sign, price tags and honest labels
- A cash box with coins for change, and your Give, Save and Spend jars
- Ledger notebook and pencil

Steps

1. Make a plan: choose a day, invite guests (with a grown-up), and make a list of what to sell and what to show.
2. Make enough goods to sell. Write the cost of your supplies in your notebook (money out).
3. Set up your table: your sign, your goods with price tags and honest labels, and a “Museum of My Year” with your best work from each unit.
4. When guests come, show them your museum and tell about one thing from each unit.
5. Sell your goods. Count up to make change, out loud. Write every sale in your notebook (money in).
6. When the market closes, count the cash box with a grown-up. Check it against your sales list.
7. Find your profit: money in minus money out. Divide the profit into your Give, Save and Spend jars and record it.
8. Thank your guests. Write one sentence about what you did well and one thing you would do better.

Tips

- Grown-ups: invite grandparents, friends from church or neighbors you know. A small, warm market is better than a big, busy one.
- Let your child do the talking and the counting, with you beside him or her.

Check your work

- ☐ I showed my best work and told about each unit.
- ☐ I sold my goods, made change and recorded every sale.
- ☐ I found my profit and divided it into Give, Save and Spend.

LEDGER NOTEBOOK

1. Draw your market day table with your sign, goods and museum.
2. Write your market day record: money out, money in, profit, and how much went into each jar.
3. Write or tell: the best thing I learned this year about work and money.

From history. Many old market towns still hold a weekly market in the same square where markets have been held for hundreds of years. In some towns, the market cross or market bell still stands where buyers and sellers first gathered.

COMMON MISTAKES

- Forgetting to count the cost of supplies. Profit is money in minus money out.
- Rushing the change. Count it out loud every time.
- Spending all the profit. Remember the three jars.

Make it a game • Guest Tour. Set up your best work from each unit on a table. Your parent is a guest and walks past. Explain each item in one sentence, such as, This is a coin I made in Lydia. Then ask your parent to pick the item they want to hear more about, and tell the story behind it. Switch roles.

Scripture. “Every man according as he purposeth in his heart, so let him give; not grudgingly, or of necessity: for God loveth a cheerful giver.” (2 Corinthians 9:7, KJV)

When you divide your market-day money, give from your Give jar with a glad heart. God loves cheerful giving.

UNIT 8

SAVE, SPEND, GIVE

Everything we have comes from God, and He asks us to take good care of it. In this unit you will learn three good things to do with money: **save** some for later, **spend** some wisely, and **give** some cheerfully. You will hear about the ant who stores food in summer, Joseph who saved grain for the hungry years, the first savings banks that paid people interest, and the poor widow whose two tiny coins Jesus called the greatest gift of all.

You will set up three jars, watch pretend savings grow like a seed, plan a gift of your own, and finish the year with a **family market day**, where you show your best work from every unit and sell something you made.

PREREQUISITES

- Can count coins and make change (Unit 7)
- Can keep a simple money record (Unit 7)
- Has a product and a shop sign from Unit 6

MASTERY CHECKLIST

- ☐ I can tell why saving is wise, using the ant and Joseph.
- ☐ I can tell what interest is: money a bank pays you for keeping your savings.
- ☐ I can tell the story of the widow's two mites and why God loves a cheerful giver.
- ☐ I can divide money into Give, Save and Spend jars and record it, and I took part in a market day.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **The Aesop for Children, illustrated by Milo Winter (1919)**: Free. Read “The Ants and the Grasshopper” with Lesson 8.1. Ages 4–8.
- **A Chair for My Mother, by Vera B. Williams (Greenwillow Books)**: A picture book, often at the library. A girl, her mother and grandmother save coins in a big jar to buy a comfortable chair after a fire. Fits Lesson 8.1. Ages 4–8.
- **One Grain of Rice, by Demi (Scholastic)**: A picture book, often at the library. A clever girl asks for one grain of rice, doubled every day for thirty days. A wonderful way to see how small amounts grow, for Lesson 8.2. Ages 5–9.

Not required. Every project in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

8.1 The Save Jar	2 sessions of 30 minutes
8.2 Interest Is Like a Seed That Grows	2 sessions of 30 minutes
8.3 The Widow’s Two Mites	2 sessions of 30 minutes
8.4 Market Day	2 sessions of 30 minutes

UNIT 8 REVIEW

A parent asks each question aloud. Your child may answer by telling, pointing, counting coins or showing the jars. There are no points; this is a friendly conversation. Have the three jars, some coins and the ledger notebook nearby.

1. What does the ant teach us? What did Joseph do in the seven years of plenty?
2. Show me your three jars. What is each one for?
3. What is interest? Why does a bank pay it?
4. Tell me the story of the widow’s two mites. Why did Jesus say she gave the most?
5. At market day, you spent 50¢ on supplies and sold things for 80¢. What was your profit? Show me with coins.

6. What was your favorite thing you learned this year about work and money?

ANSWER KEY

1. The ant works and stores food in summer for winter. Joseph stored grain in the good years so there was food in the famine.
2. Give: to share with church and people in need. Save: to keep for later or a savings goal. Spend: to buy things now, wisely.
3. Extra money a bank pays you for keeping your savings there. The bank lends the money to others, who pay interest, and it shares some with savers.
4. She gave two tiny coins, all she had. The rich gave from their extra, but she gave everything, with love and trust in God.
5. 30¢ (80¢ money in – 50¢ money out). Use the child's own numbers if different.
6. Any sincere answer, told in the child's own words.

PORTFOLIO PIECE: MARKET DAY BOOTH AND MY YEAR BOOK

Your market-day table is your portfolio. Keep a photograph or drawing of your booth, your sign, one item you sold, your sales record, and your jar record showing how you divided the profit into Give, Save and Spend. Add your savings goal chart and your giving plan. Put them in your portfolio folder with the best page from each unit. Together, they show your whole year.

LOOK FOR	WHAT IT MEANS
Booth	A neat table with a sign, honest labels and price tags.
Records	Money out, money in and profit are written down and counted with help.
Give, Save, Spend	The profit was divided into the three jars and recorded.
Telling	Your child explained the year's work to guests clearly and cheerfully.

BONUS: A COOKIE OR CARD STAND

This is a bonus unit, to do after market day, over the summer, or alongside the year. With a grown-up as your partner, you will run a real little business: a **cookie stand** or a **card stand** for family and friends. You will plan it, make your goods and count what they cost, sell them honestly with a smile, and then count up, find your profit and decide what to save, spend and give.

Everything you learned this year comes together here: producers and customers, prices, honest labels, a shop sign, making change, money in and money out, and the three jars. Your grown-up handles the oven, the cash box and anything sharp, and you sell only to people your family knows.

PREREQUISITES

- Can count coins and make change by counting up (Unit 7)
- Has made a shop sign and an honest label (Unit 6)
- Has Give, Save and Spend jars (Unit 8)

MASTERY CHECKLIST

- ☐ I can make a simple plan: what I will sell, to whom, for how much, and what I need.
- ☐ I can make my goods carefully and count what the supplies cost.
- ☐ I can sell honestly and politely, make change and record each sale.
- ☐ I can find my profit and divide it into Give, Save and Spend.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **Federal Reserve education resources (FRE.org):** Free. Search “entrepreneur” or “lemonade stand” for short lessons and activities to go with this unit. For parents to browse.
- **Lemonade in Winter, by Emily Jenkins, illustrated by G. Brian Karas (Schwartz & Wade):** A picture book, often at the library. Read it again before your stand: the children plan, make signs, count coins and learn from a slow day. Ages 4–8.

Not required. Every project in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

9.1 Plan Your Stand

2 sessions of 30 minutes

9.2 Make It and Count the Cost

2 sessions of 30 minutes

9.3 Sell It Honestly

2 sessions of 30 minutes

9.4 Count Up, Save and Give

2 sessions of 30 minutes

UNIT 9 REVIEW

A parent asks each question aloud. Your child may answer by telling, showing the notebook, counting coins or pointing to the jars. There are no points; this is a friendly conversation about the business you ran together.

1. Show me your one-page plan. What did you sell, to whom, and for how much?
2. Why should a builder, or a business owner, count the cost first?
3. What did your goods cost to make? About how much did one cost?
4. Show me how you made change for a customer.
5. What was your profit? How did you find it?
6. How did you divide your profit? Where did your Give money go?

ANSWER KEY

1. Answers depend on the child's plan; the child should name the product, the customers and the price.
2. So he knows he has enough to finish and does not lose money halfway (Luke 14:28).
3. Answers depend on the child's cost sheet; the child should read the total and the cost of one.
4. The child counts up from the price to the money paid, out loud, with coins.
5. Money in minus money out. The child reads the numbers from the report.
6. The child shows the Give, Save and Spend amounts and names the gift.

PORTFOLIO PIECE: MY FIRST BUSINESS

Put together the whole story of your business in one folder: your one-page plan, your cost sheet, a drawing or photograph of your stand, your sales tally, your business report with the profit, your jar record, and a copy of one thank-you note. Tell your family the story of your business from start to finish, and what you would do differently next time.

LOOK FOR	WHAT IT MEANS
Planned	A one-page plan with goods, customers, supplies and price.
Counted	A cost sheet, sales tally and profit, counted correctly with help.
Honest and kind	Goods were described truthfully, change was counted carefully, and customers were thanked.
Gave	Part of the profit was given cheerfully, and your child can tell why.

9.1 PLAN YOUR STAND

OBJECTIVES

- Choose what to sell (cookies or cards) and who your customers will be.
- Make a one-page plan with your goods, price, supplies and a day to sell.
- Count the cost before you begin, as Jesus said a builder should.

Warm-up. Ask three family members: “If I sold cookies or homemade cards, which would you buy? How many?” Make a tally for cookies and a tally for cards.

WATCH

What Should I Sell? Tip #1 for Youth Entrepreneurs

Kids Markets • 2:20

<https://www.youtube.com/watch?v=zHAnWtAiWNM>

WHEN TO WATCH

Before you choose what to sell.

BACKUP VIDEO

Make A Business Plan! Tip #2 for Youth Entrepreneurs

Kids Markets • 2:43

<https://www.youtube.com/watch?v=4GwA2jtZOB8>

Before you write your plan.

KEY TERMS

plan

Deciding ahead of time what you will do, how and when.

entrepreneur

A person who starts a business and takes the risk to make it work.

supplies

The things you need to make your goods, like flour, sugar or paper.

CORE IDEAS

Long ago. Jesus once asked, “Which of you, intending to build a tower, sitteth not down first, and counteth the cost?” A wise builder plans before he starts, so he does

not run out of money halfway and leave a half-built tower for everyone to laugh at. Every good business starts the same way: with a plan.

Remember. This year you met many people who started businesses: Paul Revere in his silver shop, John Wanamaker with his honest price tags, Henry Heinz with his clear bottles, Frank Woolworth and his five-and-ten. Each one had to decide what to sell, who would buy it, and what price to charge. Each one was an **entrepreneur**.

The big idea. A simple business plan answers five questions. *What* will I sell? *Who* will buy it? *How much* will it cost? *What supplies* do I need, and how much do they cost? *When and where* will I sell?

How do people use it today? Grown-ups who start a business write a plan, often many pages long. Yours will be one page, with pictures. Plans can change, but having one helps you think before you spend.

PICTURE STUDY



A Lady Writing a Letter, Johannes Vermeer, about 1665 · Oil on canvas · National Gallery of Art, Washington, D.C.

Image: [Wikimedia Commons](#), public domain

Johannes Vermeer was a Dutch painter who painted quiet rooms filled with soft light. Here a young woman is writing at her table. She has paused and looked up, as if she is thinking about what to write next. Planning is like that: you stop, think, and then write.

Look closely

- Find her pen. What kind of pen is it?
- Find the paper on the table. What else is on the table?
- Look at her face. Is she thinking, or listening?
- Look at the light. Where is it coming from?

Talk about it

1. Why is it good to write a plan instead of only thinking it?
2. What would you write first in your plan?
3. Who could you ask for help with your plan?

Safety first. Sell only to family, friends and neighbors you know, with your grown-up beside you. Never go door to door alone or give out personal information. Check your town's rules before selling food.

PROJECT

My One-Page Plan

With your grown-up partner, you will choose cookies or cards and write a one-page plan with pictures, prices and a list of supplies.

You will need

- Ledger notebook, pencil and crayons
- A grocery flyer or receipts to find supply prices
- Your tally from the warm-up

Steps

1. Look at your warm-up tally. Did more people want cookies or cards? Choose one.
2. Write *What*: draw your cookie or card. Keep it simple (one kind of cookie, or one kind of card).
3. Write *Who*: list the people you will invite to buy (family, friends from church, neighbors your family knows). Count them.
4. Write *Supplies*: list everything you need. With a grown-up, find the cost of each in a flyer or on a receipt, and add them up.
5. Write *How many*: how many cookies or cards will you make? (Try one dozen, 12.)
6. Write *Price*: choose a price for each. Ask: Will the money in be more than the supplies cost? (12 cookies at 50¢ = \$6.)
7. Write *When and where*: pick a day and a place (your porch or a family gathering, with your grown-up).
8. Read the plan to your partner. Sign it together, like a contract.

Tips

- Grown-ups: check your town's rules for food sales, and if in doubt, choose cards or sell only at a family gathering.
- Keep the plan small. A first business should be easy to finish.

Check your work

- ☐ I chose what to sell and who my customers are.
- ☐ My plan lists supplies with their costs and a price for my goods.
- ☐ I can tell why a builder counts the cost first.

LEDGER NOTEBOOK

1. Copy your one-page plan neatly with a drawing of your product.
2. Draw a half-built tower and a finished tower. Write: "Count the cost first."
3. Make a list of the people you will invite, with a tally of how many.

From history. Many famous businesses started with one simple product. Henry Heinz started with horseradish, and Milton Hershey with caramels, before they made anything else.

COMMON MISTAKES

- Starting to buy supplies before you have a plan.
- Planning too much: twelve of one kind is better than five kinds.
- Forgetting to count the cost of supplies when choosing a price.

Make it a game • Pick Your Stand. Draw two quick pictures: a cookie stand and a card stand. Show them to your parent, who asks three customer questions, such as, who will buy, how much, and when? Answer from memory and then choose one stand. Say your goods, your price and one supply you need.

Scripture. "For which of you, intending to build a tower, sitteth not down first, and counteth the cost, whether he have sufficient to finish it?" (Luke 14:28, KJV)

Jesus says a wise person plans and counts the cost before beginning. That is the first step of any business.

9.2 MAKE IT AND COUNT THE COST

OBJECTIVES

- Make your cookies or cards carefully, all the same size and quality.
- Record the real cost of your supplies (money out) and the number of goods you made.
- Find the cost of one cookie or card and check that your price is more.

Warm-up. Look at a recipe or card-making plan with your grown-up. Count the steps. Which step will be the hardest? Which can you do all by yourself?

WATCH

Don't Eat Your Inventory! Tip #6 for Youth Entrepreneurs

Kids Markets • 2:09

<https://www.youtube.com/watch?v=qylaBlgb0Zw>

WHEN TO WATCH

Before you start making your goods.

BACKUP VIDEO

Price Your Items To Sell! Tip #4 for Youth Entrepreneurs

Kids Markets • 2:31

<https://www.youtube.com/watch?v=NLMDM8jq7JI>

After you count your costs, to check your price.

KEY TERMS

inventory

The goods you have ready to sell.

cost

The money you spend to make something.

quality

How good something is: well made, fresh and neat.

CORE IDEAS

Remember. Henry Ford's workers made every Model T the same, so each one was good. Levi Strauss made every pair of pants with rivets in the same places.

Customers came back because they knew what they would get. Good makers care about **quality**: every piece neat, fresh and well made.

How they figured it out. Milton Hershey learned the hard way that a business must know its costs. In his first shop, he did not watch his money out closely enough, and he lost money. Later he counted carefully. When you make your goods, write down every cost, even the small ones.

The big idea. To know if your stand will make a profit, you need two numbers: how much all your supplies cost, and how many goods you made. Then you can find the **cost** of one. If 12 cookies cost \$3 to make, each cookie costs 25¢. If you sell each for 50¢, you earn 25¢ more than it cost on each cookie.

How do people use it today? Every baker and card maker figures the cost of one item. Your goods are your **inventory**: they are for selling, so be careful not to eat or give away too many before market day!

PICTURE STUDY



Woman Baking Bread, Jean-François Millet, 1854 · Oil on canvas · Kröller-Müller Museum, Otterlo, Netherlands

Image: [Wikimedia Commons](#), public domain

Jean-François Millet painted the hard, good work of farm families in France. Here a woman is putting loaves of bread into a big brick oven. She has mixed the dough, let it rise and shaped the loaves. Now comes the careful part: baking them just right.

Look closely

- Find the oven. What color is the light inside?
- Find the long wooden paddle. What is it for?
- Look at how she leans. Is this easy work or hard work?
- Look around the kitchen. What else can you see?

Talk about it

1. How many loaves do you think she baked that day? For whom?
2. What supplies did she need to make bread?
3. What will you need to be careful about when you bake or make your goods?

Safety first. A grown-up handles the oven and hot pans. Wash hands, keep the work space clean, and label any common allergens (wheat, eggs, milk, nuts) on food you sell.

PROJECT

Making Day and Cost Sheet

You and your grown-up partner will make your cookies or cards and keep a cost sheet: a list of everything you spent and how many goods you made.

You will need

- For cookies: a simple recipe and its ingredients, baking pan, oven (grown-up only)
- For cards: folded paper or card stock, crayons, stickers, envelopes
- Receipts for your supplies
- Ledger notebook and pencil

Steps

1. Wash your hands and clear your work space.
2. Make your goods with your grown-up. Try to make every cookie or card the same size and just as neat.
3. Count your finished goods. Set aside any that broke or smudged. Write: "Good to sell: __."
4. Make a cost sheet. List each supply and its cost from the receipts. For things you used only part of (like a bag of flour), your grown-up will help you guess a fair part of the cost.
5. Add up the money out. Write: "Total cost: __."
6. Find the cost of one: share the total cost among your goods with play money (or a calculator with your grown-up). Write: "Each one cost about __."
7. Check your price from your plan. Is it more than the cost of one? If not, change your price or your plan.
8. Package your goods neatly (a bag with your honest label, or cards with envelopes).

Tips

- Grown-ups handle the oven, hot pans and any sharp tools.

- List allergens on your label (wheat, eggs, milk, nuts), so customers can choose safely.

Check your work

- ☐ I made my goods carefully and counted the good ones.
- ☐ I wrote a cost sheet with a total.
- ☐ I found the cost of one and checked that my price is more.

LEDGER NOTEBOOK

1. Draw your making day: your work space and your finished goods in rows.
2. Copy your cost sheet with the total and the cost of one.
3. Draw your package with its honest label.

From history. Long ago, many towns had a shared village oven, and families paid the baker a small amount, often a part of their dough, to bake their bread. Bakers had to keep careful track of whose loaves were whose.

COMMON MISTAKES

- Forgetting small costs like bags, stickers or envelopes.
- Making goods of different sizes. Customers notice.
- Eating your inventory! Taste one, then keep the rest for selling.

Make it a game • Make and Match. Make a batch of six identical cards or cookies. Line them up and check that they are the same size and quality. Your parent points to one that does not match and you fix it. Then write down the number made and the money out for supplies. Say how many you could sell.

9.3 SELL IT HONESTLY

OBJECTIVES

- Greet customers politely and describe your goods honestly.
- Make change by counting up and record every sale.
- Keep your stand neat, friendly and safe.

Warm-up. Practice with a grown-up. Say: “Hello! Would you like a cookie? They are oatmeal, made this morning. They cost 50 cents.” Practice smiling, looking at the customer and saying thank you.

WATCH

Attract Attention To Your Booth! Tip #7 for Youth Entrepreneurs

Kids Markets • 2:27

<https://www.youtube.com/watch?v=Wl0a0jdGgD0>

WHEN TO WATCH

Before you set up your stand.

BACKUP VIDEO

Make Your Business Different! Tip #5 for Youth Entrepreneurs

Kids Markets • 2:08

https://www.youtube.com/watch?v=_y19-wVxFQY

After selling, to think about how to make your stand special next time.

KEY TERMS

polite

Kind and respectful in words and actions.

sale

A trade in which a customer pays money for a good or service.

receipt

A written record of a sale.

CORE IDEAS

Long ago. In the Dutch town of Haarlem, more than three hundred years ago, a baker would step to his shop window and blow a horn to tell the neighbors that the

bread was fresh from the oven. Customers came running. The horn told the truth: fresh bread, right now!

Remember. John Wanamaker put one honest price on every item. Henry Heinz let customers see inside his bottles. Frank Woolworth made paying and getting change quick and easy. You can do all three: show a clear price, tell the truth about your goods, and count change carefully.

The big idea. Good selling is **polite** and honest. Greet each customer. Tell what your goods are and what is in them. Never pressure anyone to buy. Count the change out loud. Write down every **sale**. And always say thank you, whether they buy or not.

How do people use it today? The best shopkeepers today still greet customers, answer questions honestly and thank them. Customers return to sellers they trust. A good name is worth more than a full cash box.

PICTURE STUDY



The Baker, Job Berckheyde, about 1681 · Oil on canvas · Worcester Art Museum, Massachusetts

Image: [Wikimedia Commons](#), public domain

Job Berckheyde was a painter in Haarlem, in the Netherlands. In his town, bakers blew a horn to announce that fresh bread was ready. Here the baker leans out of his shop window with his goods spread out on the counter for everyone to see.

Look closely

- Find the horn. Why is the baker blowing it?
- Count the round loaves on the counter.
- Find the pretzels. Where are they hanging?
- Look at the baker's face. Does he look friendly?

Talk about it

1. How does this baker tell customers his bread is fresh?
2. How is his window like your stand?
3. What could you do to let people know your stand is open, honestly and politely?

Safety first. Your grown-up stays with you the whole time and keeps the cash box. Sell only to people your family knows, at home or at a family or church gathering. Do not sell door to door or to strangers.

PROJECT

Selling Day

You will open your stand, sell your goods honestly and politely, make change, and record every sale on a sales sheet.

You will need

- Your packaged goods with honest labels
- Your shop sign from Unit 6 (or a new one) and price tags
- A cash box with coins for change (your grown-up keeps it)
- A sales sheet in your ledger notebook and a pencil
- A table and a cloth

Steps

1. Set up your stand neatly: cloth, goods in rows, sign, price tags.
2. Count your goods before you start. Write: “Goods at start: __.” Count the change in the cash box and write it too.
3. Greet each customer. Tell what your goods are, honestly.
4. When someone buys, take the money, count up to make change out loud, and say thank you.
5. Make a tally mark on your sales sheet for each item sold.
6. Every so often, tidy your table so it stays neat.
7. When you close, count the goods left. Write: “Goods left: __.” Subtract to check how many you sold. Does it match your tally?

Tips

- Grown-ups: stay close, keep the cash box, and let your child do the talking.
- If a customer asks a question you cannot answer, it is honest to say, “I don’t know, but I can ask.”

Check your work

- ☐ I greeted customers and told the truth about my goods.
- ☐ I made change by counting up and said thank you.

- ☐ My tally of sales matched the goods I counted at the end.

LEDGER NOTEBOOK

1. Draw your stand on selling day, with you and a customer.
2. Copy your sales tally and write the total sold.
3. Write the words you used to greet customers and the words you used to thank them.

From history. In Dutch towns long ago, bakers often hung a carved pretzel or a basket outside as a sign, so people who could not read could find the bakery, just like the trade signs in Unit 6.

COMMON MISTAKES

- Forgetting to count goods before you start. Then you cannot check your sales.
- Saying things that are not true to make a sale.
- Being sad if someone does not buy. Thank them anyway; they may come back.

Make it a game • Polite Sales Practice. Be the seller at your stand. Your parent comes up as a customer, and you greet with a smile, describe your goods honestly, and take payment. Make change by counting up and write each sale on a paper. Practice three customers, each paying with a different coin. Swap roles and see what a customer notices.

9.4 COUNT UP, SAVE AND GIVE

OBJECTIVES

- Count your money in and find your profit (money in minus money out).
- Divide your profit into Give, Save and Spend, and give cheerfully.
- Write what you learned and what you would change next time.

Warm-up. Look at your cost sheet and your sales tally. Before you count the cash box, guess: did your stand make a profit? How much?

WATCH

Learn From Experience! Tip #9 for Youth Entrepreneurs

Kids Markets • 2:40

https://www.youtube.com/watch?v=cz_xABGQ3dQ

WHEN TO WATCH

After you count up, before you write what you learned.

BACKUP VIDEO

Manage the Money! Tip #3 for Youth Entrepreneurs

Kids Markets • 2:52

<https://www.youtube.com/watch?v=II5ojLdatcU>

Before you count the cash box.

KEY TERMS

profit

Money in minus money out: what is left over after paying for supplies.

loss

When money out is more than money in.

thankful

Glad and grateful for what you have been given.

CORE IDEAS

Remember. George Washington kept careful records and checked them. Milton Hershey learned to watch money in and money out. Now it is your turn to close the

books on your business.

The big idea. First, count your money in: everything in the cash box, minus the change you started with. Then look at your cost sheet for money out. **Profit** = money in – money out. If money out is bigger, you have a **loss**, and that is a lesson too.

Save, spend, give. Your profit is a gift from God and the fruit of your work. Divide it into your three jars. The Bible says, “It is more blessed to give than to receive.” Many great business people, like Milton Hershey, gave away much of what they earned. Even a few coins given cheerfully please God.

How do people use it today? Every business closes its books: it counts money in and money out, finds the profit, and decides what to do with it. And every wise owner asks, “What did I learn? What will I do better next time?”

PICTURE STUDY



Saying Grace, Jean-Baptiste-Siméon Chardin, 1740 · Oil on canvas · Musée du Louvre, Paris

Image: [Wikimedia Commons](#), public domain

Chardin painted this quiet moment in a family kitchen. The mother is serving dinner, and before anyone eats, the little child says grace, thanking God for the food. It is a good picture to end the year with: everything we earn and have comes from God.

Look closely

- Find the child folding her hands. What is she doing?
- Find the mother. What is she holding?
- Look at the table. What food can you see?
- Look at the faces. Are they patient or in a hurry?

Talk about it

1. Why do we thank God before we eat?
2. What can you thank God for after your business?
3. Who helped you with your stand that you could thank?

PROJECT

Closing the Books

You will count your cash box, find your profit, divide it into Give, Save and Spend, and write a short report about your business.

You will need

- Your cash box (with your grown-up)
- Your cost sheet and sales tally
- Your Give, Save and Spend jars
- Ledger notebook and pencil
- Paper and crayons for thank-you notes

Steps

1. Count all the money in the cash box. Take out the change you started with. What is left is your money in. Write it.
2. Check: number sold $\times$ price should equal your money in. Does it match? If not, look for a mistake.
3. Find your profit: money in – money out (from your cost sheet). Use play money or coins to show it. Write: “Profit: __.” (Or “Loss: __.”)
4. If there was a profit, pay back your grown-up partner for any supplies he or she bought, if that was your agreement.
5. Divide what is left into your Give, Save and Spend jars. Write how much went into each.
6. Decide where your Give money will go, and give it cheerfully.
7. Write a short report: What I sold. How many. Money in. Money out. Profit. What went well. What I would change.
8. Make thank-you notes for your customers and helpers.

Tips

- Grown-ups: praise honest records, even if the stand lost money. A careful loss teaches more than a careless profit.
- Keep the report in the ledger notebook as the last page of the year.

Check your work

- ☐ I found my profit or loss correctly with help.
- ☐ I divided my profit into Give, Save and Spend and gave cheerfully.
- ☐ I wrote what I learned and what I would change.

LEDGER NOTEBOOK

1. Write your business report: sold, money in, money out, profit.
2. Draw your three jars with how much went into each.
3. Draw yourself thanking a customer or a helper.

From history. Milton Hershey and his wife Catherine had no children of their own. In 1909 they started a school for orphan boys, and later Milton gave nearly all his fortune to it. Today the Milton Hershey School still cares for thousands of children.

COMMON MISTAKES

- Counting the starting change as profit. Take it out first.
- Forgetting to subtract money out. All the money in is not profit.
- Forgetting to give thanks: to God, to customers and to helpers.

Make it a game • Profit Split Race. Put out the money in from your sale and take away the money out for supplies. Count what is left, which is your profit. Then deal it into three cups marked Give, Save and Spend as fast as you can while counting aloud. Check your count with your parent and explain why you made your choices.

Scripture. “I have shewed you all things, how that so labouring ye ought to support the weak, and to remember the words of the Lord Jesus, how he said, It is more blessed to give than to receive.” (Acts 20:35, KJV)

Paul worked with his hands so he could help others. We work, earn and then give, because Jesus said giving is even more blessed than receiving.

BONUS: A COOKIE OR CARD STAND

This is a bonus unit, to do after market day, over the summer, or alongside the year. With a grown-up as your partner, you will run a real little business: a **cookie stand** or a **card stand** for family and friends. You will plan it, make your goods and count what they cost, sell them honestly with a smile, and then count up, find your profit and decide what to save, spend and give.

Everything you learned this year comes together here: producers and customers, prices, honest labels, a shop sign, making change, money in and money out, and the three jars. Your grown-up handles the oven, the cash box and anything sharp, and you sell only to people your family knows.

PREREQUISITES

- Can count coins and make change by counting up (Unit 7)
- Has made a shop sign and an honest label (Unit 6)
- Has Give, Save and Spend jars (Unit 8)

MASTERY CHECKLIST

- ☐ I can make a simple plan: what I will sell, to whom, for how much, and what I need.
- ☐ I can make my goods carefully and count what the supplies cost.
- ☐ I can sell honestly and politely, make change and record each sale.
- ☐ I can find my profit and divide it into Give, Save and Spend.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **Federal Reserve education resources (FRE.org):** Free. Search “entrepreneur” or “lemonade stand” for short lessons and activities to go with this unit. For parents to browse.
- **Lemonade in Winter, by Emily Jenkins, illustrated by G. Brian Karas (Schwartz & Wade):** A picture book, often at the library. Read it again before your stand: the children plan, make signs, count coins and learn from a slow day. Ages 4–8.

Not required. Every project in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

9.1 Plan Your Stand

2 sessions of 30 minutes

9.2 Make It and Count the Cost

2 sessions of 30 minutes

9.3 Sell It Honestly

2 sessions of 30 minutes

9.4 Count Up, Save and Give

2 sessions of 30 minutes

UNIT 9 REVIEW

A parent asks each question aloud. Your child may answer by telling, showing the notebook, counting coins or pointing to the jars. There are no points; this is a friendly conversation about the business you ran together.

1. Show me your one-page plan. What did you sell, to whom, and for how much?
2. Why should a builder, or a business owner, count the cost first?
3. What did your goods cost to make? About how much did one cost?
4. Show me how you made change for a customer.
5. What was your profit? How did you find it?
6. How did you divide your profit? Where did your Give money go?

ANSWER KEY

1. Answers depend on the child's plan; the child should name the product, the customers and the price.
2. So he knows he has enough to finish and does not lose money halfway (Luke 14:28).
3. Answers depend on the child's cost sheet; the child should read the total and the cost of one.
4. The child counts up from the price to the money paid, out loud, with coins.
5. Money in minus money out. The child reads the numbers from the report.
6. The child shows the Give, Save and Spend amounts and names the gift.

PORTFOLIO PIECE: MY FIRST BUSINESS

Put together the whole story of your business in one folder: your one-page plan, your cost sheet, a drawing or photograph of your stand, your sales tally, your business report with the profit, your jar record, and a copy of one thank-you note. Tell your family the story of your business from start to finish, and what you would do differently next time.

LOOK FOR	WHAT IT MEANS
Planned	A one-page plan with goods, customers, supplies and price.
Counted	A cost sheet, sales tally and profit, counted correctly with help.
Honest and kind	Goods were described truthfully, change was counted carefully, and customers were thanked.
Gave	Part of the profit was given cheerfully, and your child can tell why.