

GRADE 2 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 one school year: work and trade, the story of money, markets, great businesses, fair rules, making and selling, counting money, and saving, investing and giving. Each lesson is built around a true story: Abraham weighing out four hundred shekels of silver, camel caravans carrying silk across Asia, the first U.S. coins struck in Philadelphia in 1793, the Hudson's Bay Company's trading posts, Ben Franklin at his printing press, Milton Hershey building a town for his workers, and Harvey Wiley testing food to keep it safe.

Every lesson follows the same simple path, read aloud by a parent. First comes **the story**. Then **how they figured it out**: what problem stood in the way and what people tried. Then **the big idea** in plain words: we cannot have everything, so we choose; people trade because both sides gain; when there is a little of something, its price goes up; profit is money in minus money out. Then **in business today**: how shops and families use the idea now. Last, the child does it in miniature with coins, a kitchen scale, price tags, receipts and a ledger notebook.

In Unit 4 the child learns to ask who a business helps, using **six stakeholders**: the financiers who lend the money, the risk-takers who start the business, the builders who make the product, the workers, the customers and the town around it. A business is great when it helps all six for a long time. The year ends with a family market day, and an optional bonus unit walks the child through a small craft or plant business of his or her own, with a parent.

Most videos come from the U.S. Mint, the Bureau of Engraving and Printing, the Federal Reserve banks, museums and trusted teaching channels such as Miacademy, Learn Bright and Homeschool Pop, chosen lesson by lesson. Every video was checked for content and accuracy before it was chosen, and none comes from a channel that takes sides in present-day public debates. Most are short, between two and nine minutes. Some end with an invitation to subscribe or a

word about the channel's own website; you can stop the video when the teaching ends. Watch together, and pause when the lesson asks your child to guess what comes next.

Start with Lesson 1.1 →

WHO IT IS FOR

Written for children in grade 2 (about ages 7–8) who are beginning to read on their own, can add and subtract within 100 and are learning to count coins. 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: coins, play money, a kitchen scale, index cards, 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.
2. **Story, then the big idea.** Read the core ideas aloud, one paragraph at a time. The paragraphs marked *The story* and *How they figured it out* tell what happened; *The big idea* says the money or business idea in plain words; *In business today* shows how people use it now. After each paragraph, ask your child to tell it back. Telling back is how a seven-year-old makes a story his own.
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 turn it over and let your child tell everything he or she remembers. Turn it back and work 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 with wide lines or large squares for the whole year. Every project ends with something counted and written down: a tally, a price list, a list of money in and money out, or a drawing with labels. Help with the writing as much as needed; the counting should be the child's own. Date every page. Honest records matter more than big numbers: “a just weight is his delight” (Proverbs 11:1).

5. **The six stakeholders.** Whenever the course looks at a business, ask who it helps: the financiers, the risk-takers, the builders, the workers, the customers and the town. Unit 4 teaches a simple star scorecard; use it all year, for businesses in history and for shops on your own street.
6. **Optional books and games.** Some units list picture books, free classics and free teaching pages. They are extras. Every lesson can be finished without them.
7. **Unit review and portfolio.** Each unit ends with a short oral review: you ask the questions aloud, and your child answers by telling, pointing, counting coins or drawing. There are no points. Then comes a portfolio project that pulls the unit together, such as a coin poster, a price survey, a star scorecard or a month of ledger pages. Keep the portfolio pages in one folder for the year.
8. **Money and selling safety.** A parent supervises all selling and all handling of real money. Children never sell door to door or talk to strangers alone, never give out their name, address or any password or card number, and never sell anything online. Check your town's rules before selling food or setting up a stand. The child never borrows or lends money without a parent.
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 the ledger notebook, sells or shows something he or she has made, and tells family and friends how it was priced and what it earned.
10. **The bonus business (optional Unit 9).** Unit 9 walks your child through a small craft or plant business with a parent: choosing a product, making it, pricing it, selling it to family and friends, and counting up the profit and the gift. Use it after market day, over the summer, or alongside the year.

SCOPE AND SEQUENCE

UNIT 1 • WEEKS 1–4

Work and Trade

God made us to work; how many people it takes to make a pencil; choosing when we cannot have everything; and the camel caravans of the Silk Road.

- 1.1 Made to Work: God Gave Us Good Work
- 1.2 Who Makes a Pencil?
- 1.3 Scarcity: We Cannot Have Everything
- 1.4 Trade Between Towns: The Silk Road

UNIT 3 • WEEKS 9–12

Markets

A lot and a little: supply and demand, simply; two lemonade stands and why competition helps customers; the ancient agora; and how food gets to the grocery store.

- 3.1 A Lot and a Little: Supply and Demand
- 3.2 Two Lemonade Stands: Why Competition Helps
- 3.3 The Agora: An Ancient Marketplace
- 3.4 The Grocery Store and How Food Gets There

UNIT 2 • WEEKS 5–8

The Story of Money

Abraham weighs out silver; the first gold and silver coins; the U.S. Mint and how coins are made; and the dollar bill and how it is printed.

- 2.1 Abraham Weighs the Silver
- 2.2 Gold and Silver Coins
- 2.3 The United States Mint
- 2.4 The Dollar Bill and How It Is Made

UNIT 4 • WEEKS 13–16

Great Businesses and Who They Help

Who a business helps: the six stakeholders, tried on the Hudson's Bay Company's trading posts, Milton Hershey's town, Josiah Wedgwood's pottery and Ben Franklin's print shop.

- 4.1 The Hudson's Bay Company Trading Posts
- 4.2 Milton Hershey's Chocolate Town
- 4.3 Josiah Wedgwood's Pottery
- 4.4 Ben Franklin's Print Shop

UNIT 5 • WEEKS 17–20

Fair Rules

Just weights and measures; paying workers on time; children at school, not in factories; and Harvey Wiley and the Pure Food law.

- 5.1 Just Weights and Honest Measures
- 5.2 Paying Workers on Time
- 5.3 Children at School, Not in Factories
- 5.4 Harvey Wiley and Safe Food

UNIT 7 • WEEKS 25–28

Counting Money

Counting bills and coins to \$10; profit is money in minus money out; a ledger page like George Washington's; and keeping receipts.

- 7.1 Counting Coins and Bills to \$10
- 7.2 Profit: Money In Minus Money Out
- 7.3 A Ledger Page Like George Washington's
- 7.4 Keeping Receipts

UNIT 9 • WEEKS 33–36

Bonus: My Craft or Plant Business

Optional bonus unit: choose, make, price and sell a small craft or plant product with a parent, then count up the profit and decide what to save and give.

- 9.1 Choose and Plan
- 9.2 Make It Well and Count the Cost
- 9.3 Sell It Honestly
- 9.4 Close the Books: Profit, Lessons and Giving

UNIT 6 • WEEKS 21–24

Making and Selling

Seeing what a customer needs; making a better product; telling the truth in an advertisement; and setting a fair price.

- 6.1 Seeing a Need: Earle Dickson's Band-Aid
- 6.2 Making a Better Product: Margaret Knight's Paper Bags
- 6.3 Honest Advertising: Ivory Soap Floats
- 6.4 Setting a Price: Woolworth's Five and Ten

UNIT 8 • WEEKS 29–32

Save, Invest and Give

Saving for a goal; how a bank keeps money safe; interest, money that grows; and giving cheerfully, ending with the family market day.

- 8.1 Saving for a Goal
- 8.2 Banks Keep Money Safe
- 8.3 Interest: Money That Grows
- 8.4 Giving Cheerfully and Our Family Market Day

WEEKLY PACING CALENDAR

WEEK	PLAN
1	• Session 1: Lesson 1.1 Made to Work: God Gave Us Good Work: 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 Who Makes a Pencil?: warm-up, video, teaching and picture study • Session 2: Lesson 1.2 project and ledger notebook
3	• Session 1: Lesson 1.3 Scarcity: We Cannot Have Everything: warm-up, video, teaching and picture study • Session 2: Lesson 1.3 project and ledger notebook
4	• Session 1: Lesson 1.4 Trade Between Towns: The Silk Road: 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 Abraham Weighs the Silver: warm-up, video, teaching and picture study • Session 2: Lesson 2.1 project and ledger notebook
6	• Session 1: Lesson 2.2 Gold and Silver Coins: warm-up, video, teaching and picture study • Session 2: Lesson 2.2 project and ledger notebook
7	• Session 1: Lesson 2.3 The United States Mint: warm-up, video, teaching and picture study • Session 2: Lesson 2.3 project and ledger notebook
8	• Session 1: Lesson 2.4 The Dollar Bill and How It Is Made: 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 A Lot and a Little: Supply and Demand: warm-up, video, teaching and picture study

WEEK	PLAN
	Session 2: Lesson 3.1 project and ledger notebook
10	- Session 1: Lesson 3.2 Two Lemonade Stands: Why Competition Helps: warm-up, video, teaching and picture study - Session 2: Lesson 3.2 project and ledger notebook
11	- Session 1: Lesson 3.3 The Agora: An Ancient Marketplace: warm-up, video, teaching and picture study - Session 2: Lesson 3.3 project and ledger notebook
12	- Session 1: Lesson 3.4 The Grocery Store and How Food Gets There: 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 The Hudson's Bay Company Trading Posts: warm-up, video, teaching and picture study - Session 2: Lesson 4.1 project and ledger notebook
14	- Session 1: Lesson 4.2 Milton Hershey's Chocolate Town: warm-up, video, teaching and picture study - Session 2: Lesson 4.2 project and ledger notebook
15	- Session 1: Lesson 4.3 Josiah Wedgwood's Pottery: warm-up, video, teaching and picture study - Session 2: Lesson 4.3 project and ledger notebook
16	- Session 1: Lesson 4.4 Ben Franklin's Print Shop: 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 Measures: warm-up, video, teaching and picture study - Session 2: Lesson 5.1 project and ledger notebook

WEEK	PLAN
18	• Session 1: Lesson 5.2 Paying Workers on Time: warm-up, video, teaching and picture study • Session 2: Lesson 5.2 project and ledger notebook
19	• Session 1: Lesson 5.3 Children at School, Not in Factories: warm-up, video, teaching and picture study • Session 2: Lesson 5.3 project and ledger notebook
20	• Session 1: Lesson 5.4 Harvey Wiley and Safe Food: 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 Seeing a Need: Earle Dickson's Band-Aid: warm-up, video, teaching and picture study • Session 2: Lesson 6.1 project and ledger notebook
22	• Session 1: Lesson 6.2 Making a Better Product: Margaret Knight's Paper Bags: warm-up, video, teaching and picture study • Session 2: Lesson 6.2 project and ledger notebook
23	• Session 1: Lesson 6.3 Honest Advertising: Ivory Soap Floats: warm-up, video, teaching and picture study • Session 2: Lesson 6.3 project and ledger notebook
24	• Session 1: Lesson 6.4 Setting a Price: Woolworth's Five and Ten: 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 Counting Coins and Bills to \$10: warm-up, video, teaching and picture study • Session 2: Lesson 7.1 project and ledger notebook
26	• Session 1: Lesson 7.2 Profit: Money In Minus Money Out: warm-up, video, teaching and picture study • Session 2: Lesson 7.2 project and ledger notebook

WEEK	PLAN
27	- Session 1: Lesson 7.3 A Ledger Page Like George Washington's: warm-up, video, teaching and picture study - Session 2: Lesson 7.3 project and ledger notebook
28	- Session 1: Lesson 7.4 Keeping Receipts: 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 Saving for a Goal: warm-up, video, teaching and picture study - Session 2: Lesson 8.1 project and ledger notebook
30	- Session 1: Lesson 8.2 Banks Keep Money Safe: warm-up, video, teaching and picture study - Session 2: Lesson 8.2 project and ledger notebook
31	- Session 1: Lesson 8.3 Interest: Money That Grows: warm-up, video, teaching and picture study - Session 2: Lesson 8.3 project and ledger notebook
32	- Session 1: Lesson 8.4 Giving Cheerfully and Our Family 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 Choose and Plan: 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 Well 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

WEEK	PLAN
36	• Session 1: Lesson 9.4 Close the Books: Profit, Lessons and Giving: 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 wide-ruled or large-square composition book)

One for the whole year: tallies, price lists, money in and money out, and drawings with labels.

A jar of real coins and some play money (or slips of paper marked \$1, \$5 and \$10)

Used in nearly every unit for counting, trading and making change.

A kitchen scale

For weighing coins, dried beans and other “goods” in Units 2, 5 and 9.

Index cards, sticky notes, crayons, markers and masking tape

For price tags, trading cards, signs and scorecards.

Store flyers and receipts

Save them through the year for price surveys and receipt practice.

Three jars or envelopes labeled Give, Save and Spend

For Unit 8 and the bonus business.

Household supplies for small projects

Paper, scissors, a ruler, plain paper cups, lemons or a drink mix, dried beans, and simple craft or planting supplies for the bonus business.

Optional: one of the books listed in a unit

Never required. See the list in each unit.

GRADING

Grade 2 has no letter grades. Progress is shown by the projects, the ledger notebook and the portfolio folder, with a short written note from the parent for each unit.

Scale: Narrative feedback only. For each unit, the parent marks each line of the mastery checklist as “Got it,” “Getting there” or “Not yet,” and writes two or three sentences about what the child did well and what to practice next.

- Look for growth in three things: careful counting, honest records and clear telling back.
- A ledger page is well done when it has a date, a title, neat columns or tallies, a correct total and one sentence (spoken or written) about what the numbers mean.
- The unit review is oral. Write down the child's answers in a few words if you wish; a picture or a pile of counted coins is a fine answer.
- Keep each unit's portfolio pages in one folder. They make a lovely record of the year and the centerpiece of the family market day.

A NOTE TO PARENTS

You do not need to be an economist or a banker 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 "What would you give up?", "Who is helped by this trade?" and "How do you know? Let's count." Those three questions are most of what a good teacher of business does.

The course tells history honestly and simply. Businesses are shown with what they did well and, gently, where they fell short. The lessons on fair rules show what problem a rule or a good custom 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, checks the change and makes sure no one is cheated. Above all, the course hopes to raise a child who works heartily, deals honestly, saves wisely and gives cheerfully. *Fabricando fit faber*: by making, one becomes a maker.

UNIT 1

WORK AND TRADE

God made people to work. In the very first garden, He gave Adam a job: to dress it and to keep it. In this unit you will see that every honest job is a way to serve God and help your neighbor, and that most of the things you use every day were made by many people working together, each doing one part well.

You will find out how many people it takes to make one plain pencil, learn why we cannot have everything we want and so must choose, and travel with the camel caravans of the Silk Road to see why towns far apart trade with each other. You will finish by making a “Who Helps Me?” poster of the workers who serve your family.

PREREQUISITES

- Can count to 100 and add small numbers
- Can sort things into groups
- Knows some jobs people do in your town

MASTERY CHECKLIST

- ☐ I can tell how God gave Adam work to do, and why work is good.
- ☐ I can tell the difference between goods and services.
- ☐ I can explain why it takes many people to make a pencil.
- ☐ I can explain what scarcity means and tell about a choice I made and what I gave up.
- ☐ I can tell how traders on the Silk Road carried goods from town to town, and why both sides gained.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **I, Pencil, by Leonard E. Read (1958), at the Library of Economics and Liberty:** Free. A short essay told by a pencil about all the people who helped make it. Written for adults; a parent can read two or three paragraphs aloud in Lesson 1.2.
- **Ox-Cart Man, by Donald Hall, illustrated by Barbara Cooney:** A picture book about a New England farm family who make and grow goods all year and the father who carries them to market to trade. Ages 4–8. Good with Lessons 1.1 and 1.4.

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 Made to Work: God Gave Us Good Work	2 sessions of 30 minutes
1.2 Who Makes a Pencil?	2 sessions of 30 minutes
1.3 Scarcity: We Cannot Have Everything	2 sessions of 30 minutes
1.4 Trade Between Towns: The Silk Road	2 sessions of 30 minutes

UNIT 1 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, drawing or using coins and objects. There are no points; note in a few words what your child knows well and what to review.

1. What job did God give Adam in the garden? Why is work good?
2. Point to something in this room that is a good. Now name a service someone did for our family this week.
3. Hold up a pencil. Name three parts and tell where one of them comes from.
4. In our bookmark challenge, which way made more bookmarks, and why?
5. You have 5¢. A sticker costs 3¢ and a cracker costs 4¢. Can you buy both? What will you choose, and what will you give up?
6. Tell how traders on the Silk Road traveled, and what they traded.

ANSWER KEY

1. To dress it and to keep it (to take care of it). Work is good because God made us to work, and our work helps our neighbors and serves God.
2. Any object (a chair, a book, a cup) is a good. A service is work done for us, such as a doctor's visit, a haircut or the mail carrier bringing letters.
3. Wood (cedar trees), lead (graphite from a mine, mixed with clay), paint, the metal ring and the eraser. Many workers in many places help make it.
4. Usually the team, because each person did one job and got faster at it, and no one had to keep switching tools.
5. No; both cost 7¢, which is more than 5¢. The child picks one and names the other as the thing given up (the trade-off).
6. In caravans with camels, across deserts and mountains, stopping at inns and market towns. Silk, paper and tea went west; horses, glass, silver and wool went east. Both sides gained.

PORTFOLIO PIECE: MY "WHO HELPS ME?" POSTER

Make a poster that shows the many workers who help your family. In the middle, draw one thing your family uses every day, such as bread, a pencil or a pair of shoes. Around it, draw at least six workers who helped make it or bring it to you, with a label for each one and an arrow showing whether they made goods or gave a service. At the bottom, write or tell one sentence about why work is good, and one thing you trade with others in your family.

LOOK FOR	WHAT IT MEANS
Workers	Shows at least six real workers, each labeled with the job he or she does.
Goods and services	Your child correctly marks which workers make goods and which give services.
Telling back	Your child can explain the poster aloud, including why many people are needed to make one thing.
Care	Neat, colorful and finished, with your child's best effort.

I.1 MADE TO WORK: GOD GAVE US GOOD WORK

OBJECTIVES

- Tell how God gave Adam work in the garden, and why work is good.
- Sort jobs into those that make goods and those that give services.
- Find and count the jobs people do in your own home and town.

Warm-up. Name five jobs you saw someone doing this week: at home, at church, at the store or on the road. Hold up one finger for each. Which job would you most like to try?

WATCH

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

Miacademy & MiaPrep Learning Channel · 10:36

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

WHEN TO WATCH

After the story of Adam's garden, before the big idea. Pause after the car wash and ask: is that a good or a service?

Note: From an online homeschool program; the last few seconds point to its website.

KEY TERMS

work

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

job

The work a person does, often to earn money.

goods

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

services

Work that people do for you, like cutting hair, teaching or fixing a car.

CORE IDEAS

The story. On the very first pages of the Bible, God made a beautiful garden. Then He put Adam in the garden “to dress it and to keep it.” That means Adam was to take care of the plants and keep the garden in good order. Work was part of God’s plan

from the start. It was a gift, not a punishment. Later, God gave a man named Bezalel special skill to work with gold, silver, wood and stone, so that he could make beautiful things for the tabernacle. Hundreds of years later, the apostle Paul made tents to earn his living, working side by side with his friends Aquila and Priscilla.

How they figured it out. Long ago, most families did nearly every job themselves. They grew their own food, sewed their own clothes and built their own houses. That was very hard, and there was never enough time. Little by little, people found that it worked better if one person became a good baker, another a good weaver, and another a good carpenter. Each one did the work God had given him skill for, and they helped one another.

The big idea. All honest work is good. Some workers make **goods**, things you can touch, like bread, shoes and pencils. Other workers give **services**: they do something for you, like a doctor, a teacher, a mail carrier or a barber. When we work hard and do our best, we help our neighbors, and we serve God. “Whatsoever ye do, do it heartily, as to the Lord” (Colossians 3:23).

In business today. Every store, farm and office in your town is full of people doing jobs. The farmer grows wheat, the baker makes bread, the truck driver carries it, the grocer sells it, and the cashier takes the money. Your mother and father work, too, at home and away. Even you have jobs: making your bed, feeding a pet, setting the table. When you do them well, you are learning to be a good worker.

PICTURE STUDY



The Harvesters, Pieter Bruegel the Elder, 1565 · Oil on wood · The Metropolitan Museum of Art, New York

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

Pieter Bruegel painted this picture more than 450 years ago in what is now Belgium. It shows a hot summer day at harvest time, when the wheat is ripe and must be cut before it spoils. Look at how many different jobs the people are doing.

Look closely

- Find the men cutting the wheat. What tool are they using?
- Find the people tying the wheat into bundles. Why do you think they tie it up?
- Find the workers eating lunch under the tree. What are they eating?
- Look far away. Can you find a cart, a church and a boat? What jobs might happen there?

Talk about it

1. How many different jobs can you count in this painting?
2. Where do you think this wheat will go next? Who will use it?
3. Is harvesting wheat making goods or giving a service? Why?

PROJECT

Jobs in My House and Town

You will hunt for jobs in your home and town, count them, and sort them into goods and services.

You will need

- Ledger notebook and pencil
- 12 index cards or small pieces of paper
- Crayons or colored pencils

Steps

1. With a parent, walk through your house. Name every job someone does there: cooking, washing, fixing, teaching. Write or draw each job on its own card.
2. Next, think about a trip to town or a walk on your street. Add cards for the jobs you saw there: the mail carrier, the grocer, the farmer, the nurse.
3. Make two piles on the table. In one pile, put jobs that make goods. In the other pile, put jobs that give services.
4. Count the cards in each pile. Write the two numbers in your ledger notebook.
5. Draw a tally chart with two rows, Goods and Services. Make one tally mark for each card.
6. Pick one job from each pile. Draw a picture of a person doing that job.
7. Choose one job you will do at home this week, such as feeding the pet or setting the table. Write it at the bottom of the page and check it off each day you do it.

Tips

- Some jobs are both. A baker makes bread (goods) and also serves customers at the counter (a service). Put those cards between the piles.
- Ask your parents what work they do and whether it makes goods or gives a service.

Check your work

- ☐ I can name three jobs that make goods and three that give services.
- ☐ I can tell why work is good.
- ☐ I did my home job every day this week.

LEDGER NOTEBOOK

1. Draw Adam working in the Garden of Eden. Write “to dress it and to keep it” under your picture.
2. Make a tally chart of the jobs you found: Goods and Services. Write the total for each.
3. Draw yourself doing a job you would like to do when you grow up. Is it goods or services?

COMMON MISTAKES

- Thinking only jobs that pay money count as work. Mothers at home, volunteers and children doing chores are working, too.
- Mixing up goods and services. Ask: can I touch it and take it home? Then it is a good.

Make it a game • Goods or Services Toss. Write ten jobs on slips of paper, such as baker, plumber, farmer and barber. Draw one at a time. Say what the worker makes or does, then drop the slip into a Goods bowl or a Services bowl. Score a point for each correct sort. Then tell your parent why God gave Adam 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)

Before anything went wrong in the world, God gave Adam good work to do. Work is part of how God made us.

1.2 WHO MAKES A PENCIL?

OBJECTIVES

- Name the parts of a pencil and tell where each part comes from.
- Explain that many people, each doing one job, work together to make even simple things.
- Time one worker against a family team and count which makes more.

Warm-up. Hold a pencil. Look at it closely. How many different parts can you find? Count them on your fingers.

WATCH

How a Pencil is Made - A Behind the Scenes Look at the Faber-Castell Pencil Production Process

FaberCastellUSA • 4:34

<https://www.youtube.com/watch?v=DNyOrBchcm8>

WHEN TO WATCH

After the story, before the big idea. Count the steps as you watch. How many machines and workers do you see?

Note: A factory film from Faber-Castell, a pencil company founded in Germany in 1761. Music only, with short captions to read aloud.

KEY TERMS

graphite

A soft, gray mineral dug out of the ground. Mixed with clay, it makes the “lead” of a pencil.

factory

A building where many workers and machines make goods.

specialize

To do one kind of job and get very good at it.

trade

To give something and get something back.

CORE IDEAS

The story. In 1958 a writer named Leonard Read wrote a famous little story called “I, Pencil.” In it, a plain yellow pencil tells about its family tree. Its wood is cedar that

grew in the forests of California and Oregon. Its “lead” is really graphite, dug from a mine far across the ocean, mixed with clay. The yellow paint, the shiny metal ring and the pink eraser each came from somewhere else, too. The pencil says that not one single person in the whole world knows how to make it all alone.

How they figured it out. People have made pencils for hundreds of years. In 1761, a cabinetmaker named Kaspar Faber began making pencils near Nuremberg, in Germany. His family business, now called Faber-Castell, still makes pencils today. As the business grew, the work was divided into many steps. Some workers mix the graphite and clay. Others cut the wood into thin boards, cut grooves, lay the leads in, glue the boards together, shape the pencils, and paint and stamp them. Each worker learns one step very well, so the factory can make many good pencils.

The big idea. When people **specialize**, each doing one job well, together they can make far more than each person could alone. Then they **trade**: the miner sells graphite, the lumberman sells wood, and the pencil maker sells pencils. Thousands of people who never meet help each other every day.

In business today. Look around your house. Your shoes, your cereal, your bed and your books were each made by many people in many places. When your family buys a pencil for less than the price of a candy bar, you are being served by miners, lumbermen, truck drivers, factory workers and shopkeepers all at once. Every one of them did a part, and every one of them was paid for it.

PICTURE STUDY



Plumbago Box, Labels and Pencils from John Thoreau and Company, John Thoreau and Company (photograph by Daderot, released to the public domain), 1840–1850 · A fur-covered wooden box with a printed label, a pencil-box label and pencils, in a museum case · Concord Museum, Concord, Massachusetts

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

In the 1840s the Thoreau family of Concord, Massachusetts, ran a small business called John Thoreau and Company. The father, John Thoreau, made pencils, and his son Henry worked to find a better way to grind the graphite and mix it with clay, so their pencils would write smoothly. These are real things from their business: a box that held their finely ground graphite, which they called plumbago, a blue label from a box of pencils, and some of the pencils.

Look closely

- Find the pencils. How are they like your pencils? How are they different?
- Read the white label on the box. What did John Thoreau call himself?
- Find the blue label. Why would a pencil maker put his name on the box?

Talk about it

1. The Thoreaus needed graphite, wood, clay and glue. Do you think they made all of these themselves, or bought some from other people?
2. Who were the Thoreaus' customers? What did they want from a good pencil?

PROJECT

The Bookmark Challenge: One Worker or a Team?

You will make paper bookmarks two ways: one person doing every step, and a family team where each person does one step. Then you will count which way made more.

You will need

- Plain paper or thin card, cut into strips about the size of a bookmark (about 30 strips)
- Crayons, a ruler, scissors and a hole punch
- Yarn or string, cut into short pieces
- A kitchen timer
- Ledger notebook and pencil

Steps

1. Decide the four steps of a bookmark: (1) draw a border with a ruler, (2) color a picture, (3) punch a hole at the top, (4) tie a piece of yarn through the hole.
2. Round 1: One person does all four steps on each bookmark, alone. Set the timer for 5 minutes. Count the finished bookmarks.
3. Round 2: Make a team line of three or four people. Each person does only one step and passes the bookmark down the line. Set the timer for 5 minutes again.
4. Count the finished bookmarks from Round 2.
5. Write both numbers in your ledger notebook in a table: Round, Workers, Bookmarks made.
6. Check the quality. Are the team's bookmarks as neat as the ones made alone? Draw a star next to the neatest bookmark.
7. Talk about it: Which way made more bookmarks for each worker? Which step was hardest? Who got faster as they went?

Tips

- If you only have two people, give each person two steps.

- In Round 2, the first bookmarks come slowly while the line fills up. Keep going!

Check your work

- ☐ I can name the parts of a pencil and where they come from.
- ☐ I can tell why a team where each person does one job can make more.
- ☐ I wrote both counts in my ledger notebook.

LEDGER NOTEBOOK

1. Draw a big pencil. Label its parts: wood, lead (graphite and clay), paint, metal ring, eraser.
2. Draw arrows from each part to a little picture of a worker who helped: a lumberman, a miner, a painter, a factory worker.
3. Copy your bookmark challenge table and circle the round that made more.

From history. The first known pencils were made after a large deposit of very pure graphite was found at Borrowdale, in the north of England, in the 1500s. Shepherds used it to mark their sheep. Later, pencil makers learned to grind graphite, mix it with clay and bake it, so that pencils could be made harder or softer.

COMMON MISTAKES

- Thinking pencil “lead” is the metal lead. It is graphite mixed with clay.
- Thinking one clever person could make everything alone. Even a pencil needs thousands of helpers.

Make it a game • Pencil Parts Recall. Draw a pencil and label its parts from memory: wood, graphite, paint, metal band and eraser. Beside each one, write or say where it comes from and who might work on it. Check with your parent and score one point for each right answer. Then tell why even a pencil needs many people.

1.3 SCARCITY: WE CANNOT HAVE EVERYTHING

OBJECTIVES

- Explain scarcity: there is not enough of everything for everyone to have all they want.
- Make a choice with a small amount of money and tell what you gave up.
- Tell the story of Ruth gleaning in the fields of Boaz.

Warm-up. Your parent will set out three treats, but you may choose only one. Which one did you choose? Which one did you give up? Why?

WATCH

Scarcity

[Council for Economic Education](#) • 2:26

<https://www.youtube.com/watch?v=X8QyJqvyyxFE>

WHEN TO WATCH

After the story of Ruth, before the big idea. Pause when the clock appears and ask: what do you choose to do with your time?

Note: From a national nonprofit that teaches economics in schools. Short and clear; watch it twice if you like.

BACKUP VIDEO

Financial Literacy—Needs and Wants | Learn about needs, wants, and opportunity costs

[Learn Bright](#) • 4:37

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

Before the project.

KEY TERMS

scarcity

Not having enough of something for everyone to have all they want.

choice

Picking one thing when you cannot have everything.

trade-off

What you give up when you choose something else. Grown-ups call the best thing you gave up the opportunity cost.

need

Something we must have to live, like food, water, clothes and a home.

CORE IDEAS

The story. Long ago, in the days of the judges of Israel, a widow named Naomi came home to Bethlehem with her daughter-in-law Ruth. They were very poor and had little food. It was harvest time, so Ruth went to glean. Gleaning means picking up the stalks of grain the harvesters left behind. God's law told farmers to leave some grain at the edges of their fields for poor people. Ruth gleaned all day in the field of a kind man named Boaz, and in the evening she beat out her grain and carried it home.

How they figured it out. Ruth and Naomi had very little, so they had to think hard about every choice. Ruth chose to work from morning until evening, instead of resting. Each handful of barley mattered. Boaz saw how hard Ruth worked, and he told his young men to let some extra handfuls fall on purpose for her. Ruth later married Boaz, and she became the great-grandmother of the shepherd boy who grew up to be Israel's greatest king.

The big idea. Everyone has **scarcity**, even rich people. There is only so much money, so much food and so much time. We always want more than we can have. So we must make **choices**. Every time you choose one thing, you give something else up. That is your **trade-off**. If you spend your dollar on a ball, you cannot spend it on a book. If you play all afternoon, you cannot also read all afternoon.

In business today. Families, farms and stores all have scarcity. A family has a certain amount of money each week, so it buys what it **needs** first: food, a home, clothes. Then it chooses among the things it wants. A store has only so much shelf space, so the owner must choose what to sell. Wise people think before they choose: "What will I give up?"

PICTURE STUDY



The Gleaners, Jean-François Millet, 1857 · Oil on canvas · Musée d'Orsay, Paris

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

Jean-François Millet grew up on a farm in France, and he loved to paint farm workers. In this picture, three poor women are gleaning, just as Ruth did in the Bible. They pick up the few stalks of wheat left after the harvest.

Look closely

- Count the women who are gleaning. What is each one doing?
- Look far behind them. What do you see piled up high?
- Compare the little handfuls in front with the big piles in back. Who has a lot and who has a little?
- Find the man on the horse. Who do you think he is?

Talk about it

1. Why do you think these women are gleaning?
2. How is this picture like the story of Ruth?
3. What choices would a family with very little grain have to make?

PROJECT

Ten Cents to Spend: Making Choices

You will shop at a pretend store with only 10 pennies. You cannot buy everything, so you must choose, and then write down what you gave up.

You will need

- 10 pennies
- Six small items from around the house (a sticker, a cracker, a crayon, a bookmark, a small toy, a piece of fruit)
- Index cards for price tags
- Ledger notebook and pencil

Steps

1. A parent sets up a little store with six items. Write a price tag for each one, from 2¢ to 7¢.
2. Look at all the items and their prices. Add up what it would cost to buy everything. Is 10¢ enough?
3. Choose what you will buy. Count out your pennies and pay the shopkeeper.
4. In your ledger notebook, make two lists: “I chose” and “I gave up.”
5. Under “I chose,” write each item and its price. Add up what you spent.
6. Under “I gave up,” write the items you did not buy. Circle the one you were saddest to give up. That is your biggest trade-off.
7. Shop again, but this time the store has only 6¢ worth of pennies for you. Did your choices change?

Tips

- Some children like to save a few pennies instead of spending them all. That is a choice, too!
- There is no wrong answer. The goal is to think before you choose.

Check your work

- ☐ I can explain scarcity in my own words.
- ☐ I can name what I chose and what I gave up.

- ☐ I can tell the story of Ruth gleaning.

LEDGER NOTEBOOK

1. Make two columns, “I chose” and “I gave up,” for your store visit. Add up the money you spent.
2. Draw Ruth gleaning in the field of Boaz. Label the barley and the harvesters.
3. Make a list of three needs and three wants in your family. Circle the needs.

COMMON MISTAKES

- Thinking scarcity only happens to poor people. Even kings have only so much time.
- Forgetting that saving is also a choice with a trade-off: you give up something now to have something later.

Make it a game • Ten Cents Trade-Off. Lay out ten pennies and four small items priced from two to six cents, written on paper tags. You may buy only what ten cents can pay for. Choose, then say aloud what you gave up and why. Play three rounds with new prices. Each time explain the word trade-off to your parent.

1.4 TRADE BETWEEN TOWNS: THE SILK ROAD

OBJECTIVES

- Tell how traders carried silk, spices and other goods along the Silk Road.
- Explain that in a fair trade both sides gain.
- Play a trading game and keep a log of your trades.

Warm-up. Look at your lunch or snack. Can you guess which foods were grown far away? Ask a parent to help you read a label or two.

WATCH

The Silk Road: Connecting the ancient world through trade - Shannon Harris Castelo

TED-Ed • 5:20

<https://www.youtube.com/watch?v=vn3e37VWc0k>

WHEN TO WATCH

After the story of Zhang Qian, before the big idea. Pause at the camel caravan and ask: what are they carrying?

Note: A TED-Ed cartoon written for older students; it moves quickly, so pause often. It is also used in the Grade 5 course because nothing simpler and as accurate was found.

KEY TERMS

trade route

A path that traders use again and again to carry goods from one place to another.

caravan

A group of traders and animals traveling together for safety.

silk

A smooth, shiny cloth made from the threads that silkworms spin.

merchant

A person who buys and sells goods to earn a living.

CORE IDEAS

The story. Long ago, the people of China learned to make silk from the cocoons of silkworms. Silk was soft, shiny and strong, and people far away wanted it very much. About 2,100 years ago, a Chinese emperor sent a traveler named Zhang Qian west to

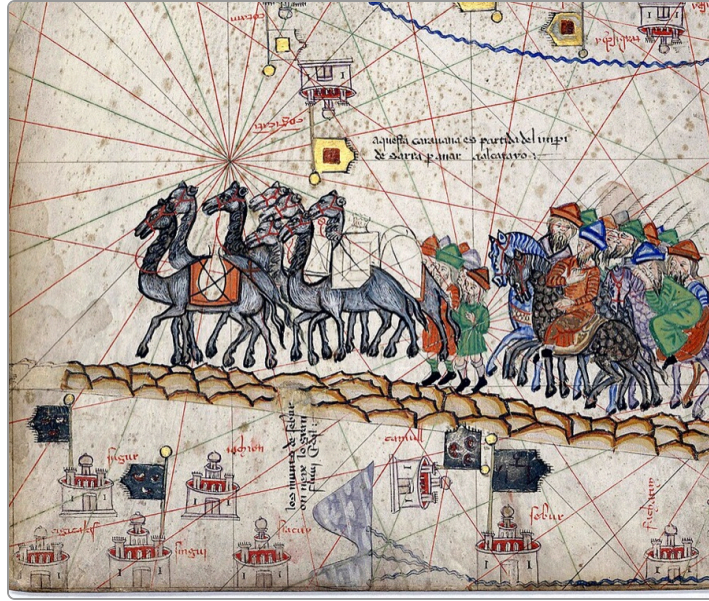
find new friends and new lands. After his journeys, more and more traders began to travel the long roads between China and the lands to the west. Later people called these roads the **Silk Road**.

How they figured it out. The Silk Road crossed hot deserts and snowy mountains. Traders traveled in **caravans**, long lines of people and camels, so they could help and protect each other. Two-humped camels could carry heavy loads and go many days with little water. Along the way, traders rested at inns called caravanserais. Most traders did not go the whole way. They carried goods to the next big market town and traded them there, and other merchants carried them farther. In this way silk, paper and tea went west, and horses, glass, silver and wool went east.

The big idea. People **trade** because both sides gain. The Chinese had plenty of silk but wanted strong horses. Traders from the west had horses and silver but no silk. When they traded, each got something it valued more than what it gave. A fair trade is not a contest where one side wins and the other loses. Both are better off.

In business today. Today, ships, trains, trucks and airplanes carry goods all over the world. Your bananas may have grown in Central America, your shirt may have been sewn in Asia, and your wheat may have come from Kansas. Towns and countries still trade what they make well for what others make well, and both sides gain.

PICTURE STUDY



A Caravan on the Silk Road, from the Catalan Atlas, Abraham Cresques, 1375 · Ink, color and gold on parchment · Bibliothèque nationale de France, Paris

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

This picture comes from a famous map called the Catalan Atlas, painted on the island of Majorca in 1375 for a king. The mapmaker, Abraham Cresques, drew a caravan of merchants traveling on the Silk Road toward China, with their camels carrying bundles of goods.

Look closely

- Count the camels and the horses. What are the camels carrying?
- Find the riders. How do you think they protected themselves on the long road?
- Look for any towns or tents. Why would traders need places to stop?

Talk about it

1. What goods do you think are in the bundles?
2. Why would merchants travel together instead of alone?
3. When the traders reach China, what might they trade, and what might they get back?

PROJECT

The Two Towns Trading Game

You and a parent will each be a town with different goods. You will trade back and forth, write down each trade, and see whether both towns end up happier.

You will need

- Two kinds of small snacks or items, such as 10 crackers and 10 raisins, or 10 red and 10 blue blocks
- Two small bowls, one for each town
- Ledger notebook and pencil

Steps

1. Name your two towns, such as Silk Town and Horse Town. Give Silk Town all of one item and Horse Town all of the other.
2. Before trading, each person scores how happy he or she is with what is in the bowl, from 1 (not happy) to 5 (very happy). Write the scores down.
3. Take turns offering trades: “I will give you 2 crackers for 3 raisins.” The other town may say yes, no, or offer a different trade.
4. After each trade, write it in a trade log in your ledger notebook: Trade number, I gave, I got.
5. Make at least five trades.
6. At the end, score your happiness again from 1 to 5. Did both towns’ scores go up?
7. Talk about it: Which trade was best for you? Was it also good for the other town?

Tips

- No one has to trade. A trade only happens when both sides say yes.
- If one town has too much of one thing, the other thing becomes more precious. Watch how the trades change.

Check your work

- ☐ I can tell how caravans carried goods on the Silk Road.

- ☐ I can explain why both sides gain in a fair trade.
- ☐ I kept a trade log with at least five trades.

LEDGER NOTEBOOK

1. Copy your trade log neatly: Trade number, I gave, I got. Add your happiness scores before and after.
2. Draw a simple map with China on one side and a western town on the other. Draw a camel caravan on the road between them. Label two goods going each way.
3. Draw a silkworm, its cocoon and a piece of silk cloth.

From history. The Silk Road was not one road but many paths, some over land and some by sea. The name “Silk Road” was given much later, in 1877, by a German geographer named Ferdinand von Richthofen.

COMMON MISTAKES

- Thinking one trader must lose for the other to win. In a fair trade both gain.
- Thinking one trader carried silk the whole way. Most traded at market towns along the road.

Make it a game • Silk Road Caravan. Make a trail of pillows. Carry silk (a scarf), spice (a jar) and other goods from your town to your parent's town, saying what you carry. Trade fairly: each side must give something it wants. After each trade, say how both sides gained. Race the clock to finish three trips.

UNIT 1

WORK AND TRADE

God made people to work. In the very first garden, He gave Adam a job: to dress it and to keep it. In this unit you will see that every honest job is a way to serve God and help your neighbor, and that most of the things you use every day were made by many people working together, each doing one part well.

You will find out how many people it takes to make one plain pencil, learn why we cannot have everything we want and so must choose, and travel with the camel caravans of the Silk Road to see why towns far apart trade with each other. You will finish by making a “Who Helps Me?” poster of the workers who serve your family.

PREREQUISITES

- Can count to 100 and add small numbers
- Can sort things into groups
- Knows some jobs people do in your town

MASTERY CHECKLIST

- ☐ I can tell how God gave Adam work to do, and why work is good.
- ☐ I can tell the difference between goods and services.
- ☐ I can explain why it takes many people to make a pencil.
- ☐ I can explain what scarcity means and tell about a choice I made and what I gave up.
- ☐ I can tell how traders on the Silk Road carried goods from town to town, and why both sides gained.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **I, Pencil, by Leonard E. Read (1958), at the Library of Economics and Liberty:** Free. A short essay told by a pencil about all the people who helped make it. Written for adults; a parent can read two or three paragraphs aloud in Lesson 1.2.
- **Ox-Cart Man, by Donald Hall, illustrated by Barbara Cooney:** A picture book about a New England farm family who make and grow goods all year and the father who carries them to market to trade. Ages 4–8. Good with Lessons 1.1 and 1.4.

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 Made to Work: God Gave Us Good Work	2 sessions of 30 minutes
1.2 Who Makes a Pencil?	2 sessions of 30 minutes
1.3 Scarcity: We Cannot Have Everything	2 sessions of 30 minutes
1.4 Trade Between Towns: The Silk Road	2 sessions of 30 minutes

UNIT 1 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, drawing or using coins and objects. There are no points; note in a few words what your child knows well and what to review.

1. What job did God give Adam in the garden? Why is work good?
2. Point to something in this room that is a good. Now name a service someone did for our family this week.
3. Hold up a pencil. Name three parts and tell where one of them comes from.
4. In our bookmark challenge, which way made more bookmarks, and why?
5. You have 5¢. A sticker costs 3¢ and a cracker costs 4¢. Can you buy both? What will you choose, and what will you give up?
6. Tell how traders on the Silk Road traveled, and what they traded.

ANSWER KEY

1. To dress it and to keep it (to take care of it). Work is good because God made us to work, and our work helps our neighbors and serves God.
2. Any object (a chair, a book, a cup) is a good. A service is work done for us, such as a doctor's visit, a haircut or the mail carrier bringing letters.
3. Wood (cedar trees), lead (graphite from a mine, mixed with clay), paint, the metal ring and the eraser. Many workers in many places help make it.
4. Usually the team, because each person did one job and got faster at it, and no one had to keep switching tools.
5. No; both cost 7¢, which is more than 5¢. The child picks one and names the other as the thing given up (the trade-off).
6. In caravans with camels, across deserts and mountains, stopping at inns and market towns. Silk, paper and tea went west; horses, glass, silver and wool went east. Both sides gained.

PORTFOLIO PIECE: MY "WHO HELPS ME?" POSTER

Make a poster that shows the many workers who help your family. In the middle, draw one thing your family uses every day, such as bread, a pencil or a pair of shoes. Around it, draw at least six workers who helped make it or bring it to you, with a label for each one and an arrow showing whether they made goods or gave a service. At the bottom, write or tell one sentence about why work is good, and one thing you trade with others in your family.

LOOK FOR	WHAT IT MEANS
Workers	Shows at least six real workers, each labeled with the job he or she does.
Goods and services	Your child correctly marks which workers make goods and which give services.
Telling back	Your child can explain the poster aloud, including why many people are needed to make one thing.
Care	Neat, colorful and finished, with your child's best effort.

UNIT 2

THE STORY OF MONEY

Before there were coins and dollar bills, how did people buy things? In this unit you will travel back almost four thousand years to watch Abraham weigh out silver on a scale to buy a field. Then you will see how the kings of Lydia began to stamp pieces of gold and silver so that no one had to weigh them anymore.

After that, you will visit the United States Mint, where American coins have been made since 1792, and the Bureau of Engraving and Printing, where paper dollars are printed. You will finish by making a “Story of Money” poster that shows how money changed from weighed silver to the coins and bills in your pocket.

PREREQUISITES

- Can name a penny, nickel, dime and quarter
- Knows that people trade (Unit 1)
- Can count by 5s and 10s

MASTERY CHECKLIST

- ☐ I can tell how Abraham paid for the field with silver he weighed on a scale.
- ☐ I can explain why stamped coins were easier than weighing metal.
- ☐ I can tell what the U.S. Mint does and find the mint mark on a coin.
- ☐ I can tell how a dollar bill is made and name two things that make it hard to copy.
- ☐ I can tell the story of money in order: trading, weighed silver, coins, paper money.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **Federal Reserve Education**: Free lessons, games and activities from the Federal Reserve about what money is, how it is made and how banks work. For a parent to browse with Lessons 2.1–2.4.
- **Bureau of Engraving and Printing: Money Factory**: Free. Facts and pictures about how U.S. paper money is designed and printed, and how to visit the two printing plants in Washington, D.C., and Fort Worth, Texas. Good with Lesson 2.4.

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 Abraham Weighs the Silver	2 sessions of 30 minutes
2.2 Gold and Silver Coins	2 sessions of 30 minutes
2.3 The United States Mint	2 sessions of 30 minutes
2.4 The Dollar Bill and How It Is Made	2 sessions of 30 minutes

UNIT 2 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, drawing or using coins and bills. There are no points; note in a few words what your child knows well and what to review.

1. How did Abraham pay Ephron for the field and the cave?
2. Why is barter hard? Give an example.
3. Why were stamped coins easier than lumps of silver?
4. Find the year and the mint mark on this coin. What does the mint mark tell us?
5. Who prints our paper money, and what is it made of?
6. Put these in order: coins, barter, paper money, weighed silver.

ANSWER KEY

1. He weighed out four hundred shekels of silver on a scale, in front of the people at the city gate.
2. You must find someone who has what you want and also wants what you have.
Example: I have apples and want shoes, but the shoemaker wants bread.
3. Each coin was the same weight and the stamp promised it was real, so people could count coins instead of weighing them.
4. The child reads the year and the letter (P, D, S or W, or none). The mint mark tells where the coin was made.
5. The Bureau of Engraving and Printing, in Washington, D.C., and Fort Worth, Texas. It is made of cotton and linen, not wood paper.
6. Barter, weighed silver, coins, paper money.

PORTFOLIO PIECE: MY STORY OF MONEY POSTER

Make a poster with four boxes in a row, like a timeline: Barter, Weighed Silver, Coins and Paper Money. In each box, draw a picture and write a few words: who used it, and what was good and hard about it. Glue your best clay coin, a coin rubbing and your own bill design on the poster. Then tell the story of money to your family, from Abraham to the dollar bill.

LOOK FOR	WHAT IT MEANS
Order	The four kinds of money are in the right order, from oldest to newest.
Facts	Each box has a true fact, such as Abraham weighing silver, Lydia's stamped coins, the U.S. Mint or the Bureau of Engraving and Printing.
Telling back	Your child can tell the story of money aloud and explain why each new kind was easier.
Care	Neat, colorful and finished, with your child's best effort.

2.1 ABRAHAM WEIGHS THE SILVER

OBJECTIVES

- Tell how Abraham bought a field by weighing out silver.
- Explain the trouble with trading one thing for another (barter).
- Use a kitchen scale to “pay” with weighed metal.

Warm-up. Pretend you have a basket of apples, and you want a pair of shoes. The shoemaker does not want apples; he wants bread. What could you do? Talk about it for two minutes.

WATCH

 **The History of Money | Learn & Explore with MSUFCU Kids** ✨

MSU Federal Credit Union • 5:06

<https://www.youtube.com/watch?v=e0iAjo7XUjE>

WHEN TO WATCH

After the warm-up, before the story of Abraham. Pause each time the children travel to a new time and ask: how are people paying here?

Note: A cartoon made for children by a credit union; the last minute shows the credit union’s own building.

BACKUP VIDEO

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>

Before the project.

KEY TERMS

barter

Trading goods for other goods without using money.

money

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

shekel

In Bible times, a weight of silver, about as heavy as two nickels. Later it was also the name of a coin.

scale

A tool for weighing. A balance scale has two pans that hang level when both sides weigh the same.

CORE IDEAS

The story. Almost four thousand years ago, Abraham's wife Sarah died. Abraham needed a place to bury her, so he asked a man named Ephron to sell him a field with a cave in it, near the town of Hebron. Ephron named the price: four hundred shekels of silver. In front of all the people at the city gate, Abraham "weighed to Ephron the silver," and the field became his. That much silver weighed about ten pounds, as much as a big bag of potatoes!

How they figured it out. In Abraham's day there were no coins. Long before, people simply bartered. They traded grain for sheep or wool for pots. But barter is hard. What if you have apples and want shoes, but the shoemaker does not want apples? You have to find someone who has what you want and also wants what you have. So people began to use things that almost everyone wanted, like silver. Silver does not spoil, it can be cut into small pieces, and a little of it is worth a lot. Merchants carried scales and weighed the silver at every sale.

The big idea. Money is anything that people agree to take in trade. It makes trading much easier, because the seller can take the money and later buy whatever he needs with it. Good money is easy to carry, lasts a long time, can be divided into small parts, and is hard to fake. The Bible says Abraham's silver was "current money with the merchant," which means merchants gladly took it.

In business today. We still weigh some things when we buy them. At the grocery store, apples and cheese are put on a scale, and the price depends on the weight. The scale must be honest, or someone is cheated. In the next lessons you will see how people found a way to stop weighing the money itself.

PICTURE STUDY



Abraham Weighs the Silver, Gerard Hoet and others, from *Figures de la Bible*, 1728 · Engraving ·
Published by Pieter de Hondt, The Hague
Image: [Wikimedia Commons](#), public domain

This picture comes from a book of Bible pictures printed in Holland almost three hundred years ago. The artists made hundreds of engravings, carving lines into copper plates so the pictures could be printed many times. Here they show Genesis 23: Abraham weighing out silver to pay Ephron for the field and the cave.

Look closely

- Find the scale. Where is the silver?
- Find Abraham. What is he doing with his hands?
- Find the people watching. Why would Abraham want many people to see him pay?
- Look for the city gate or walls. Why would people do business there?

Talk about it

1. Why did Abraham weigh the silver instead of counting it?
2. What would happen if someone used a scale that was not honest?
3. How is this sale different from buying something at a store today?

PROJECT

Pay with Weighed “Silver”

You will run a little shop where the money is not counted but weighed, just as in Abraham’s day. Then you will try barter and see which is easier.

You will need

- A kitchen scale (one that shows grams is best)
- A pile of metal “silver”: washers, paper clips or coins
- Five small items to sell, with paper price tags
- Ledger notebook and pencil

Steps

1. First try barter. Give yourself only crayons and give your parent only crackers. Your parent will sell only for stickers. Can you buy anything? Talk about why barter is hard.
2. Now set up a “weighing shop.” Write a price in grams on each item, for example, “Bookmark: 20 grams of silver.”
3. To buy an item, put your “silver” on the scale until it shows the right weight. Hand it to the shopkeeper.
4. The shopkeeper checks the weight again on the scale before saying “Sold!”
5. In your ledger notebook, make a table: Item, Price in grams, Silver I weighed.
6. Buy all five items, taking turns as buyer and shopkeeper.
7. Talk about it: Was weighing quicker or slower than counting coins? What could go wrong if the scale was wrong?

Tips

- If your scale only shows ounces, use prices in ounces instead.
- Washers or paper clips work well because they are all about the same size.

Check your work

- ☐ I can tell the story of Abraham buying the field.
- ☐ I can explain why barter is hard and money is easier.

- I weighed my “silver” carefully and wrote down each sale.

LEDGER NOTEBOOK

1. Copy your weighing-shop table: Item, Price in grams, Silver I weighed.
2. Draw a balance scale with silver on one side and a weight on the other. Label the pans.
3. Draw a barter “problem”: a person with apples, a shoemaker who wants bread, and a baker who wants shoes. Draw arrows to show how they could all trade.

COMMON MISTAKES

- Thinking money has always been coins and bills. For a very long time, people weighed metal.
- Thinking money is only paper or metal. Money is anything that people agree to take in trade.

Make it a game • Weighing Out Silver. Use a kitchen scale or a hanger balance and ten buttons as pretend silver shekels. Your parent is the seller of a field, named by a drawing. Agree on a price in buttons, then weigh them out. Retell how Abraham bought his field. Then say why weighing is slow compared with coins.

Scripture. “And Abraham hearkened unto Ephron; and Abraham weighed to Ephron the silver, which he had named in the audience of the sons of Heth, four hundred shekels of silver, current money with the merchant.” (Genesis 23:16, KJV)

Abraham paid the full price, openly, with honest weight, so that everyone knew the sale was fair. Honest dealing has always been part of God’s way.

2.2 GOLD AND SILVER COINS

OBJECTIVES

- Tell how the kingdom of Lydia made the first coins.
- Explain why a stamp on a coin saved people from weighing.
- Make and test your own stamped coins.

Warm-up. Look at a quarter with a magnifying glass if you have one. What pictures and words are stamped on each side? Why do you think they are there?

WATCH

The Invention of Coinage: Lydia, 630 BCE

The Israel Museum, Jerusalem • 3:04

<https://www.youtube.com/watch?v=SkjrvtF6ew>

WHEN TO WATCH

After the story of Lydia, before the big idea. Watch the man weigh the gold, then watch the coins being stamped.

Note: A short wordless cartoon from the Israel Museum (with Hebrew and English captions). It is also used in the Grade 5 course because it is the clearest telling for young children.

KEY TERMS

coin

A small piece of metal with a set weight and a stamp that tells its value.

mint

A place where coins are made. To mint a coin means to make it.

gold

A soft, shiny yellow metal that is rare and does not rust.

stamp

A picture or mark pressed into metal. On a coin it shows who made it.

CORE IDEAS

The story. About 2,600 years ago, in the kingdom of Lydia, in the land we now call Turkey, people found grains of a pale gold metal in a river. The kings of Lydia had it made into little lumps of the same weight and stamped each one with a lion's head. These were some of the very first coins in the world. Later a Lydian king named

Croesus became famous for his riches. He is remembered for making coins of pure gold and coins of pure silver.

How they figured it out. Weighing silver at every sale was slow, and a dishonest trader might mix in cheaper metal. The Lydians solved both problems. Every coin was made the same weight, and the king's stamp promised that the metal was good. Now a merchant could simply count coins instead of weighing them. The idea was so useful that the Greeks, the Persians and later the Romans all made coins.

The big idea. A **coin** is a piece of metal with a set weight and a stamp. The stamp is like a promise: "This coin is real, and it is worth this much." Coins made trade faster and safer, because people could trust them without weighing. Gold and silver were used because they are rare, beautiful and long-lasting. But all the gold and silver in the world belong to God, who made them.

In business today. Our coins are not made of gold or silver anymore; they are made mostly of copper, nickel and zinc. But they still have a stamp: the words "United States of America," the year, and the value. Stores, banks and families count coins every day without ever weighing them, because they trust the stamp.

PICTURE STUDY



Gold Stater of Lydia, Unknown Lydian mint workers, about 560–546 BC · Gold coin · The Metropolitan Museum of Art, New York

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

This little gold coin was made in Lydia in the days of King Croesus, more than 2,500 years ago. It is smaller than a dime but thick and heavy. Instead of a king's face, it shows a lion and a bull facing each other. The back has only two square punch marks.

Look closely

- Find the lion and the bull. Which way is each one facing?
- Look at the shape. Is it perfectly round like our coins?
- Compare its size to a dime. Which do you think is heavier?

Talk about it

1. Why would a stamp of a lion and a bull make people trust this coin?
2. Why do you think this coin was made of gold?
3. How is this coin like a quarter, and how is it different?

PROJECT

Make Your Own Coins and Test Them

You will make “coins” of the same weight and stamp them, then see how much faster it is to count stamped coins than to weigh lumps.

You will need

- Modeling clay, play dough or salt dough
- A kitchen scale
- A bottle cap, button or the end of a pencil for a stamp
- A plate or tray
- Ledger notebook and pencil

Steps

1. Roll ten small balls of clay. Weigh each one and pinch off or add clay until they all weigh the same. Write the weight in your notebook.
2. Flatten each ball into a round coin.
3. Design your own stamp. Press a button, bottle cap or pencil end into each coin to make your mark, just as the Lydian kings stamped a lion.
4. Make five more lumps that are not the same size and have no stamp.
5. Have a parent time you. First, pay for a pretend toy that costs “5 coins” using your stamped coins. Then pay the same price using the unstamped lumps, which you must weigh first.
6. Write both times in a table: Way of paying, How long it took.
7. Talk about it: Which way was faster? Which way would you trust more if you were the seller?

Tips

- Let the coins dry overnight if you want to keep them for your portfolio poster.
- If you have no scale, make every ball by filling the same measuring spoon with clay.

Check your work

- ☐ I can tell how Lydia made the first coins.
- ☐ I can explain why a stamp saves weighing.
- ☐ I made coins that all weigh the same.

LEDGER NOTEBOOK

1. Draw both sides of your clay coin, and write what your stamp means.
2. Copy your timing table and circle the faster way to pay.
3. Draw a timeline with three boxes: Barter, Weighed silver (Abraham), Coins (Lydia).

COMMON MISTAKES

- Thinking coins have always been round and shiny. The first Lydian coins were small lumps, shaped a bit like beans.
- Thinking a coin's worth comes from the picture alone. The stamp is a promise, and it is only good if the maker is honest.

Make it a game • Stamp a Coin Fast. Press a stamp on salt dough or foil to make a coin. Make five coins in two minutes, each with the same mark. Your parent tests them for sameness. Then explain why a stamp saved people from weighing every coin in the kingdom of Lydia. Try for a better set of five next time.

Scripture. “The silver is mine, and the gold is mine, saith the LORD of hosts.” (Haggai 2:8, KJV)

Kings stamped their names on coins, but God made the gold and silver. All that we have belongs to Him, and we take care of it for Him.

2.3 THE UNITED STATES MINT

OBJECTIVES

- Tell when and why the United States Mint was started.
- Name the steps in making a coin.
- Find the year and mint mark on coins and keep a tally.

Warm-up. Dump a handful of coins on the table. Sort them into pennies, nickels, dimes and quarters. Which pile is biggest?

WATCH

How Coins Are Made ... For Kids!

USMINT • 3:12

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

WHEN TO WATCH

After the story of the first Mint, before the big idea. Count the steps: design, sculpt, dies, blanks, stamping.

Note: Made by the United States Mint for children.

KEY TERMS

United States Mint

The part of our government that makes America's coins.

blank

A plain, flat metal circle before it is stamped into a coin.

die

A hard steel tool with the coin's picture cut into it. It presses the picture onto the blank.

mint mark

A small letter on a coin that tells where it was made: P for Philadelphia, D for Denver, S for San Francisco, W for West Point.

CORE IDEAS

The story. When the United States was a new country, people used many kinds of money: English coins, Spanish silver dollars, French coins and paper notes from different states. It was very confusing! So in 1792 Congress passed a law called the Mint Act, and the United States Mint was started in Philadelphia, which was then the

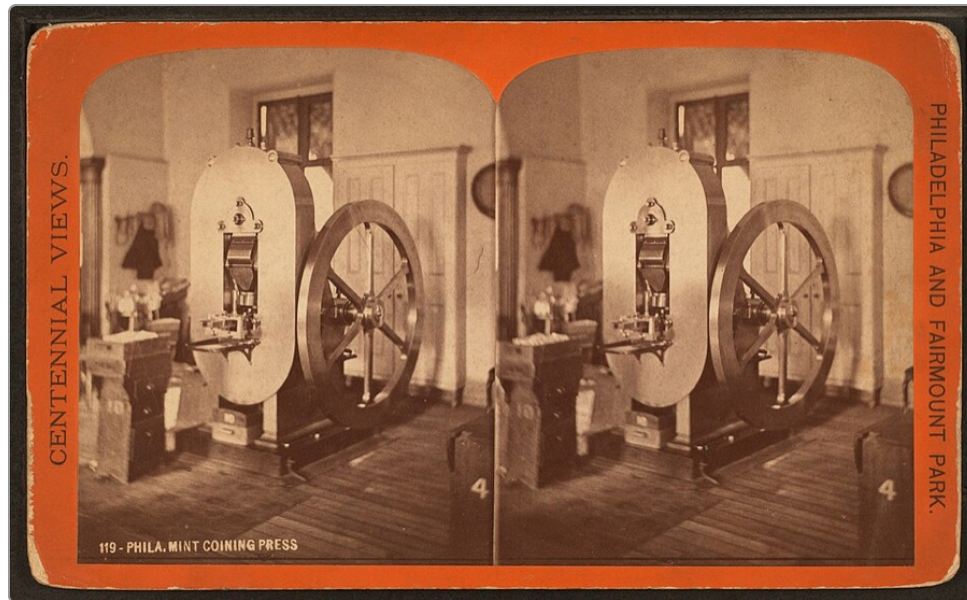
nation's capital. A Philadelphia scientist named Rittenhouse, famous for his clocks and telescopes, was its first director. In 1793 the Mint made its first coins for everyday use: copper cents.

How they figured it out. The first Mint was a small brick building. Workers melted metal, rolled it into strips and cut out round blanks. Then they set each blank between two dies in a heavy screw press and swung a long handle around, sometimes pulled by horses, to stamp the picture. It was slow, hard work. Over the years, the Mint added steam engines and then electric machines that stamp many coins every second.

The big idea. A country needs coins that everyone can trust. The Mint makes every penny, nickel, dime and quarter the right size, weight and metal, and stamps it with the year and the words "United States of America." Making honest coins is a job for the whole nation, so that people in every state can buy and sell with the same money.

In business today. Today the Mint has coin factories in Philadelphia and Denver, and it also makes special coins in San Francisco and West Point, New York. It also guards gold at Fort Knox, Kentucky. Banks order coins from the Federal Reserve, and stores get them from banks. Every time a cashier gives you change, those coins started at the Mint.

PICTURE STUDY



The Coining Press at the Philadelphia Mint, Unknown photographer (Robert N. Dennis collection of stereoscopic views), about 1870–1900 · Stereograph photograph · New York Public Library

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

This is a stereograph: two almost identical photographs side by side. When people looked at them through a special viewer, the picture seemed to pop out in three dimensions. It shows a steam-powered coining press at the Philadelphia Mint, shown to visitors at the time of the nation's hundredth birthday.

Look closely

- Find the big wheel. What do you think it did?
- Find the place where the coins were stamped.
- Look at the size of the press compared with the door and window. Is it big or small?

Talk about it

1. How is this press different from the first presses, which workers turned by hand?
2. Why would a country want machines that make every coin exactly the same?

PROJECT

Coin Detective: Years and Mint Marks

You will be a coin detective. You will find the year and the mint mark on real coins, keep a tally, and make a coin rubbing.

You will need

- About 30 coins from a jar or purse
- A magnifying glass, if you have one
- Thin paper and a crayon with the paper peeled off
- Ledger notebook and pencil

Steps

1. Look at the front of a penny, nickel, dime and quarter. Find the year on each.
2. Now hunt for the mint mark, a tiny letter near the year: P, D, S or W. Some pennies have no letter; those were made in Philadelphia.
3. In your ledger notebook, make a tally chart with rows: P (or no letter), D, S, W.
4. Look at each of your 30 coins and make a tally mark in the right row.
5. Count the tallies in each row and write the totals. Which mint made the most of your coins?
6. Find the oldest coin and the newest coin. Write down their years. How many years apart are they?
7. Lay thin paper over a coin and rub the crayon gently across it to make a coin rubbing. Make one of each kind of coin and label them.

Tips

- Mint marks are very small. Tilt the coin toward a lamp to see them.
- Put every coin back in the jar when you are done. They are real money!

Check your work

- ☐ I can tell when the U.S. Mint began and where.
- ☐ I can name the steps in making a coin.

- ☐ I can find a year and a mint mark.

LEDGER NOTEBOOK

1. Copy your mint-mark tally chart and totals.
2. Glue or draw your coin rubbings and label each coin with its name and value.
3. Draw the five steps of making a coin in five boxes: design, sculpt, make dies, cut blanks, stamp.

From history. George Washington was president when the Mint began, and he lived near it in Philadelphia. Some people say that Martha Washington gave silver from her home to help make the first small coins in 1792, but no one knows for sure if that story is true.

COMMON MISTAKES

- Thinking the Mint prints paper money. The Mint makes coins; paper money is printed by the Bureau of Engraving and Printing.
- Thinking the mint mark is the coin's value. It tells where the coin was made.

Make it a game • Mint Mark Hunt. Search a jar of coins for the year and the mint mark on each one. Score a point for every coin where you can find both. Then put the steps of making a coin in order from memory: blank, die, strike. Your parent checks. Tell why the Mint began.

2.4 THE DOLLAR BILL AND HOW IT IS MADE

OBJECTIVES

- Tell who prints America's paper money.
- Name the steps in making a dollar bill.
- Find three features that make a bill hard to copy.

Warm-up. Look closely at a one-dollar bill. Whose picture is on it? How many times can you find the number 1? Count them.

WATCH

Field Trip to the Money Factory

USAGov • 2:30

<https://www.youtube.com/watch?v=-IBHbe-t-X4>

WHEN TO WATCH

After the story, before the big idea. Watch for the engraver's tiny tools and the big stacks of printed sheets.

Note: A short film from the U.S. government, made for children.

BACKUP VIDEO

Bureau of Engraving and Printing Tour and Visitor Center in Washington, DC

Bureau of Engraving & Printing • 4:41

<https://www.youtube.com/watch?v=GEAebvJsQM4>

Before the project.

KEY TERMS

bill

A piece of paper money, also called a note.

engraver

An artist who carves pictures and letters into metal with sharp tools, so they can be printed.

Bureau of Engraving and Printing

The part of our government that prints America's paper money.

counterfeit

A fake copy of money. Making counterfeit money is a crime.

CORE IDEAS

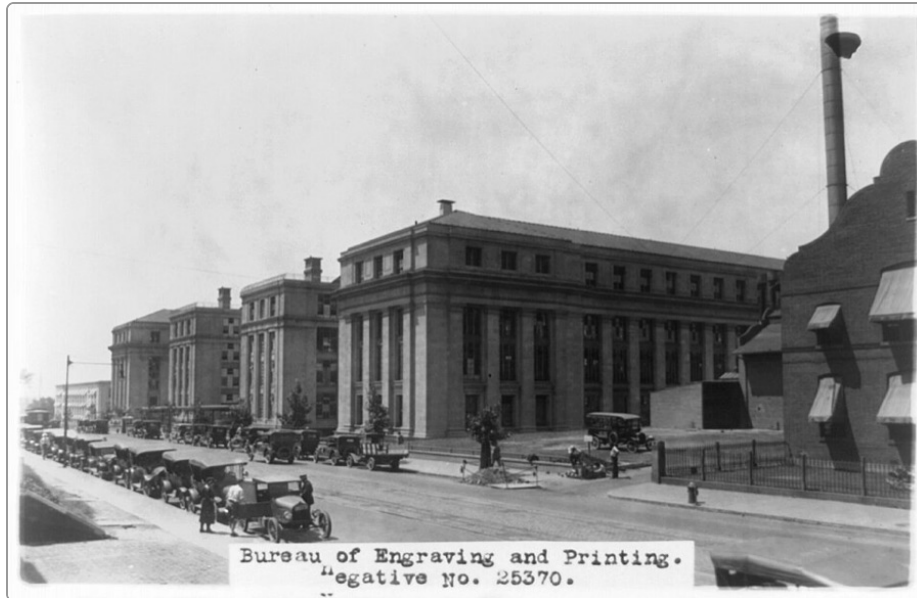
The story. During the Civil War, the United States government began to issue its own paper money. In 1862, just a few workers in the Treasury building in Washington began cutting apart and sealing the new notes by hand. That small office grew into the Bureau of Engraving and Printing. Today it prints all of America's paper money in two big plants, one in Washington, D.C., and one in Fort Worth, Texas.

How they figured it out. Paper money is light and easy to carry, but it has a problem: a dishonest person might try to copy it. So the Bureau makes bills very hard to copy. Skilled engravers spend weeks carving the portraits and tiny lines into steel by hand. The paper is special, too; it is not made from wood like notebook paper, but from cotton and linen, so it feels different and does not tear easily. Bigger bills have a thread inside and colors that shift when you tilt them.

The big idea. A dollar bill is worth a dollar because our government says it must be accepted to pay debts, and because people trust it. The paper itself is worth almost nothing. That is why honest printing matters so much. If too much money were printed, or if fakes were everywhere, people would stop trusting it.

In business today. Cashiers learn to feel the paper and look for the features that show a bill is real. Banks send worn-out bills back to be destroyed, and new ones are printed to take their place. A one-dollar bill lasts about six or seven years before it wears out. Many people now pay with cards, but paper money is still used every day.

PICTURE STUDY



Bureau of Engraving and Printing, National Photo Company, 1909 · Photograph · Library of Congress, Washington, D.C.

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

This photograph shows the building in Washington, D.C., where the Bureau of Engraving and Printing printed the nation's paper money and postage stamps. A typed label tells what it is. Inside, engravers, printers and checkers worked on money every day.

Look closely

- Count the floors of the building. How many windows can you see?
- Find the cars. How are they different from cars today?
- Find the tall chimney. Why might a printing plant need one?

Talk about it

1. Why do you think the government keeps all its money printing in a few guarded buildings?
2. What jobs do you think people did inside this building?

PROJECT

Design a Bill That Is Hard to Copy

You will study a real dollar bill like a detective, then design your own bill with special features that would make it hard to copy, and count a stack of play money.

You will need

- A one-dollar bill and, if you have one, a five or ten
- A magnifying glass, if you have one
- Paper cut to the size of a dollar bill (about 6 inches by 2½ inches)
- Colored pencils and a fine black pen
- Play money or paper slips marked \$1 and \$5
- Ledger notebook and pencil

Steps

1. Look at the front of a real one-dollar bill. Find George Washington, the numbers, the green seal and the words “The United States of America.”
2. Turn it over. Find the word “ONE” and the Great Seal of the United States.
3. If you have a bigger bill, hold it up to a window. Can you see a thin thread or a faint picture inside? Tilt it. Does any color change?
4. Make a list in your ledger notebook: “Ways to stop copying,” and write three features you found.
5. Design your own bill. Draw a portrait of a person you admire, a number for its value, fine wavy lines around the edge, and a secret mark only you know about.
6. Practice counting play money: count a stack of \$1 bills to \$10, then make \$10 a different way using \$5 bills.
7. Show your bill to your family and explain each special feature.

Tips

- Never draw a copy of a real bill the same size and color. Your bill should be your own design.

- Fine lines are hard to copy. Use your sharpest pencil.

Check your work

- ☐ I can tell who prints paper money and where.
- ☐ I can name three features that make a bill hard to copy.
- ☐ I counted to \$10 two different ways.

LEDGER NOTEBOOK

1. Write your list of three ways to stop copying, with a small drawing of each.
2. Draw the steps of making a bill: design, engrave, print sheets, check, cut, stack.
3. Make a table showing two ways to make \$10: ten \$1 bills, and two \$5 bills.

From history. George Washington first appeared on a one-dollar note in 1869. Since 1935, the back of the one-dollar bill has shown both sides of the Great Seal of the United States, the same seal used on important government papers.

COMMON MISTAKES

- Thinking paper money is made from ordinary paper. It is made of cotton and linen.
- Thinking the government can print as much money as it likes without any harm. Too much money makes each dollar buy less.

Make it a game • Hard to Copy Bill. Design a pretend dollar on paper. Add three features that would make it hard to copy, such as tiny writing, a number pattern and a special picture. Your parent plays the copycat and tries to draw it fast. Count how many features they miss. Then name the steps in making a real bill.

UNIT 2

THE STORY OF MONEY

Before there were coins and dollar bills, how did people buy things? In this unit you will travel back almost four thousand years to watch Abraham weigh out silver on a scale to buy a field. Then you will see how the kings of Lydia began to stamp pieces of gold and silver so that no one had to weigh them anymore.

After that, you will visit the United States Mint, where American coins have been made since 1792, and the Bureau of Engraving and Printing, where paper dollars are printed. You will finish by making a “Story of Money” poster that shows how money changed from weighed silver to the coins and bills in your pocket.

PREREQUISITES

- Can name a penny, nickel, dime and quarter
- Knows that people trade (Unit 1)
- Can count by 5s and 10s

MASTERY CHECKLIST

- ☐ I can tell how Abraham paid for the field with silver he weighed on a scale.
- ☐ I can explain why stamped coins were easier than weighing metal.
- ☐ I can tell what the U.S. Mint does and find the mint mark on a coin.
- ☐ I can tell how a dollar bill is made and name two things that make it hard to copy.
- ☐ I can tell the story of money in order: trading, weighed silver, coins, paper money.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **Federal Reserve Education**: Free lessons, games and activities from the Federal Reserve about what money is, how it is made and how banks work. For a parent to browse with Lessons 2.1–2.4.
- **Bureau of Engraving and Printing: Money Factory**: Free. Facts and pictures about how U.S. paper money is designed and printed, and how to visit the two printing plants in Washington, D.C., and Fort Worth, Texas. Good with Lesson 2.4.

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 Abraham Weighs the Silver	2 sessions of 30 minutes
2.2 Gold and Silver Coins	2 sessions of 30 minutes
2.3 The United States Mint	2 sessions of 30 minutes
2.4 The Dollar Bill and How It Is Made	2 sessions of 30 minutes

UNIT 2 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, drawing or using coins and bills. There are no points; note in a few words what your child knows well and what to review.

1. How did Abraham pay Ephron for the field and the cave?
2. Why is barter hard? Give an example.
3. Why were stamped coins easier than lumps of silver?
4. Find the year and the mint mark on this coin. What does the mint mark tell us?
5. Who prints our paper money, and what is it made of?
6. Put these in order: coins, barter, paper money, weighed silver.

ANSWER KEY

1. He weighed out four hundred shekels of silver on a scale, in front of the people at the city gate.
2. You must find someone who has what you want and also wants what you have.
Example: I have apples and want shoes, but the shoemaker wants bread.
3. Each coin was the same weight and the stamp promised it was real, so people could count coins instead of weighing them.
4. The child reads the year and the letter (P, D, S or W, or none). The mint mark tells where the coin was made.
5. The Bureau of Engraving and Printing, in Washington, D.C., and Fort Worth, Texas. It is made of cotton and linen, not wood paper.
6. Barter, weighed silver, coins, paper money.

PORTFOLIO PIECE: MY STORY OF MONEY POSTER

Make a poster with four boxes in a row, like a timeline: Barter, Weighed Silver, Coins and Paper Money. In each box, draw a picture and write a few words: who used it, and what was good and hard about it. Glue your best clay coin, a coin rubbing and your own bill design on the poster. Then tell the story of money to your family, from Abraham to the dollar bill.

LOOK FOR	WHAT IT MEANS
Order	The four kinds of money are in the right order, from oldest to newest.
Facts	Each box has a true fact, such as Abraham weighing silver, Lydia's stamped coins, the U.S. Mint or the Bureau of Engraving and Printing.
Telling back	Your child can tell the story of money aloud and explain why each new kind was easier.
Care	Neat, colorful and finished, with your child's best effort.

UNIT 3

MARKETS

A market is any place where buyers and sellers meet to trade. In this unit you will find out why prices go up when there is only a little of something and many people want it, and why prices go down when there is a lot. You will see how a busy market with many sellers helps customers get good things at fair prices.

You will visit the gold fields of California in 1849, the new public market in Seattle in 1907, the agora of ancient Athens where the apostle Paul talked with people every day, and the first self-service grocery store, opened in Memphis in 1916. You will finish by doing a real price survey of the same foods at two or three stores.

PREREQUISITES

- Knows what money is and can count coins (Unit 2)
- Knows that people trade because both sides gain (Unit 1)
- Can read prices like 50¢ and \$2

MASTERY CHECKLIST

- ☐ I can explain that when there is a little of something and many people want it, the price usually goes up.
- ☐ I can explain how two sellers near each other try to serve customers better.
- ☐ I can tell what the agora was and what happened there.
- ☐ I can tell how food gets from a farm to the grocery store.
- ☐ I can compare the price of the same thing at two stores.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **Lemonade in Winter, by Emily Jenkins, illustrated by G. Brian Karas:** A picture book about a brother and sister who set up a lemonade stand on a cold winter day, count their costs and count their coins. Ages 4–8. Good with Lessons 3.1 and 3.2.
- **Pike Place Market: history:** The official site of Seattle’s Pike Place Market, opened in 1907, with photographs and its history. Good with Lesson 3.2.

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 A Lot and a Little: Supply and Demand	2 sessions of 30 minutes
3.2 Two Lemonade Stands: Why Competition Helps	2 sessions of 30 minutes
3.3 The Agora: An Ancient Marketplace	2 sessions of 30 minutes
3.4 The Grocery Store and How Food Gets There	2 sessions of 30 minutes

UNIT 3 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, drawing or using coins and objects. There are no points; note in a few words what your child knows well and what to review.

1. Why did shovels and bread cost so much in the gold fields of California?
2. What would happen to the price of strawberries if a farm picked a huge crop all at once?
3. Two lemonade stands are on the same street. Name two ways one stand could win more customers.
4. What was the agora, and why did Athens have market inspectors?
5. What was new about Clarence Saunders' Piggly Wiggly store?
6. Tell the steps bread takes to get to our kitchen.

ANSWER KEY

1. There were very few of them, and very many miners wanted them. Little supply and big demand make prices go up.
2. The price would usually go down, because there are many strawberries to sell.
3. Any two: a lower price, better-tasting or colder lemonade, a bigger cup, a friendly greeting, a clean stand, a clear sign.
4. The big open market and meeting place of Athens. Inspectors checked that goods were good and that weights and measures were honest.
5. Customers picked out the food themselves from open shelves with price tags and paid at a checkout (self-service).
6. A farmer grows wheat, a mill grinds flour, a bakery makes bread, a truck carries it to a warehouse and store, and we buy it at the store.

PORTFOLIO PIECE: MY PRICE SURVEY

With a parent, choose four foods your family buys, such as a gallon of milk, a loaf of bread, a dozen eggs and a pound of apples. Find the price of each at two or three stores, by visiting or by looking at store flyers. Make a table with a row for each food and a column for each store, and circle the lowest price in each row. Then tell or write which store you would choose for each food, and why price is not the only thing that matters.

LOOK FOR	WHAT IT MEANS
Real prices	The table has real prices for four foods at two or three stores, written correctly with \$ and ¢.
Comparing	Your child circles the lowest price in each row and can say which store is cheapest for each food.
Thinking	Your child can name a reason besides price for choosing a store, such as freshness, distance or friendly service.
Care	Neat, dated and finished, with your child's best effort.

3.1 A LOT AND A LITTLE: SUPPLY AND DEMAND

OBJECTIVES

- Explain supply (how much there is) and demand (how much people want it).
- Tell how prices in the California gold fields rose when many people wanted few goods.
- Hold a family auction and record how the price changes.

Warm-up. Your parent holds up one cookie and asks, “Who wants it?” Then holds up ten cookies. Is one cookie more special when there is only one, or when there are ten? Why?

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. Pause when the ice-cream price changes and ask: why did it go up?

Note: Made for second grade by an online homeschool program; the last seconds point to its website.

BACKUP VIDEO

Supply and Demand Lesson for Kids

Miss Dahlman's World · 4:04

<https://www.youtube.com/watch?v=QXb1vas8OCi>

Before the project.

KEY TERMS

market

Any place where buyers and sellers meet to trade.

supply

How much of something there is to sell.

demand

How much people want to buy something.

price

How much money you must give to buy something.

CORE IDEAS

The story. In January 1848, a carpenter named James Marshall was building a sawmill in California when he saw something shiny in the water. It was gold! Soon the news spread around the world, and in 1849 tens of thousands of people rushed to California to dig for gold. They were called the forty-niners. But the gold fields were far from farms and factories. There were very few shovels, pans, boots, eggs and loaves of bread, and very many hungry miners who wanted them.

How they figured it out. Store owners in the mining camps found that miners would pay very high prices for food and tools, because there were so few and so many people wanted them. Some shopkeepers earned more money selling to miners than most miners earned digging for gold. A young man named Levi Strauss came to San Francisco and sold cloth and goods to the miners. As more ships and wagons brought more goods to California, prices slowly came back down.

The big idea. **Supply** is how much of something there is. **Demand** is how much people want it. When there is only a little of something and many people want it, the price usually goes up. When there is a lot of something and not many people want it, the price usually goes down. A high price is like a signal that says, “Bring more of this here!” Sellers hear the signal and bring more.

In business today. You can see supply and demand at the store. Strawberries cost less in early summer, when farms pick many of them, and more in winter, when they must come from far away. Winter coats go on sale in spring, when few people want them. A wise shopper notices when something is plentiful and cheap. An honest seller never cheats a buyer who is in need.

PICTURE STUDY



California Gold Miners with a Long Tom, George H. Johnson, about 1850–1852 · Daguerreotype (an early kind of photograph on a silvered copper plate) · The Nelson-Atkins Museum of Art, Kansas City, Missouri
Image: [Wikimedia Commons](#), public domain

This is one of the earliest photographs ever taken of the gold rush. The miners had to hold very still while it was made. They are standing beside a “long tom,” a long wooden box. Water and dirt were shoveled through it, and the heavy gold sank to the bottom and was caught.

Look closely

- Count the miners. What tools are they holding?
- Find the long tom. How do you think it worked?
- Look at the ground. What has happened to the land?
- Look at their clothes and boots. What would happen if a miner’s boots wore out?

Talk about it

1. Where would these miners buy their food and tools? Would those things be cheap or expensive? Why?
2. If you wanted to earn money in the gold rush, would you dig for gold or sell shovels? Why?

3. What would happen to the price of shovels when many more shovels arrived by ship?

PROJECT

The Family Cracker Auction

You will hold a little auction at the table, with pretend money, and see how the price changes when there are only a few crackers or a whole pile.

You will need

- A plate of crackers or another small snack
- Play money or pennies: give each bidder the same amount, such as 20¢
- Ledger notebook and pencil

Steps

1. Give each family member the same amount of pretend money, such as 20 pennies.
2. Round 1: The auctioneer puts out only 2 crackers. Bidders call out prices. The highest bid wins each cracker. Write down the winning prices.
3. Round 2: Give everyone 20 pennies again. Now put out 10 crackers, one at a time. Write down each winning price.
4. In your ledger notebook, make a table: Round, Crackers for sale, Winning prices.
5. Find the highest price in each round. Circle it.
6. Talk about it: In which round were the prices higher? Why?
7. Round 3 (if you like): Put out a cracker nobody likes very much. Did anyone want to pay much for it? That is low demand.

Tips

- Keep the bids small and friendly. The goal is to watch the prices, not to win.
- Eat the crackers afterward and share fairly!

Check your work

- ☐ I can explain supply and demand in my own words.
- ☐ I can tell why prices were high in the gold fields.
- ☐ My table shows the prices from each round.

LEDGER NOTEBOOK

1. Copy your auction table. Draw a tall bar for the highest price in Round 1 and a short bar for Round 2.
2. Draw a miner in the gold rush buying a shovel. Write the words “few shovels, many miners” under it.
3. List two foods that cost less in summer and two things that cost less in spring.

From history. Levi Strauss arrived in San Francisco in 1853 to sell dry goods. Twenty years later, in 1873, he and a tailor named Jacob Davis received a patent for work pants with metal rivets at the pockets, the first blue jeans.

COMMON MISTAKES

- Thinking that a high price always means a seller is greedy. Often it means there is little of something and many people want it.
- Mixing up supply and demand. Supply is what the sellers have; demand is what the buyers want.

Make it a game • Cracker Auction. Set out ten crackers and twenty pennies. Auction them one at a time, letting your parent bid. Then take away all but three crackers and auction again. Notice what happens to the prices. Say the words supply and demand, and tell how the prices in the California gold fields went up when goods were few.

3.2 TWO LEMONADE STANDS: WHY COMPETITION HELPS

OBJECTIVES

- Explain competition: two or more sellers trying to win the same customers.
- Tell how Seattle's Pike Place Market brought many farmers together and helped shoppers.
- Run two pretend lemonade stands and see what customers choose.

Warm-up. Imagine there are two lemonade stands on your street. One sells lemonade for 50¢ and one for 25¢. Which would you buy from? What else might make you choose one stand over the other?

WATCH

Discovery Lab - Lemonade Stand & Competitive Markets

Khan Academy - Projects • 1:37

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

WHEN TO WATCH

After the big idea, before the project. Watch what the children change to win customers.

Note: Children in a summer class run competing lemonade stands. Very short; watch it twice.

BACKUP VIDEO

Lemonade Stand Economics - Applying Demand and Supply

Miacademy & MiaPrep Learning Channel • 9:18

<https://www.youtube.com/watch?v=LzGiGBzkhZ8>

Before the project.

KEY TERMS

competition

When two or more sellers try to win the same customers.

customer

A person who buys goods or services.

quality

How good something is.

middleman

A person who buys goods from the maker and sells them to the customer.

CORE IDEAS

The story. In the summer of 1907, families in Seattle, Washington, were unhappy. Onions, potatoes and other vegetables cost a lot, and the farmers who grew them were paid very little. Middlemen were keeping much of the money. So the city set aside a street called Pike Place where farmers could bring their wagons and sell straight to shoppers. On the first morning, August 17, 1907, only a few farmers came, but a huge crowd was waiting, and every vegetable was sold before lunchtime.

How they figured it out. The farmers saw how many customers came, and soon many more farmers brought their wagons. Now each farmer had to win the shoppers. Some sold the freshest vegetables, some had the lowest prices, and some were the friendliest. Shoppers walked from wagon to wagon and chose. Pike Place Market grew and grew, and it is still open today, more than one hundred years later.

The big idea. When many sellers offer the same kind of thing, they are in **competition**. Each one tries to win **customers** by offering a better price, better **quality** or better service. Competition is good for customers, and it makes sellers work harder and think of new ideas. But it must be honest competition: no cheating, no lying about the other seller, and no breaking the rules.

In business today. When two gas stations sit on the same corner, their prices are usually close together. Grocery stores print flyers to show their sale prices. Two lemonade stands on one street will each try to make better lemonade, keep it colder or give a bigger cup. The customer gets to choose, and the seller who serves best usually earns the most.

PICTURE STUDY



Vendors and Horse-Drawn Carts at the Pike Place Market, Unknown photographer, about 1908 ·

Photograph · Seattle Municipal Archives, Seattle, Washington

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

This photograph was taken about a year after Seattle's public market opened. Farmers drove their wagons into the city early in the morning and sold their vegetables right from the wagon to the shoppers.

Look closely

- Count the wagons you can see. How many different sellers are there?
- Find the horses. Why did farmers need them?
- Look at the shoppers. How might a shopper decide which wagon to buy from?

Talk about it

1. How is this market different from a grocery store?
2. If you were one of these farmers, what would you do to win more customers?
3. Why might vegetables here cost less than in a store that bought them from a middleman?

PROJECT

Two Lemonade Stands

You and a parent will each run a pretend lemonade stand side by side. Family members are the customers. You will keep a tally of who buys from which stand, and why.

You will need

- Lemonade or water with a little juice, and small cups
- Two signs made from paper
- Pennies or play money for the customers
- Ledger notebook and pencil

Steps

1. Set up two stands on a table, a little apart. Make a sign for each with a name and a price.
2. Round 1: Both stands sell the same lemonade for the same price, 10¢. Give each customer 30¢. Customers buy one cup at a time. Make a tally of cups sold at each stand.
3. Round 2: Each stand may change one thing to win customers: a lower price, a bigger cup, ice, a nicer sign or a friendly greeting. Sell again and tally.
4. Ask each customer: “Why did you choose that stand?” Write their answers.
5. In your ledger notebook, make a table: Round, Stand A cups, Stand B cups, Why customers chose.
6. Add up the cups sold and the money taken at each stand.
7. Talk about it: What change won the most customers? Did the customers get a better deal in Round 2 than in Round 1?

Tips

- Compete honestly: no saying untrue things about the other stand.
- If you lower your price, check that you still have enough money to buy more lemons!

Check your work

- ☐ I can explain competition in my own words.
- ☐ I can tell how Pike Place Market helped shoppers and farmers.
- ☐ I kept a tally of cups sold at each stand.

LEDGER NOTEBOOK

1. Copy your lemonade table and circle the change that won the most customers.
2. Draw two stands side by side. Under each, write one way it tried to serve customers better.
3. Look at a grocery flyer and cut out or copy one sale price. Why do you think the store put it on sale?

COMMON MISTAKES

- Thinking competition means being mean. Good competitors are polite and honest; they win by serving better.
- Thinking the lowest price always wins. Customers also care about quality, kindness and cleanliness.

Make it a game • Two Stands Duel. You and your parent each run a lemonade stand. Take turns calling out a price and a reason to buy, such as, fresh mint, or, free refill. A third family member or a stuffed animal picks a winner each round. Notice how competition makes you improve. Tell why Pike Place Market helped shoppers.

3.3 THE AGORA: AN ANCIENT MARKETPLACE

OBJECTIVES

- Tell what the agora of Athens was and what people did there.
- Explain why market inspectors checked weights and measures.
- Set up a family market with stalls and an inspector.

Warm-up. Think of the busiest place you have ever been: a farmers' market, a fair or a big store. What did you see, hear and smell? Tell three things.

WATCH

Ancient Greece | Learn the History and Facts about Ancient Greece for Kids

Learn Bright · 8:08

<https://www.youtube.com/watch?v=Bfkp1QMhq-E>

WHEN TO WATCH

After the story, before the project. Watch especially the last part, “Daily Life in Ancient Greece,” and listen for the jobs people did.

Note: A general overview of ancient Greece for children from Learn Bright; it does not show the agora itself, so the picture study and story carry that part.

KEY TERMS

agora

The big open marketplace and meeting place in an ancient Greek city.

stall

A small table or booth where a seller shows and sells goods.

stoa

A long building with a roof held up by a row of columns, where people could shop and talk out of the sun and rain.

inspector

A person whose job is to check that things are done fairly and correctly.

CORE IDEAS

The story. About 2,500 years ago, the city of Athens in Greece had a large open square called the **agora**. Every morning it filled with people. Farmers sold olives, figs and cheese. Fishermen sold fish. Potters set out jugs and bowls, and shoemakers sold

sandals. Around the edges stood long buildings called **stoas**, with rows of columns, where people could shop and talk in the shade. Many years later, the apostle Paul visited Athens, and the Bible says he talked about God “in the market daily” with anyone he met.

How they figured it out. When hundreds of buyers and sellers crowd together, some people may try to cheat. So the city of Athens chose officials to watch over the market. Some checked that the goods were good and not spoiled. Others checked the measures and weights, so that a jar of oil really held a full jar and a pound of figs really weighed a pound. Official measures were kept in the agora so that anyone could test a seller’s scale.

The big idea. A **market** works best when it has many buyers and sellers, a place to meet, and fair rules that everyone follows. The agora gave the people of Athens all three. Buyers could compare prices from stall to stall, and honest sellers could be trusted. A market is also a place where neighbors meet, share news and become friends.

In business today. Markets like the agora still exist: farmers’ markets, flea markets, town fairs and big shopping streets. Today many towns have inspectors who check store scales and gas pumps and put a sticker on them when they are correct. The idea is the same as in Athens: a fair market needs honest measures.

PICTURE STUDY



St. Paul Preaching in Athens, George Baxter, after Raphael, after 1855 · Color print · Yale Center for British Art, New Haven, Connecticut

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

George Baxter was an English printer who found a new way to print pictures in many colors. This print copies a famous design by the painter Raphael. It shows Paul speaking to the people of Athens, as the Bible tells in Acts 17. Paul first talked with people in the market every day, and then they brought him to a hill to hear more.

Look closely

- Find Paul. How can you tell he is the one speaking?
- Look at the people listening. Count them. Do they all look the same, or do some look interested and some unsure?
- Find the columns and the round building. What do they tell you about this city?
- Find the statue. Who do you think it shows?

Talk about it

1. Why would a marketplace be a good place to share news or ideas?
2. What kinds of people would Paul meet in the agora: buyers, sellers, workers?
3. How is a market a place for neighbors, not only for buying and selling?

PROJECT

Our Family Agora

You will turn a room into a little agora with stalls, sellers, buyers and a market inspector who checks the weights.

You will need

- Two or three small tables or boxes for stalls
- Goods to sell: dried beans, rice or pasta in small bags, fruit, crayons, toys
- A kitchen scale
- Play money or pennies
- Paper for signs and price tags
- Ledger notebook and pencil

Steps

1. Set up two or three stalls. Give each stall a sign: “Beans,” “Fruit,” “Crayons.”
2. Fill small bags of beans or rice. Write on each bag how much it weighs, such as “100 grams.” Make one bag a little light on purpose, but do not tell the inspector which one.
3. Choose one person to be the market inspector. The inspector weighs every bag on the scale and puts a star sticker or check mark on each bag that is correct.
4. If a bag is light, the inspector says, “This is not a just weight!” The seller must fix it before selling.
5. Open the market! Buyers walk from stall to stall, compare prices and buy.
6. Each seller writes in the ledger notebook: Goods, Price, How many sold, Money taken.
7. At the end, the inspector tells how many bags were checked and how many had to be fixed.

Tips

- Let everyone take a turn as seller, buyer and inspector.
- Use grams if your scale shows them; they are easier to read than ounces.

Check your work

- ☐ I can tell what people did in the agora of Athens.
- ☐ I can explain why markets need inspectors and honest weights.
- ☐ I wrote down what my stall sold and the money I took.

LEDGER NOTEBOOK

1. Draw the agora with at least three stalls and a stoa with columns. Label what each stall sells.
2. Copy your stall's table: Goods, Price, How many sold, Money taken. Add up the money.
3. Draw the inspector's scale with a bag of beans on it. Write "A just weight" underneath.

COMMON MISTAKES

- Thinking a market must be a building. A market is any place where buyers and sellers meet, even a field or a street.
- Thinking inspectors are there to stop people from selling. They are there to keep selling fair for everyone.

Make it a game • Agora Stall Rounds. Pretend your kitchen is the agora of Athens. Set up two stalls with real-looking goods and a little scale. Visit each stall, ask a question and buy something. Then one of you plays the inspector and checks a stall's weights. Say what an agora was and why inspectors were needed.

Scripture. "Therefore disputed he in the synagogue with the Jews, and with the devout persons, and in the market daily with them that met with him." (Acts 17:17, KJV)

Paul went where the people were, and in Athens they were in the market. A market is a place for neighbors to meet, and a good place to be kind and honest.

3.4 THE GROCERY STORE AND HOW FOOD GETS THERE

OBJECTIVES

- Tell how Clarence Saunders opened the first self-service grocery store in 1916.
- Name the steps food takes from a farm to the store shelf.
- Find where foods in your kitchen came from and make a map.

Warm-up. Open the pantry or refrigerator with a parent. Pick three foods. Guess: where did each one grow or get made? How did it get to your house?

WATCH

Farms and Food for Kids | Learn how food comes from a farm to your table

Learn Bright • 6:42

<https://www.youtube.com/watch?v=WazK8e88axE>

WHEN TO WATCH

After the story of Piggly Wiggly, before the big idea. Count the steps food takes from the farm to you.

BACKUP VIDEO

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

Recollection Road • 8:02

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

With the story of Clarence Saunders.

KEY TERMS

grocery store

A store that sells food and things for the home.

self-service

When customers pick out the goods themselves instead of asking a clerk to get them.

warehouse

A big building where goods are stored before they go to stores.

checkout

The place in a store where you pay for what you chose.

CORE IDEAS

The story. A hundred years ago, shopping for food was slow. You stood at a counter and handed the clerk your list. The clerk walked around the store, took down each item, weighed it and wrapped it, while the line of customers waited. A grocer in Memphis, Tennessee, named Clarence Saunders had a new idea. In September 1916 he opened a store called Piggly Wiggly. Customers took a basket, walked through the aisles, picked out the food themselves and paid at the **checkout**.

How they figured it out. Saunders put every item on open shelves with a price tag, so customers could see and compare. Because he needed fewer clerks, he could charge lower prices. Shoppers liked choosing for themselves, and soon there were Piggly Wiggly stores in many towns. Other grocers copied the idea, and today almost every grocery store is self-service.

The big idea. A grocery store is the last stop on a long road. Farmers grow wheat, fruit and vegetables and raise cows and chickens. Factories turn wheat into bread and milk into cheese. Trucks and trains carry the food to big **warehouses**. Then smaller trucks carry it to the stores, where workers fill the shelves. Every person along the way does a job and is paid, and the price you pay at the checkout helps pay them all.

In business today. A big grocery store may sell tens of thousands of different items. Its managers must order the right amount of each one: not so little that the shelf is empty, and not so much that milk and bananas spoil. When you shop, you are the last link in a chain of thousands of workers who served you.

PICTURE STUDY



Inside a Piggly Wiggly Self-Service Grocery Store, Clifford H. Poland, 1918 · Photograph · Library of Congress, Washington, D.C.

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

This photograph was taken in 1918, two years after Clarence Saunders opened the first Piggly Wiggly store in Memphis. It shows what was new about his store: open shelves where customers could pick up the goods themselves.

Look closely

- Look at the shelves. How are the goods arranged?
- Look for price tags. Why would a self-service store need a price on every item?
- Can you see any clerks? Where would customers pay?

Talk about it

1. How is this store like your grocery store? How is it different?
2. Why could a self-service store charge lower prices?
3. Where did all these cans and boxes come from before they got to the shelf?

PROJECT

Where Did My Food Come From?

You will be a food detective. You will read labels in your kitchen to find where foods came from, mark them on a map, and draw the road one food took to reach you.

You will need

- Eight foods from your kitchen with labels (cans, boxes, fruit stickers)
- A map of the United States or the world (printed, or drawn by hand)
- Small sticky notes or stickers
- Ledger notebook and pencil

Steps

1. Pick eight foods. With a parent, read each label or fruit sticker. Look for words like “Product of,” “Grown in” or a city and state.
2. In your ledger notebook, make a table: Food, Where it came from, Near or far.
3. Put a sticker on the map for each place. Draw a star where you live.
4. Count how many foods came from your own state and how many from far away.
5. Choose one food, such as bread. Draw its trip in boxes: farm, factory or bakery, truck, warehouse, store, your kitchen.
6. On your next trip to the grocery store, find that food on the shelf and look at its price.
7. Talk about it: How many workers helped bring that one food to you?

Tips

- Bananas, coffee and spices often come from far away. Milk and eggs often come from nearby.
- If a label does not say where the food grew, write “not shown.”

Check your work

- ☐ I can tell the story of the first Piggly Wiggly store.

- ☐ I can name the steps food takes from the farm to the store.
- ☐ My table shows where eight foods came from.

LEDGER NOTEBOOK

1. Copy your food table and circle the food that traveled the farthest.
2. Draw the road one food took from the farm to your kitchen, with at least five steps.
3. Draw a store shelf with five items and a price tag on each.

From history. Clarence Saunders received a patent for his “self-serving store” in 1917. Customers entered through a turnstile and followed a path past every shelf to the checkout.

COMMON MISTAKES

- Thinking the store makes the food. The store is the last stop; farmers and factories make it.
- Thinking self-service means no one works at the store. Many workers still order, stock, clean and run the checkout.

Make it a game • Farm to Shelf Line-Up. Write the steps food takes from farm to store on slips of paper, such as grow, harvest, truck, warehouse and shelf, and checkout. Shuffle them. Race to put them in order, then retell Clarence Saunders and his self-service store of 1916. Time yourself and beat it on the second try.

UNIT 3

MARKETS

A market is any place where buyers and sellers meet to trade. In this unit you will find out why prices go up when there is only a little of something and many people want it, and why prices go down when there is a lot. You will see how a busy market with many sellers helps customers get good things at fair prices.

You will visit the gold fields of California in 1849, the new public market in Seattle in 1907, the agora of ancient Athens where the apostle Paul talked with people every day, and the first self-service grocery store, opened in Memphis in 1916. You will finish by doing a real price survey of the same foods at two or three stores.

PREREQUISITES

- Knows what money is and can count coins (Unit 2)
- Knows that people trade because both sides gain (Unit 1)
- Can read prices like 50¢ and \$2

MASTERY CHECKLIST

- ☐ I can explain that when there is a little of something and many people want it, the price usually goes up.
- ☐ I can explain how two sellers near each other try to serve customers better.
- ☐ I can tell what the agora was and what happened there.
- ☐ I can tell how food gets from a farm to the grocery store.
- ☐ I can compare the price of the same thing at two stores.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **Lemonade in Winter, by Emily Jenkins, illustrated by G. Brian Karas:** A picture book about a brother and sister who set up a lemonade stand on a cold winter day, count their costs and count their coins. Ages 4–8. Good with Lessons 3.1 and 3.2.
- **Pike Place Market: history:** The official site of Seattle’s Pike Place Market, opened in 1907, with photographs and its history. Good with Lesson 3.2.

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 A Lot and a Little: Supply and Demand	2 sessions of 30 minutes
3.2 Two Lemonade Stands: Why Competition Helps	2 sessions of 30 minutes
3.3 The Agora: An Ancient Marketplace	2 sessions of 30 minutes
3.4 The Grocery Store and How Food Gets There	2 sessions of 30 minutes

UNIT 3 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, drawing or using coins and objects. There are no points; note in a few words what your child knows well and what to review.

1. Why did shovels and bread cost so much in the gold fields of California?
2. What would happen to the price of strawberries if a farm picked a huge crop all at once?
3. Two lemonade stands are on the same street. Name two ways one stand could win more customers.
4. What was the agora, and why did Athens have market inspectors?
5. What was new about Clarence Saunders' Piggly Wiggly store?
6. Tell the steps bread takes to get to our kitchen.

ANSWER KEY

1. There were very few of them, and very many miners wanted them. Little supply and big demand make prices go up.
2. The price would usually go down, because there are many strawberries to sell.
3. Any two: a lower price, better-tasting or colder lemonade, a bigger cup, a friendly greeting, a clean stand, a clear sign.
4. The big open market and meeting place of Athens. Inspectors checked that goods were good and that weights and measures were honest.
5. Customers picked out the food themselves from open shelves with price tags and paid at a checkout (self-service).
6. A farmer grows wheat, a mill grinds flour, a bakery makes bread, a truck carries it to a warehouse and store, and we buy it at the store.

PORTFOLIO PIECE: MY PRICE SURVEY

With a parent, choose four foods your family buys, such as a gallon of milk, a loaf of bread, a dozen eggs and a pound of apples. Find the price of each at two or three stores, by visiting or by looking at store flyers. Make a table with a row for each food and a column for each store, and circle the lowest price in each row. Then tell or write which store you would choose for each food, and why price is not the only thing that matters.

LOOK FOR	WHAT IT MEANS
Real prices	The table has real prices for four foods at two or three stores, written correctly with \$ and ¢.
Comparing	Your child circles the lowest price in each row and can say which store is cheapest for each food.
Thinking	Your child can name a reason besides price for choosing a store, such as freshness, distance or friendly service.
Care	Neat, dated and finished, with your child's best effort.

UNIT 4

GREAT BUSINESSES AND WHO THEY HELP

What makes a business great? Not just being big or making lots of money. A great business helps many people for a long time. In this unit you will learn to ask who a business helps, using six names called the **six stakeholders**: the **financiers** who lend or invest the money, the **risk-takers** who start the business, the **builders** who make the product, the **workers**, the **customers** who buy, and the **community**, the town around it.

You will visit four businesses from history: the Hudson's Bay Company's trading posts in the far north of Canada, Milton Hershey's chocolate factory and town, Josiah Wedgwood's pottery in England, and young Ben Franklin's print shop in Philadelphia. For each one you will give stars to show how well it helped each stakeholder, and you will see what each did well and where it fell short. You will finish by making a star scorecard for a business in your own town.

PREREQUISITES

- Knows goods, services and trade (Unit 1)
- Knows what a market and a customer are (Unit 3)
- Can count to 30 and add small numbers

MASTERY CHECKLIST

- ☐ I can name the six stakeholders and give an example of each.
- ☐ I can tell the story of one great business from this unit.
- ☐ I can give a star scorecard with a reason for each of the six stakeholders.
- ☐ I can explain why a big business is not always a great business.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **Hershey Community Archives**: Free. Old photographs and short stories about Milton Hershey, the chocolate factory, the town and the school. Good with Lesson 4.2.
- **The Electric Ben Franklin, from the Independence Hall Association**: Free pages about Ben Franklin's life, including his printing business and *Poor Richard's Almanack*. For a parent to read from in Lesson 4.4.

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	The Hudson's Bay Company Trading Posts	2 sessions of 30 minutes
4.2	Milton Hershey's Chocolate Town	2 sessions of 30 minutes
4.3	Josiah Wedgwood's Pottery	2 sessions of 30 minutes
4.4	Ben Franklin's Print Shop	2 sessions of 30 minutes

UNIT 4 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, drawing or using objects. There are no points; note in a few words what your child knows well and what to review.

1. Name the six stakeholders of a business. Can you give an example of one?
2. What did hunters trade at a Hudson's Bay Company post, and what did they get?
3. Milton Hershey failed several times. What did he do?
4. Why did Josiah Wedgwood keep a notebook of numbered tests?
5. Say the verse about being diligent in business. How did it come true for Ben Franklin?
6. Can a business be big but not great? Why?

ANSWER KEY

1. Financiers, risk-takers, builders, workers, customers and the community.
Example: customers are the people who buy, such as children buying a Hershey bar.
2. They traded beaver furs for blankets, kettles, knives, needles and other goods.
Prices were counted in “Made Beaver.”
3. He kept trying: he made caramels, then built a chocolate company, a town and a school for orphan boys.
4. So he could remember which clay and glaze mixtures worked best and make his pottery better and the same every time.
5. “Seest thou a man diligent in his business? he shall stand before kings.” Franklin worked hard as a printer and later stood before kings when he served his country in Europe.
6. Yes. A business can be big but still cheat its customers, treat its workers badly or harm its town. A great business helps all six stakeholders for a long time.

PORTFOLIO PIECE: A STAR SCORECARD FOR A BUSINESS NEAR ME

Choose a business your family knows: a bakery, a farm, a hardware store, a family business or a church bake sale. With a parent, visit it or talk with the owner. Ask: How did the business start? Who works there? Who buys from it? How does it help the town? Then make a large star scorecard with six rows, one for each stakeholder, with 1 to 5 stars and a reason for each. Add a drawing of the business and a thank-you note to the owner.

LOOK FOR	WHAT IT MEANS
Real facts	The scorecard uses real facts from a visit or a talk with the owner, gathered with a parent.
Six stakeholders	All six rows have stars and a reason your child can explain.
Fairness	Your child is kind and honest, naming something the business does well and something it could do better.
Care	Neat, colorful and finished, with a thank-you note.

4.1 THE HUDSON'S BAY COMPANY TRADING POSTS

OBJECTIVES

- Name the six stakeholders of a business.
- Tell how the Hudson's Bay Company traded at its posts in the far north.
- Play a trading-post game using “beaver” tokens as money.

Warm-up. Think of a store you know well. Name everyone who would be sad if it closed tomorrow: the owner, the workers, the shoppers, the neighbors. Count them on your fingers.

WATCH

The Hudson Bay Company | True North History

True North History · 4:30

<https://www.youtube.com/watch?v=A7pSRU9aj2A>

WHEN TO WATCH

After the story, before the star scorecard. Watch for the canoes full of furs and the trading post.

Note: A short history of the company from a small Canadian history channel, made for older students.

BACKUP VIDEO

Hudson's Bay Company History

Field Trip Dad · 8:44

<https://www.youtube.com/watch?v=DEZt00xlBmk>

KEY TERMS

stakeholder

Anyone who gains or loses from what a business does.

financier

A person who lends or invests money in a business.

risk-taker

The person who starts or owns a business and puts his own money and good name on the line.

trading post

A store in a faraway place where traders swap goods with the people who live nearby.

community

The town and neighbors around a business.

CORE IDEAS

The story. Long ago, people in Europe loved warm hats made of felt from beaver fur. Beavers lived far away in the cold forests around Hudson Bay, in what is now Canada. Two French fur traders, Pierre-Esprit Radisson and Médard des Groseilliers, had an idea: sail ships into Hudson Bay to trade for furs. Some rich men in London paid for a ship, and in 1670 King Charles II of England gave them a charter to start the Hudson's Bay Company.

How they figured it out. The company built forts called trading posts near the shores of the bay. Each summer, Cree and other native hunters paddled their canoes down the rivers, loaded with beaver furs. At the post they traded the furs for things they needed: wool blankets, iron kettles, knives, needles and guns for hunting. Because there were no coins, the company counted prices in "Made Beaver," the value of one good beaver skin. A kettle might cost a few Made Beaver. The famous striped wool blankets came later, and the company kept trading for more than 350 years.

The big idea. A business helps, or hurts, many people. We call them the six **stakeholders**. **Financiers** lend or invest the money. **Risk-takers** start the business and might lose everything. **Builders** design and make things. **Workers** work for pay. **Customers** buy. The **community** is the town or land around it. A business is **great** when it helps all six for a long time.

Star scorecard: the Hudson's Bay Company. *Financiers:* ★★★★★ The London investors were paid well for many years. *Risk-takers:* ★★★★★ Radisson and Groseilliers' bold idea worked, though they later quarreled with the company. *Builders:* ★★★★★ Men built forts and boats in a hard, cold land. *Workers:* ★★★ Clerks and boatmen earned steady pay, but the work was lonely and very hard. *Customers:* ★★★★★ The hunters got useful tools and blankets, though the company

often set the prices and they had few other places to trade. *Community*: ★★★ Its posts became towns, but trapping took so many beavers that in some places they nearly disappeared.

In business today. When you look at any business, ask the six questions: Who paid for it? Who took the risk? Who made it? Who works there? Who buys from it? How does it help the town? A wise owner tries to treat all six fairly.

PICTURE STUDY



Trading at a Hudson's Bay Company Post, Henry Alexander Ogden, 1882 · Engraving · Published in an American magazine

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

This engraving was made in 1882 by an American artist, Henry Ogden, for a magazine. It shows hunters bringing heavy packs of furs to a Hudson's Bay Company trading post. The clerks will count and grade the furs and give goods in return.

Look closely

- Find the bundles of furs. How many can you count?
- Find the canoe. How did it help the hunters?
- Find the trader who is pointing. What do you think he is saying?
- Find the barrels and the box. What might be inside?

Talk about it

1. What do you think the hunters will get in trade for their furs?
2. Which of the six stakeholders can you find in this picture?
3. Why would honest counting matter at a trading post?

PROJECT

The Trading Post Game

You will run a trading post where the money is beaver tokens, just like the Hudson's Bay Company's "Made Beaver." Then you will give the trading post a star scorecard.

You will need

- 20 tokens cut from brown paper, each marked "1 Beaver"
- Five "trade goods": a small blanket or cloth, a pot, a spoon, a ball of yarn, a cup
- Index cards for a price list
- Ledger notebook, pencil and crayons

Steps

1. Make a price list for the post on an index card: Blanket 6 Beaver, Pot 5 Beaver, Spoon 2 Beaver, Yarn 3 Beaver, Cup 2 Beaver.
2. One person is the trader at the post. The other is a hunter who arrives with 12 Beaver tokens.
3. The hunter chooses what to buy. Count out the tokens and trade. Can the hunter buy everything? What must he give up?
4. In your ledger notebook, write each trade: Goods, Price in Beaver, Beaver left.
5. Switch jobs and play again.
6. Now make a star scorecard. Draw six rows: Financiers, Risk-takers, Builders, Workers, Customers, Community. Give each row 1 to 5 stars for the Hudson's Bay Company.
7. Next to each row, write or tell one reason for your stars.

Tips

- Five stars means "helped a lot." One star means "did not help much."
- It is fine if your stars are different from the lesson's, as long as you can give a reason.

Check your work

- ☐ I can name the six stakeholders.
- ☐ I can tell how the trading posts worked.
- ☐ My star scorecard has a reason for each row.

LEDGER NOTEBOOK

1. Copy your trade list: Goods, Price in Beaver, Beaver left.
2. Draw a trading post by the water, with a canoe full of furs arriving. Label the hunter, the trader and the goods.
3. Draw a wheel with “Hudson’s Bay Company” in the middle and six spokes, one for each stakeholder.

From history. The Hudson’s Bay Company’s first ship to the bay, the *Nonsuch*, sailed from England in 1668 and came home in 1669 with a load of furs. Its success led the king to grant the company’s charter on May 2, 1670.

COMMON MISTAKES

- Thinking only the owner matters. A business also needs workers, customers and a good place in the community.
- Giving stars without a reason. Always say why.

Make it a game • Six Stakeholders Hunt. Name the six stakeholders of a business as fast as you can: lenders, owners, makers, workers, customers and neighbors. Then play trading post, where your parent brings furs and you give goods, saying who benefits. Count how many stakeholders you can match to a real example, like the Hudson's Bay posts.

4.2 MILTON HERSHEY'S CHOCOLATE TOWN

OBJECTIVES

- Tell how Milton Hershey failed, tried again and built a chocolate company.
- Explain how Hershey's business helped its workers and its community.
- Give a star scorecard for Hershey's business.

Warm-up. Taste a small piece of chocolate slowly. Think: where did the cocoa, the sugar and the milk come from? How many people helped make this?

WATCH

The Story of Milton Hershey | For Kids

Bedtime History • 7:36

<https://www.youtube.com/watch?v=-aSCMil-f4Y>

WHEN TO WATCH

After the story, before the star scorecard.

Note: Told for children by a family history channel, with modern film of the Hershey factory and town. It is also used in the Grade 5 course because it is the best telling for young children.

BACKUP VIDEO

Biography of Milton Hershey for kids/ The Hershey's Chocolate Factory

MyWorldOfNumbers • 3:41

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

KEY TERMS

entrepreneur

A person who starts a new business and takes the risk.

fail

When a business loses so much money that it must close.

orphan

A child whose parents have died.

charity

Giving money or help to people in need.

CORE IDEAS

The story. Milton Hershey was born in 1857 on a farm in Pennsylvania. As a teenager he learned to make candy. He opened his own candy shop in Philadelphia, but it failed. He tried again in other cities, and those failed, too. He did not give up. Back home in Lancaster, he made caramels, and this time his business grew big. Then, at a fair in Chicago in 1893, he saw chocolate-making machines from Germany, and he bought them.

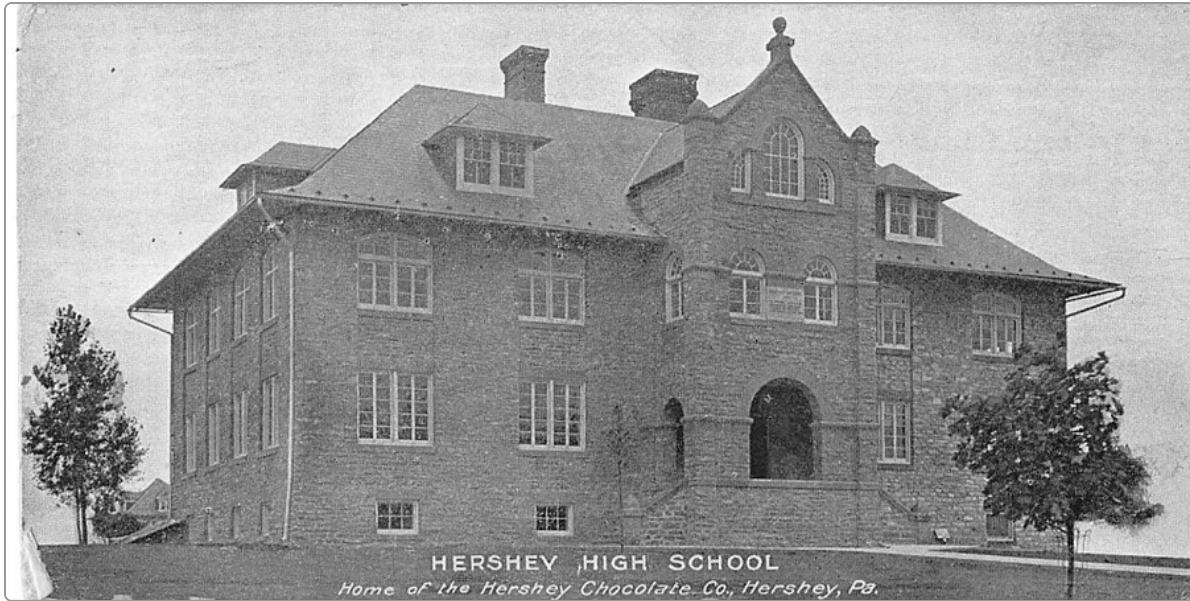
How they figured it out. In those days, milk chocolate was a treat mostly for rich people. Hershey wanted to make it cheap enough for everyone. He experimented for a long time to find a way to make milk chocolate with fresh milk. He sold his caramel business and built a huge chocolate factory in the countryside, close to dairy farms. The Hershey bar sold for a nickel, and soon people all over America were buying it.

The big idea. Hershey believed a business should help its **community**. Around his factory he built a whole town for his workers, with houses, schools, a park, a trolley and a library. In 1909, he and his wife Catherine, who had no children of their own, started a school for **orphan** boys. Later he gave almost all his fortune to the school. The school still helps thousands of children today.

Star scorecard: Hershey, about 1920. *Financiers:* ★★★★★ Hershey used mostly his own money, and the company paid back well. *Risk-takers:* ★★★★★ He failed several times but kept trying and succeeded. *Builders:* ★★★★★ His experiments made milk chocolate cheap for everyone. *Workers:* ★★★★★ Steady jobs, good houses and a fine town, though some workers felt the company decided too much about their lives. *Customers:* ★★★★★ A good chocolate bar for only a nickel. *Community:* ★★★★★ Jobs, parks, schools, and a home and school for orphans.

In business today. Many businesses today give part of their profit to schools, hospitals and churches. When you buy from a company, you can ask: does it treat its workers well, sell good things honestly, and help its town?

PICTURE STUDY



Hershey High School, Home of the Hershey Chocolate Company, Unknown photographer (picture postcard), about 1910 · Postcard · Hershey, Pennsylvania

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

This postcard was printed about 1910 in the new town of Hershey, Pennsylvania. Milton Hershey built schools, houses and parks for the families of his workers. The words at the bottom say the town is the “Home of the Hershey Chocolate Co.”

Look closely

- Read the words at the bottom of the postcard.
- Count the windows on the front of the school.
- Look at the young trees. Is this an old town or a new one?

Talk about it

1. Why would a chocolate company build a school?
2. Which stakeholder does this school help most?
3. Why do you think the town was proud to put its school on a postcard?

PROJECT

Plan a Company Town

You will draw a plan for a little town around a chocolate factory, count what it needs, and give Hershey's business a star scorecard.

You will need

- A large sheet of paper
- Crayons or colored pencils
- Blocks or small boxes, if you like to build
- Ledger notebook and pencil

Steps

1. Draw the chocolate factory in the middle of your paper.
2. Think about what workers and their families need. Draw at least six things around the factory: houses, a school, a church, a store, a park, a doctor, a road or a trolley.
3. Count the buildings you drew and write the number on your plan.
4. Draw the dairy farms at the edge of the town. Draw a road from the farms to the factory. Why does the factory need the farms?
5. In your ledger notebook, make a star scorecard for Hershey's business with six rows. Give each row 1 to 5 stars.
6. Next to each row, write or tell one reason.
7. Show your plan to your family and tell how your town helps each stakeholder.

Tips

- You can build your town with blocks first, then draw it.
- Remember the orphan boys' school!

Check your work

- ☐ I can tell how Milton Hershey failed and tried again.
- ☐ I can tell how his business helped its community.

- My star scorecard has a reason for each row.

LEDGER NOTEBOOK

1. Copy your Hershey star scorecard.
2. Draw a Hershey bar wrapper and write its price in Milton Hershey's day: 5¢.
3. Draw Milton Hershey's "try again" path: candy shop failed, caramels worked, chocolate grew big.

From history. Milton and Catherine Hershey signed the paper starting their school in November 1909. Today it is called the Milton Hershey School, and it still gives a free home and education to children in need.

COMMON MISTAKES

- Thinking a successful person never fails. Hershey failed several times before he succeeded.
- Thinking a business only helps its owner. Hershey's business helped farmers, workers, families and orphans.

Make it a game • Fail and Try Again. Run a two-minute chain of tries. Build something with blocks, let it fall, build again, and each time say one fact about Milton Hershey: his failures, his candy, his company, his town or his school. Use each fact only once. Count how many facts you can give before the blocks stay up.

4.3 JOSIAH WEDGWOOD'S POTTERY

OBJECTIVES

- Tell how Josiah Wedgwood tested and improved his pottery.
- Explain how a canal helped his business and his community.
- Make a “test notebook” like Wedgwood’s and keep careful records.

Warm-up. Look at a plate or a mug in your kitchen. Turn it over. Is there a name or mark on the bottom? Why would a maker put a mark there?

WATCH

Wedgwood Pottery (1966).

British Pathé • 2:45

<https://www.youtube.com/watch?v=WB4h8DMDISk>

WHEN TO WATCH

After the story, before the big idea. Count how many different jobs you see in the Wedgwood factory.

Note: An old British Pathé newsreel from 1966, without talking, showing workers making and decorating Wedgwood pottery by hand.

KEY TERMS

pottery

Dishes, bowls and vases made of clay and baked hard in a hot oven called a kiln.

experiment

A careful test to find out what works best.

canal

A long waterway dug by people so that boats can carry goods.

brand

A maker’s name or mark that customers trust.

CORE IDEAS

The story. Josiah Wedgwood was born in 1730 in a village of potters in England. When he was a boy, he became very sick, and afterward his right knee was so weak that he could not work the potter’s wheel well. So he became a thinker and a tester

instead. In 1759 he started his own pottery. He made a smooth, cream-colored ware that pleased Queen Charlotte, and he was allowed to call it “Queen’s Ware.”

How they figured it out. Wedgwood ran thousands of **experiments**, mixing different clays and glazes, and wrote every test in a notebook with a number. He had another problem: his dishes broke when packhorses carried them over bumpy roads. So he helped build the Trent and Mersey Canal, and boats carried his pottery smoothly. He built a big factory called Etruria, gave each worker one job to learn well, and built houses for many of his workers. But he was also very strict: workers had to come when the bell rang and were fined for being late or careless.

The big idea. Wedgwood’s name became a **brand**. Customers trusted that a dish marked “Wedgwood” would be well made and match the rest of the set. He earned that trust by testing, by keeping careful records, and by never selling poor work.

Star scorecard: Wedgwood, about 1790. *Financiers:* ★★★★★ He grew mostly with his own profits and his partners’ money, and they did well. *Risk-takers:* ★★★★★ He risked everything on new wares and a new factory. *Builders:* ★★★★★ His tests and new kinds of pottery were admired everywhere. *Workers:* ★★★ Steady pay and houses, but long hours, strict fines, and lead in the glazes that made some potters sick. *Customers:* ★★★★★ Beautiful, matching dishes many families could afford. *Community:* ★★★★★ The canal and roads helped the whole district.

In business today. Good companies still test their products again and again before they sell them, and they keep careful records. A good name, or brand, takes many years to build and can be lost in a day by one dishonest act.

PICTURE STUDY



Queen's Ware Platter, Josiah Wedgwood's pottery, about 1780 · Lead-glazed cream-colored earthenware · The Metropolitan Museum of Art, New York

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

This platter was made at Josiah Wedgwood's pottery about 1780. It is cream-colored ware, the kind Queen Charlotte liked, called Queen's Ware. The picture was printed on, not painted by hand, so many platters could look exactly the same.

Look closely

- Look at the color of the platter. Why was it called cream ware?
- Find the flowers around the edge. How many sprays can you count?
- Look at the picture in the middle. What do you see?

Talk about it

1. Why would customers want every platter in a set to match?
2. How did printing the pictures help Wedgwood make more dishes at a lower price?
3. Would you trust a dish with the Wedgwood name on it? Why?

Safety first. A parent handles the oven and hot trays.

PROJECT

My Test Notebook: Which Dough Is Best?

Like Wedgwood, you will run numbered experiments, write down every result, and pick the best recipe. Your “pottery” will be little dough pots.

You will need

- Flour, salt and water, and measuring spoons
- Three small bowls
- A baking tray (and an oven, with a parent)
- Ledger notebook and pencil

Steps

1. Make three test doughs. Test 1: 4 spoons flour, 1 spoon salt, 2 spoons water. Test 2: 4 spoons flour, 2 spoons salt, 2 spoons water. Test 3: 4 spoons flour, 3 spoons salt, 2 spoons water.
2. Write each recipe in your ledger notebook with its test number, just as Wedgwood did.
3. Shape a little pot from each dough. Scratch its test number on the bottom.
4. With a parent, bake the pots at a low temperature until hard (about 1 hour at 250°F), then let them cool.
5. Test each pot: Is it smooth? Did it crack? Is it strong? Give each one 1 to 5 stars for each question.
6. Write the results in a table: Test number, Smooth, No cracks, Strong, Total stars.
7. Choose the best recipe and write: “My best recipe is Test ___ because ___.”

Tips

- Only a parent uses the oven.
- Change only one thing in each test, so you know what made the difference.

Check your work

- ☐ I can tell how Wedgwood tested and improved his pottery.
- ☐ I can explain how the canal helped his business.

- ☐ I kept a numbered record of my tests.

LEDGER NOTEBOOK

1. Copy your test table and circle the best recipe.
2. Draw a canal boat carrying crates of dishes. Write why it was better than a packhorse.
3. Copy the Wedgwood star scorecard. Which stakeholder got the fewest stars? Why?

COMMON MISTAKES

- Changing many things at once in a test. Change one thing at a time.
- Thinking a business that makes beautiful things must treat its workers well. We must look at every stakeholder.

Make it a game • Best Clay Test. Make two small cups from play dough, one thick and one thin. Fill each with ten beans and carry it across the room. See which holds. Write your result in a test notebook, as Josiah Wedgwood did with pottery. Then explain how a canal carried his careful pottery to buyers without breaking.

4.4 BEN FRANKLIN'S PRINT SHOP

OBJECTIVES

- Tell how Ben Franklin learned printing and built his own business.
- Explain how hard work and good habits helped his business grow.
- Print copies with a homemade stamp and count the cost.

Warm-up. How do we get many copies of a book or a newspaper? Before copy machines, how do you think people did it? Share your guess.

WATCH

Benjamin Franklin Makes a Name for Himself as a Printer | PBS | A Film by Ken Burns

PBS • 4:12

<https://www.youtube.com/watch?v=mAN9zW31Jdg>

WHEN TO WATCH

After the story, before the big idea. Watch how type was set by hand, one letter at a time.

Note: A clip from a PBS documentary made for adults, with old woodcuts and newspapers; a parent may explain new words such as apprentice.

KEY TERMS

apprentice

A young person who works for a master to learn a trade.

printing press

A machine that presses inked letters onto paper to make many copies.

partner

A person who shares in owning a business.

almanac

A yearly book with a calendar, weather guesses, facts and wise sayings.

CORE IDEAS

The story. Benjamin Franklin was born in Boston in 1706, one of seventeen children. When he was twelve, he became an **apprentice** to his older brother James, a printer. He learned to set tiny metal letters one by one into lines, ink them and press paper

onto them. At seventeen he left for Philadelphia with almost no money. He worked hard for other printers, and in 1728 he opened his own print shop with a **partner**.

How they figured it out. Franklin knew that customers would only trust a printer who worked hard and kept his promises. He was at work early and late, and he made sure people saw him. He printed a newspaper, the *Pennsylvania Gazette*, and paper money for the colony of Pennsylvania. In 1732 he began printing *Poor Richard's Almanack*, full of wise sayings like "Early to bed and early to rise, makes a man healthy, wealthy and wise." He also helped young printers start their own shops in other towns as his partners, and they shared the profits.

The big idea. Franklin's business grew because he was **diligent**: careful, hardworking and honest. His father often told him a verse from Proverbs: "Seest thou a man diligent in his business? he shall stand before kings." Franklin later wrote that it came true: he did stand before kings, when he served his country in Europe.

Star scorecard: Franklin's print shop. *Financiers:* ★★★★★ Friends who lent him money were paid back. *Risk-takers:* ★★★★★ Franklin risked his savings and did very well. *Builders:* ★★★★★ Good printing, clear type and useful almanacs. *Workers:* ★★★★★ His apprentices and partners learned a trade, and some got their own shops. *Customers:* ★★★★★ Readers got news, almanacs and books at fair prices. *Community:* ★★★★★ He used his success to start a library, a fire company and a hospital in Philadelphia.

In business today. Printers today use computers and huge fast presses, but the habits that made Franklin successful still work: be on time, keep your promises, do careful work and help others get started.

PICTURE STUDY



Franklin the Printer, Charles E. Mills, about 1914 · Painting, printed in color by the Detroit Publishing Company · Library of Congress, Washington, D.C.

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

The artist Charles Mills painted this scene about 1914 to show what Ben Franklin's early printing work might have looked like. Franklin pulls the bar of the press, which pushes the paper down onto the inked letters.

Look closely

- Find Franklin pulling the bar of the press. Is it easy or hard work?
- Find the printed sheets hanging to dry.
- Find the worker setting type at the left and the worker with the ink balls at the right.

Talk about it

1. How many workers do you see? What job is each one doing?
2. Why do you think the printers wear aprons and paper caps?
3. How did Franklin's print shop help its customers and its town?

Safety first. A parent does all the cutting. Use washable ink or paint.

PROJECT

Print Shop for a Day

You will make a simple stamp and print copies of a wise saying, count how many you can print, and figure out what each copy cost.

You will need

- A potato cut in half (a parent cuts it) or a piece of craft foam glued to a block
- A washable ink pad or poster paint on a plate
- Paper cut into small cards
- Pencil, ledger notebook and a timer

Steps

1. Choose a short wise saying from Poor Richard, such as “Well done is better than well said.” Choose one word or a simple picture from it to make into a stamp.
2. With a parent, carve a simple shape or a large letter into the potato or cut it from foam. Remember: a stamp prints backward!
3. Print one card to test. Fix anything that does not print well.
4. Set a timer for 5 minutes and print as many good cards as you can. Count them.
5. Count your costs: how many cards of paper did you use, including spoiled ones? Write them down.
6. In your ledger notebook, make a table: Cards printed, Good cards, Spoiled cards.
7. Write the full saying by hand on each good card. Give them to family members as gifts, or save them for market day.

Tips

- Only a parent uses the knife.
- Press firmly and lift straight up so the print is not smudged.

Check your work

- ☐ I can tell how Ben Franklin built his print shop.
- ☐ I can say the verse about being diligent in business.
- ☐ I counted my good and spoiled cards.

LEDGER NOTEBOOK

1. Copy your printing table: Cards printed, Good cards, Spoiled cards.
2. Write one of Poor Richard's sayings in your best handwriting and draw a picture for it.
3. Copy the Franklin star scorecard and add one sentence: what did Franklin do for his community?

COMMON MISTAKES

- Forgetting that a stamp prints backward. Letters must be carved in reverse.
- Thinking Franklin got rich quickly. He worked hard for many years before his business did well.

Make it a game • Print Shop for a Day. Use a potato or eraser stamp and ink or paint to print your name five times on a page. Be an apprentice first, then the master. Your parent checks your work for neatness. Tell how Ben Franklin built his own business from apprentice to partner, and which habits helped him.

Scripture. "Seest thou a man diligent in his business? he shall stand before kings; he shall not stand before mean men." (Proverbs 22:29, KJV)

Franklin's father taught him this verse, and Franklin wrote that it came true in his life. Careful, faithful work is noticed, by people and by God.

UNIT 4

GREAT BUSINESSES AND WHO THEY HELP

What makes a business great? Not just being big or making lots of money. A great business helps many people for a long time. In this unit you will learn to ask who a business helps, using six names called the **six stakeholders**: the **financiers** who lend or invest the money, the **risk-takers** who start the business, the **builders** who make the product, the **workers**, the **customers** who buy, and the **community**, the town around it.

You will visit four businesses from history: the Hudson's Bay Company's trading posts in the far north of Canada, Milton Hershey's chocolate factory and town, Josiah Wedgwood's pottery in England, and young Ben Franklin's print shop in Philadelphia. For each one you will give stars to show how well it helped each stakeholder, and you will see what each did well and where it fell short. You will finish by making a star scorecard for a business in your own town.

PREREQUISITES

- Knows goods, services and trade (Unit 1)
- Knows what a market and a customer are (Unit 3)
- Can count to 30 and add small numbers

MASTERY CHECKLIST

- ☐ I can name the six stakeholders and give an example of each.
- ☐ I can tell the story of one great business from this unit.
- ☐ I can give a star scorecard with a reason for each of the six stakeholders.
- ☐ I can explain why a big business is not always a great business.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **Hershey Community Archives**: Free. Old photographs and short stories about Milton Hershey, the chocolate factory, the town and the school. Good with Lesson 4.2.
- **The Electric Ben Franklin, from the Independence Hall Association**: Free pages about Ben Franklin's life, including his printing business and *Poor Richard's Almanack*. For a parent to read from in Lesson 4.4.

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	The Hudson's Bay Company Trading Posts	2 sessions of 30 minutes
4.2	Milton Hershey's Chocolate Town	2 sessions of 30 minutes
4.3	Josiah Wedgwood's Pottery	2 sessions of 30 minutes
4.4	Ben Franklin's Print Shop	2 sessions of 30 minutes

UNIT 4 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, drawing or using objects. There are no points; note in a few words what your child knows well and what to review.

1. Name the six stakeholders of a business. Can you give an example of one?
2. What did hunters trade at a Hudson's Bay Company post, and what did they get?
3. Milton Hershey failed several times. What did he do?
4. Why did Josiah Wedgwood keep a notebook of numbered tests?
5. Say the verse about being diligent in business. How did it come true for Ben Franklin?
6. Can a business be big but not great? Why?

ANSWER KEY

1. Financiers, risk-takers, builders, workers, customers and the community.
Example: customers are the people who buy, such as children buying a Hershey bar.
2. They traded beaver furs for blankets, kettles, knives, needles and other goods.
Prices were counted in “Made Beaver.”
3. He kept trying: he made caramels, then built a chocolate company, a town and a school for orphan boys.
4. So he could remember which clay and glaze mixtures worked best and make his pottery better and the same every time.
5. “Seest thou a man diligent in his business? he shall stand before kings.” Franklin worked hard as a printer and later stood before kings when he served his country in Europe.
6. Yes. A business can be big but still cheat its customers, treat its workers badly or harm its town. A great business helps all six stakeholders for a long time.

PORTFOLIO PIECE: A STAR SCORECARD FOR A BUSINESS NEAR ME

Choose a business your family knows: a bakery, a farm, a hardware store, a family business or a church bake sale. With a parent, visit it or talk with the owner. Ask: How did the business start? Who works there? Who buys from it? How does it help the town? Then make a large star scorecard with six rows, one for each stakeholder, with 1 to 5 stars and a reason for each. Add a drawing of the business and a thank-you note to the owner.

LOOK FOR	WHAT IT MEANS
Real facts	The scorecard uses real facts from a visit or a talk with the owner, gathered with a parent.
Six stakeholders	All six rows have stars and a reason your child can explain.
Fairness	Your child is kind and honest, naming something the business does well and something it could do better.
Care	Neat, colorful and finished, with a thank-you note.

UNIT 5

FAIR RULES

A game is only fun when everyone plays by fair rules. Buying, selling and working are the same. In this unit you will learn some of the good rules that keep business fair: honest weights and measures, paying workers on time, keeping children safe in school instead of working in factories, and making sure food is safe to eat.

Some of these rules come straight from the Bible. Others were made by wise people and good laws after they saw a problem that needed fixing. You will meet a photographer named Lewis Hine, whose pictures helped get children out of factories, and a scientist named Harvey Wiley, who tested food to keep families safe. Good rules work like a fair referee: they protect honest people and leave everyone free to work, trade and build. You will finish with a “Fair Rules Book” for your own family market.

PREREQUISITES

- Knows what a market and a customer are (Unit 3)
- Can use a kitchen scale (Units 2 and 3)
- Knows the six stakeholders, especially workers and customers (Unit 4)

MASTERY CHECKLIST

- ☐ I can explain why God wants just weights and honest measures.
- ☐ I can tell why workers should be paid what was promised, on time.
- ☐ I can tell how Lewis Hine’s photographs helped children go to school instead of working in factories.
- ☐ I can tell how Harvey Wiley helped make food safe, and what a food label tells us.
- ☐ I can explain how good rules are like a fair referee.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **Library of Congress: National Child Labor Committee photographs by Lewis Hine:** Free on the Library of Congress website (search “National Child Labor Committee”). Thousands of Lewis Hine’s photographs. A parent should choose pictures first; many show hard scenes. Best for the parent preparing Lesson 5.3.
- **U.S. Food and Drug Administration: FDA history:** Free. Short histories and old photographs of Harvey Wiley, the Poison Squad and the Pure Food and Drug Act of 1906. For a parent to read from in Lesson 5.4.

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 Measures	2 sessions of 30 minutes
5.2	Paying Workers on Time	2 sessions of 30 minutes
5.3	Children at School, Not in Factories	2 sessions of 30 minutes
5.4	Harvey Wiley and Safe Food	2 sessions of 30 minutes

UNIT 5 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, drawing or using a scale and objects. There are no points; note in a few words what your child knows well and what to review.

1. What is a just weight? What does God say about it?
2. Show me how to check whether our kitchen scale is honest.
3. In the parable, what did the vineyard owner promise the first workers, and did he keep his promise?
4. Who was Lewis Hine, and how did he help children?
5. What did Harvey Wiley’s Poison Squad do? What did the 1906 law require?

6. How are good rules like a fair referee?

ANSWER KEY

1. An honest weight that is not too heavy or too light. “A false balance is abomination to the LORD: but a just weight is his delight” (Proverbs 11:1).
2. Zero the scale, then weigh something with a known weight (such as ten nickels, 50 grams, or a package marked with its weight) and compare.
3. A penny for the day. Yes, he paid them a penny that same evening.
4. A teacher and photographer who took pictures of children working in mills and factories. His photographs helped people see the problem, and laws were passed so children could go to school.
5. Young volunteers ate meals with preservatives so Wiley could test whether they were safe. The Pure Food and Drug Act said food must not be made impure and labels must not lie.
6. They make sure everyone plays fair and stays safe, and they stop cheating, but they still let people work, trade and build.

PORTFOLIO PIECE: OUR FAMILY MARKET FAIR RULES BOOK

Make a small booklet of four pages, one for each lesson in this unit, with the rules your family market will follow on market day. Page 1: “We use honest weights” with your inspector’s report. Page 2: “We pay workers what we promised, on time” with your job agreement. Page 3: “Children learn first” with your day chart. Page 4: “Our labels tell the truth” with an honest label you designed. Add a Bible verse or a drawing to each page, and read the booklet aloud to your family.

LOOK FOR	WHAT IT MEANS
Four rules	Each page has a fair rule from the unit and a piece of your child’s own work.
Reasons	Your child can tell why each rule is good and whom it protects.
Scripture	At least one page includes a Bible verse your child can say from memory.
Care	Neat, colorful and finished, with your child’s best effort.

5.1 JUST WEIGHTS AND HONEST MEASURES

OBJECTIVES

- Explain what a “just weight” is and why God cares about it.
- Test scales and measuring cups to see if they are honest.
- Tell how inspectors check store scales today.

Warm-up. Fill a cup “all the way” with dry beans. Now ask someone else to fill the same cup. Pour each into a bowl and compare. Are they exactly the same? Why might that matter in a store?

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. Look for the old copper measures and the brass weights near the end.

Note: From the Orange County Historical Museum in New York: a calm, narrated slideshow about a colonial set of weights and measures, believed to be the oldest complete set in the United States. Small channel, but a real museum.

KEY TERMS

just weight

A weight that is true and honest, not too heavy and not too light.

balance

A scale with two pans. It hangs level when both sides weigh the same.

standard

An official measure that everyone agrees to use, like a pound or a gallon.

inspector

A person whose job is to check that things are done fairly and correctly.

CORE IDEAS

The story. In Bible times, merchants weighed silver and grain on balance scales with stone weights. A dishonest merchant might keep two sets of weights: a heavy one for buying, so he got more, and a light one for selling, so he gave less. God’s law said

plainly: “Just balances, just weights, a just ephah, and a just hin, shall ye have.” An ephah was a measure of grain and a hin was a measure of oil. God cared about every jar and every scale.

How they figured it out. Cities and kings kept official weights and measures so that people could check their scales. When the United States was founded, the Constitution gave Congress the power to set standard weights and measures for the whole country. Today every state has inspectors. They visit grocery stores, gas stations and farmers’ markets with carefully tested weights. They check each scale and pump, and if it is correct they put a seal or sticker on it.

The big idea. Fair trade needs honest measures. If the scale is wrong, someone is cheated, even if no one notices. A **just weight** means the buyer gets everything he paid for and the seller gets everything he earned. God sees every scale, and He delights in honesty.

In business today. Look for a small inspection sticker on the scale at the grocery store or on a gas pump. Packages must also tell the truth about how much is inside: a box marked “1 pound” must really hold a pound. An honest shopkeeper checks his own scale, even when no inspector is coming.

PICTURE STUDY



The Moneylender and His Wife, Quentin Matsys, 1514 · Oil on wood · Louvre Museum, Paris

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

Quentin Matsys painted this picture more than five hundred years ago in Antwerp, a busy trading city in what is now Belgium. A moneylender or moneychanger is weighing coins to check that they hold the right amount of gold. His wife is turning the pages of a prayer book, but her eyes are on the coins.

Look closely

- Find the scale. What is the man weighing?
- Count the coins you can see on the table.
- Look at the wife's book. What kind of book is it?
- Find the little round mirror. What do you see in it?

Talk about it

1. Why would a moneychanger need to weigh coins instead of just counting them?
2. Why do you think the painter put a prayer book next to the scale?
3. What would happen to this man's business if people found out his scale was not honest?

PROJECT

Be a Weights-and-Measures Inspector

You will test the scales and measuring cups in your home, like a real inspector, and write a report.

You will need

- A kitchen scale
- Measuring cups and spoons
- Something with a known weight: an unopened 1-pound box of pasta, a can marked with its weight, or ten nickels (each nickel weighs 5 grams, so ten weigh 50 grams)
- Water and a clear measuring cup
- Star stickers or a marker
- Ledger notebook and pencil

Steps

1. Check the scale: put the ten nickels on it. Does it read about 50 grams? Write what it shows.
2. Check again with an unopened package that has its weight printed on it. Write the label weight and the scale weight.
3. Check two measuring cups: fill the “1 cup” measure with water and pour it into a clear measuring cup. Is it really one cup?
4. In your ledger notebook, make an inspector’s report: Thing tested, Should be, Really was, Passed?
5. If something passed, give it a star sticker, like a real inspector’s seal.
6. Try to “cheat”: put a finger gently on the scale. Watch the number change. Talk about why a dishonest seller might do this, and why it is wrong.
7. Sign your report with your name and the date.

Tips

- A good scale may be off by a gram or two. That is close enough for a kitchen; stores must be even closer.

- Remember to press “zero” (tare) before weighing.

Check your work

- ☐ I can say what a just weight is.
- ☐ I tested at least three things and wrote the results.
- ☐ I can tell what inspectors do today.

LEDGER NOTEBOOK

1. Copy your inspector’s report in neat columns.
2. Draw a balance scale with a just weight on one side. Write Proverbs 11:1 under it.
3. Draw an inspection sticker for a store scale. What would you write on it?

COMMON MISTAKES

- Thinking a little cheating does not matter. To God, a false balance is never small.
- Forgetting to zero the scale before weighing.

Make it a game • Inspector Cup Check. Pour water into three measuring cups that may be labeled differently and see if they match. Find the cheat. Test a kitchen scale with a known one-pound item. Report what you found to your parent as an inspector would. Tell why God cares that weights are just and honest.

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

God does not only care about big things. He cares about the scale in the shop. Honest measures please Him.

5.2 PAYING WORKERS ON TIME

OBJECTIVES

- Tell the parable of the workers in the vineyard.
- Explain why a worker should be paid what was promised, on time.
- Make a job agreement and a pay record for a family job.

Warm-up. Imagine you raked leaves all afternoon because your neighbor promised you \$2. When you finish, he says, “I’ll pay you next month... maybe.” How would you feel? Why?

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 the story, before the big idea.

Note: A church children’s cartoon of the parable.

KEY TERMS

wage

Money paid to a worker for his work.

agreement

A promise that two people make to each other. A written agreement is called a contract.

employer

The person or business that hires workers and pays them.

payday

The day workers are paid.

CORE IDEAS

The story. Jesus told a story about a man who owned a vineyard. Early in the morning he went to the marketplace to hire workers to pick grapes. They agreed to work for a penny a day, which was a day’s pay. Later he hired more workers, and more, until the last ones came only one hour before evening. When evening came, the owner paid every worker, starting with the last, and he paid each one a full

penny. The first workers grumbled, but the owner said, “Didst not thou agree with me for a penny?” He had kept his promise to everyone, and he was free to be generous.

How they figured it out. Long before, God’s law told employers to pay a hired worker the same day, before the sun went down, “for he is poor, and setteth his heart upon it.” A poor worker needed his pay to buy bread for his family that night. Later, the apostle James warned rich men who held back the wages of the workers who harvested their fields. Paying fairly and on time is an old, old rule.

The big idea. Workers and **employers** need each other. The worker gives his time, strength and skill. The employer gives the tools, the work to do and the **wage**. Both must keep their **agreement**. The worker should work heartily, and the employer should pay what was promised, on time. When both keep their word, both are blessed.

In business today. Most workers in America are paid every week, every two weeks or every month, on a set **payday**, and the law says employers must pay the wages they owe. Good employers are never late. Good workers are on time and do their best. When you do a job for a neighbor, agree on the price first, do the work well, and then you may ask kindly for your pay.

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, a Dutch painter of Rembrandt's time, painted Bible stories as if they were happening in his own city. Here he shows the evening of payday in the parable. The owner sits at his table paying the workers, a clerk writes it all down, and one of the first workers is complaining.

Look closely

- Find the owner at the table. What is he doing?
- Find the worker who is complaining. How can you tell he is upset?
- Look for the window. Where does the light fall?
- Find the clerk writing in a big book. What do you think he is writing down?

Talk about it

1. Did the owner keep his promise to the first workers? How do you know?
2. Why was it important to pay the workers that same evening?
3. How would you feel if you were one of the last workers hired?

PROJECT

My Job Agreement and Pay Record

You will make a real agreement with a parent for a small extra job, do the work, and keep a pay record. Both of you will keep your promises.

You will need

- Ledger notebook and pencil
- A small extra job at home, such as sorting socks, wiping the table or pulling weeds
- Pennies or a small amount of pay agreed by your parent

Steps

1. With a parent, choose an extra job (not one of your everyday chores). Agree on what the job is, how well it must be done, and how much it pays.
2. Write the agreement in your ledger notebook: "I, ___, agree to _____. My parent agrees to pay ___ when the job is done well." Both of you sign it.
3. Do the job heartily, as well as you can.
4. Your parent checks the work. Did you do what you promised?
5. Your parent pays you that same day, before the sun goes down. Count the money.
6. Make a pay record: Date, Job, Agreed pay, Paid?, On time?
7. Talk about it: Did each of you keep the agreement? How did it feel to be paid on time?

Tips

- The amount can be small. The lesson is keeping the promise.
- If the job was not done well, agree on what to fix before payday.

Check your work

- ☐ I can tell the parable of the workers in the vineyard.
- ☐ I can explain why workers should be paid on time.
- ☐ My agreement is signed and my pay record is filled in.

LEDGER NOTEBOOK

1. Copy your signed job agreement neatly.
2. Draw the vineyard owner paying the workers at evening. Write “a penny a day” under your picture.
3. Make a list: two promises a worker makes and two promises an employer makes.

COMMON MISTAKES

- Thinking only the employer has a promise to keep. The worker promises to work well, too.
- Asking for pay before agreeing on a price. Always agree first.

Make it a game • Pay on Payday. Make an agreement with your parent: a job, a pay of ten pennies and a payday. Do the job, then check that the pay arrives as promised. Write the amount on a small pay record. Then retell the vineyard workers and say why the owner had to pay what he promised, on time.

Scripture. “At his day thou shalt give him his hire, neither shall the sun go down upon it; for he is poor, and setteth his heart upon it” (Deuteronomy 24:15, KJV)

God told employers to pay workers the same day, because the worker was counting on it to feed his family. Keeping promises to workers is part of loving our neighbor.

5.3 CHILDREN AT SCHOOL, NOT IN FACTORIES

OBJECTIVES

- Tell how Lewis Hine used photographs to show that many children were working in mills instead of going to school.
- Explain how good laws helped children go to school.
- Make a “day at school” and “day at the mill” comparison chart.

Warm-up. Tell everything you did yesterday, from waking up to bedtime. How many hours did you spend learning? Playing? Helping at home?

WATCH

Artist Spotlight: Lewis Hine

Taubman Museum of Art • 1:45

<https://www.youtube.com/watch?v=JiM6VINq5w0>

WHEN TO WATCH

After the story of Lewis Hine, before the project.

Note: A short museum talk about one of Hine’s photographs of mill boys. Only a little over a minute; best watched with a parent.

KEY TERMS

child labor

When young children must work long hours at hard or dangerous jobs instead of going to school.

mill

A factory where things like cloth or flour are made by machines.

photograph

A picture made with a camera.

law

A rule that everyone in a country or state must follow.

CORE IDEAS

The story. About one hundred years ago, many children in America did not go to school. Instead, they worked long days in cotton mills, in factories, in mines and on city streets. Some were only eight or ten years old, about your age. A schoolteacher named Lewis Hine had a camera, and he wanted people to see what was happening.

Starting in 1908, he traveled all over the country for a group called the National Child Labor Committee, taking pictures of working children.

How they figured it out. Hine wrote down each child's name, age and job, and sometimes measured how tall they were against the buttons on his vest. When people saw his photographs, of small children standing beside huge machines, many were sad and surprised. They had not known. Parents, pastors, teachers and lawmakers worked together. State after state passed laws saying young children must go to school and must not work in mills. In 1938 a national law, the Fair Labor Standards Act, ended most factory work for children under sixteen.

The big idea. Children are a gift from God. Their main work is to learn, to grow and to help at home. Good laws protect children so they can go to school, while still letting them do chores, help in a family business, or earn a little money with safe jobs. This is a law that worked: it fixed a real problem and made life better for millions of children.

In business today. Businesses today must follow rules about how old workers must be and how many hours young people may work. Teenagers may work in safe jobs after school, and children may help on the family farm or sell lemonade with a parent. Every child has the chance to go to school. When you do your schoolwork, remember that not long ago, many children your age could not.

PICTURE STUDY



Kindergarten Children in Horace Mann School Working on Doll Houses, Lewis Hine, 1917 · Photograph · Library of Congress, Washington, D.C. (National Child Labor Committee Collection)

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

Lewis Hine is famous for his photographs of children who had to work in mills and factories. But he also photographed children where he believed they belonged: in school. Here, in 1917, kindergarten children at the Horace Mann School are busy building doll houses.

Look closely

- Count the children. What is each one doing?
- Find the teacher. How is she helping?
- Find the doll house. What tools or materials are the children using?

Talk about it

1. Why do you think Lewis Hine took pictures of children at school as well as children at work?
2. How is this room different from a cotton mill?
3. What do you think these children are learning?

PROJECT

A Day at School and a Day at the Mill

You will make a chart that compares your day with the day of a child who worked in a mill long ago, and count the hours.

You will need

- Ledger notebook
- Crayons or colored pencils
- A clock with hands, or a paper clock

Steps

1. Draw two tall boxes side by side. Label one “My Day” and the other “A Mill Child’s Day, 1908.”
2. In “My Day,” write or draw each part of your day with its hours: sleeping, eating, school, play, chores, family time.
3. In the mill child’s box, a parent helps you fill in: about 10 or 11 hours working at the machines, a short time to eat, sleeping, and little or no school or play.
4. Count the hours of learning in each box. Count the hours of play.
5. Color school hours blue, work hours gray and play hours green. Which box has the most blue?
6. Write or tell one sentence: “Good laws help children because ____.”
7. Thank God for your school and your teachers in a short prayer.

Tips

- Keep it gentle. The point is to be thankful and to see how good rules helped.
- Homeschool counts as school!

Check your work

- ☐ I can tell who Lewis Hine was and what he did.
- ☐ I can explain how laws helped children go to school.
- ☐ My chart compares the hours of learning, work and play.

LEDGER NOTEBOOK

1. Copy your two-box chart and color the hours.
2. Draw Lewis Hine with his big camera on a tripod.
3. Write the names of three places children work safely today: helping at home, a family farm, a lemonade stand with a parent.

From history. Lewis Hine took thousands of photographs for the National Child Labor Committee between 1908 and 1924. In 1930 and 1931 he photographed the workers who built the Empire State Building, showing how proud and skilled they were.

COMMON MISTAKES

- Thinking all work is bad for children. Chores and safe jobs with a parent are good; long hours at dangerous machines instead of school are not.
- Thinking one photograph changed everything at once. It took many people and many years of patient work.

Make it a game • School or Mill. Draw two pictures, one of a day at school and one of a day in a mill long ago. Hold up each one and your parent asks questions about it, such as, how long are the hours? Answer from memory. Tell how Lewis Hine's photographs helped good laws send children to school.

5.4 HARVEY WILEY AND SAFE FOOD

OBJECTIVES

- Tell how Harvey Wiley’s “Poison Squad” tested food additives.
- Explain what the Pure Food and Drug Act of 1906 required.
- Read real food labels and record what they tell us.

Warm-up. Pick up a box or can from the kitchen. Find the label. What does it tell you? Name three things.

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 the Poison Squad, before the project. It has words but no talking, so read the words aloud together.

Note: A very short silent clip from PBS’s American Experience, made of old photographs with captions.

KEY TERMS

label

The words printed on a package that tell what is inside.

ingredient

One of the things that a food is made from.

chemist

A scientist who studies what things are made of.

preservative

Something added to food to keep it from spoiling.

CORE IDEAS

The story. More than one hundred years ago, some food sold in America was not what it said it was. Some “honey” was mostly cheap syrup, some milk had water and chalk added, and some foods had harmful chemicals mixed in to keep them from spoiling. Labels did not have to tell the truth. A **chemist** named Harvey Wiley, who

worked for the United States Department of Agriculture, decided to find out whether these chemicals were safe.

How they figured it out. In 1902, Dr. Wiley asked twelve young men to volunteer. They ate all their meals together at a special table. Some meals had small amounts of a **preservative** added, and Dr. Wiley and his helpers weighed them, checked their health and wrote down everything carefully. Newspapers called them the “Poison Squad.” The tests showed that some of the chemicals made people sick. Wiley shared what he found and spoke up for honest food for many years.

The big idea. In 1906, Congress passed the Pure Food and Drug Act. It said that food and medicine must not be adulterated, which means made impure or watered down, and that **labels** must not lie. This was a law that worked: honest food makers were glad, because cheaters could no longer undersell them with fake food, and families could trust what they bought.

In business today. Today every package of food has a label that lists its **ingredients**, from the most to the least, and tells how much is inside. An agency called the Food and Drug Administration (FDA) keeps watch. Honest food companies test their products and tell the truth, and wise shoppers read the label before they buy.

PICTURE STUDY



Harvey Wiley and the Poison Squad, Unknown photographer (U.S. Department of Agriculture), about 1902–1903 · Photograph · U.S. Food and Drug Administration history collection

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

This photograph shows the young volunteers of Harvey Wiley’s “Poison Squad” eating at their special table in Washington. Dr. Wiley stands in the back. Someone made the sign in the corner as a joke: “None but the brave can eat the fare.”

Look closely

- Find Dr. Wiley standing in the back.
- Count the young men at the table.
- Find the shelves with bottles and jars. What might they be for?
- Read the sign. What does “fare” mean here?

Talk about it

1. Why did the volunteers need to be brave?
2. Why did Dr. Wiley write down everything so carefully?
3. How do these men’s meals help you when you eat today?

Safety first. Do not taste anything during this project unless a parent says it is all right.

PROJECT

Label Detective

You will read real food labels like a food inspector, record what they say, and check one label claim yourself.

You will need

- Five packaged foods from the kitchen (cereal, crackers, a can of soup, a jar of peanut butter, a box of pasta)
- A kitchen scale
- Ledger notebook and pencil

Steps

1. Pick five packaged foods. For each one, find the name of the food, the weight or amount, and the ingredients list.
2. In your ledger notebook, make a table: Food, Weight on label, First ingredient, Number of ingredients.
3. Count the ingredients on each label and write the number. Which food has the fewest? The most?
4. The first ingredient is the one there is the most of. Write it down for each food.
5. Check one claim: choose a closed package with its weight printed on it. Weigh it on the kitchen scale. Remember the box itself weighs a little, too! Is the food at least as heavy as the label says?
6. Find the name and address of the company on one label. Why do you think the law asks for it?
7. Talk about it: How does a true label help your family?

Tips

- Some labels are in very small print. Use a magnifying glass or ask a parent to read them.
- Do not open packages just to weigh them; weigh the whole closed package.

Check your work

- ☐ I can tell the story of Harvey Wiley and the Poison Squad.
- ☐ I can tell what the Pure Food and Drug Act required.
- ☐ My table shows what five labels say.

LEDGER NOTEBOOK

1. Copy your label table.
2. Design an honest label for a food you might sell on market day: name, weight, ingredients and your name.
3. Draw the Poison Squad at their table. Write “Food must be honest” under it.

COMMON MISTAKES

- Thinking the Poison Squad was a game. It was a careful science test with volunteers, and it was hard work.
- Thinking a label is just decoration. By law, the facts on a label must be true.

Make it a game • Label Detective Duel. Each of you picks three food labels from the pantry. Read out the ingredients for one and let the other guess what food it is. Score a point for each right guess. Then tell what the Poison Squad was, and what the Pure Food and Drug Act of 1906 said labels had to do.

UNIT 5

FAIR RULES

A game is only fun when everyone plays by fair rules. Buying, selling and working are the same. In this unit you will learn some of the good rules that keep business fair: honest weights and measures, paying workers on time, keeping children safe in school instead of working in factories, and making sure food is safe to eat.

Some of these rules come straight from the Bible. Others were made by wise people and good laws after they saw a problem that needed fixing. You will meet a photographer named Lewis Hine, whose pictures helped get children out of factories, and a scientist named Harvey Wiley, who tested food to keep families safe. Good rules work like a fair referee: they protect honest people and leave everyone free to work, trade and build. You will finish with a “Fair Rules Book” for your own family market.

PREREQUISITES

- Knows what a market and a customer are (Unit 3)
- Can use a kitchen scale (Units 2 and 3)
- Knows the six stakeholders, especially workers and customers (Unit 4)

MASTERY CHECKLIST

- ☐ I can explain why God wants just weights and honest measures.
- ☐ I can tell why workers should be paid what was promised, on time.
- ☐ I can tell how Lewis Hine’s photographs helped children go to school instead of working in factories.
- ☐ I can tell how Harvey Wiley helped make food safe, and what a food label tells us.
- ☐ I can explain how good rules are like a fair referee.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **Library of Congress: National Child Labor Committee photographs by Lewis Hine:** Free on the Library of Congress website (search “National Child Labor Committee”). Thousands of Lewis Hine’s photographs. A parent should choose pictures first; many show hard scenes. Best for the parent preparing Lesson 5.3.
- **U.S. Food and Drug Administration: FDA history:** Free. Short histories and old photographs of Harvey Wiley, the Poison Squad and the Pure Food and Drug Act of 1906. For a parent to read from in Lesson 5.4.

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 Measures	2 sessions of 30 minutes
5.2	Paying Workers on Time	2 sessions of 30 minutes
5.3	Children at School, Not in Factories	2 sessions of 30 minutes
5.4	Harvey Wiley and Safe Food	2 sessions of 30 minutes

UNIT 5 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, drawing or using a scale and objects. There are no points; note in a few words what your child knows well and what to review.

1. What is a just weight? What does God say about it?
2. Show me how to check whether our kitchen scale is honest.
3. In the parable, what did the vineyard owner promise the first workers, and did he keep his promise?
4. Who was Lewis Hine, and how did he help children?
5. What did Harvey Wiley’s Poison Squad do? What did the 1906 law require?

6. How are good rules like a fair referee?

ANSWER KEY

1. An honest weight that is not too heavy or too light. “A false balance is abomination to the LORD: but a just weight is his delight” (Proverbs 11:1).
2. Zero the scale, then weigh something with a known weight (such as ten nickels, 50 grams, or a package marked with its weight) and compare.
3. A penny for the day. Yes, he paid them a penny that same evening.
4. A teacher and photographer who took pictures of children working in mills and factories. His photographs helped people see the problem, and laws were passed so children could go to school.
5. Young volunteers ate meals with preservatives so Wiley could test whether they were safe. The Pure Food and Drug Act said food must not be made impure and labels must not lie.
6. They make sure everyone plays fair and stays safe, and they stop cheating, but they still let people work, trade and build.

PORTFOLIO PIECE: OUR FAMILY MARKET FAIR RULES BOOK

Make a small booklet of four pages, one for each lesson in this unit, with the rules your family market will follow on market day. Page 1: “We use honest weights” with your inspector’s report. Page 2: “We pay workers what we promised, on time” with your job agreement. Page 3: “Children learn first” with your day chart. Page 4: “Our labels tell the truth” with an honest label you designed. Add a Bible verse or a drawing to each page, and read the booklet aloud to your family.

LOOK FOR	WHAT IT MEANS
Four rules	Each page has a fair rule from the unit and a piece of your child’s own work.
Reasons	Your child can tell why each rule is good and whom it protects.
Scripture	At least one page includes a Bible verse your child can say from memory.
Care	Neat, colorful and finished, with your child’s best effort.

UNIT 6

MAKING AND SELLING

Every business begins when someone notices that people need something. In this unit you will learn to look for a customer's need, make something that meets it, make it better and better, tell the truth about it, and set a fair price.

You will meet Earle Dickson, who made the first Band-Aid for his wife's kitchen cuts; Margaret Knight, who built a machine to make flat-bottomed paper bags; the soap makers of Cincinnati who made Ivory soap and tested their claims before they printed them; and Frank Woolworth, whose stores sold everything for five or ten cents. You will finish by designing, testing, pricing and advertising a product of your own.

PREREQUISITES

- Knows customers, competition and markets (Unit 3)
- Knows honest labels and fair rules (Unit 5)
- Can add and subtract money amounts under \$1

MASTERY CHECKLIST

- ☐ I can spot a need and think of a product that meets it.
- ☐ I can test my product, find what is wrong and make it better.
- ☐ I can make an advertisement that tells only the truth.
- ☐ I can set a price that pays for my costs and is fair to my customer.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **The Toothpaste Millionaire, by Jean Merrill:** A funny chapter book about a boy who notices toothpaste costs too much, makes his own for a few cents, and builds an honest business. A read-aloud for ages 7–10. Good with Lessons 6.1 and 6.4. Look for it at your library or bookstore.
- **Paper Discovery Center: Paper Industry International Hall of Fame:** A paper museum in Appleton, Wisconsin, with stories of paper inventors such as Margaret Knight. For a parent to read in Lesson 6.2.

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 Seeing a Need: Earle Dickson's Band-Aid

2 sessions of 30 minutes

6.2 Making a Better Product: Margaret Knight's Paper Bags	2 sessions of 30 minutes
6.3 Honest Advertising: Ivory Soap Floats	2 sessions of 30 minutes
6.4 Setting a Price: Woolworth's Five and Ten	2 sessions of 30 minutes

UNIT 6 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, drawing or using coins and objects. There are no points; note in a few words what your child knows well and what to review.

1. How did Earle Dickson get the idea for the Band-Aid?
2. What was better about Margaret Knight's paper bags, and how did her notes help her?
3. Why did Harley Procter have Ivory soap tested before he advertised it?
4. Is this a true claim we can check: "The best toy in the whole world"? What about "Holds 20 pennies"?
5. A bookmark costs 20¢ to make. If you sell it for 50¢, what is your profit? (Use coins.)
6. How did Frank Woolworth sell things for only 5¢ or 10¢ and still make a profit?

ANSWER KEY

1. His wife Josephine often cut or burned her fingers while cooking, and big bandages were hard to put on with one hand. He made a ready-to-use strip of tape with gauze pads.
2. They had a wide, flat bottom, so they stood up and held more. Her notebooks and drawings proved in court that the machine was her invention.
3. So that his ad would tell the truth. The test showed it was almost all pure soap, and anyone could check that it floats.
4. “The best in the whole world” cannot be proved, so an honest seller should not say it. “Holds 20 pennies” can be tested.
5. 30¢ (50¢ – 20¢).
6. He bought huge amounts straight from factories so each item cost him little, and he sold many items at clear, fixed prices.

PORTFOLIO PIECE: MY PRODUCT, FROM NEED TO PRICE

Choose one product you could really make and sell on market day, such as bookmarks, greeting cards or decorated pencils. Make a four-page folder: Page 1, the need you found and who has it. Page 2, your first prototype, what went wrong, and how you improved it. Page 3, your honest ad with three true claims. Page 4, your cost list, your price and your profit for one item. Bring one finished product to show.

LOOK FOR	WHAT IT MEANS
A real need	The product answers a need your child found by asking real people.
Improving	The folder shows a first try, a problem and a better second try.
Honesty	Every claim in the ad is true and can be checked.
Price	Costs are added correctly and the price leaves a small, fair profit.

6.1 SEEING A NEED: EARLE DICKSON'S BAND-AID

OBJECTIVES

- Tell how Earle Dickson saw a need and made the first Band-Aid.
- Explain that a good product solves a customer's problem.
- Interview family members to find a need and draw a product idea.

Warm-up. Think of something that bothers you or your family every day: shoes that come untied, a lost pencil, cold hands. Name three small problems.

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, before the big idea.

Note: A short drawn TED-Ed film with no words, showing how the first Band-Aid was put together.

BACKUP VIDEO

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

HowStuffWorks • 1:14

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

KEY TERMS

need

A problem that someone wants solved, or something they must have.

product

A good that is made to be sold.

customer

The person who buys the product.

invent

To make something new that did not exist before.

CORE IDEAS

The story. About one hundred years ago, Earle Dickson worked as a cotton buyer for Johnson & Johnson, a company in New Jersey that made bandages and gauze for

hospitals. His young wife, Josephine, often cut or burned her fingers while cooking. Bandages back then were long strips of gauze and sticky tape that she had to cut and wrap herself, and with one hand hurt, that was very hard to do.

How they figured it out. Earle had an idea. He laid out a long strip of sticky tape, put small squares of gauze along it, and covered it with a cloth called crinoline so it would not stick to itself. Now Josephine could just cut off a piece and press it on. In 1920 he showed his idea to his bosses. They liked it, and in 1921 the company began selling “Band-Aids.” At first not many people bought them, because they were handmade and big. The company kept improving them, made them by machine, and gave them away to Boy Scout troops so people could try them. Soon Band-Aids were in homes everywhere.

The big idea. A good business starts with a **need**. Earle did not start by asking, “How can I make a lot of money?” He started by asking, “How can I help Josephine?” When you solve a real problem for one person, many other people often have the same problem, and they become your **customers**.

In business today. Companies still look for needs. They watch how people use things, ask questions and listen to complaints. A complaint is a gift to a business, because it shows a need. When you hear someone say, “I wish there were a better way to...,” you may be hearing the start of a new product.

PICTURE STUDY



The Milkmaid, Johannes Vermeer, about 1658 · Oil on canvas · Rijksmuseum, Amsterdam

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

Johannes Vermeer painted this quiet kitchen in the Dutch city of Delft. A maid is pouring milk, probably to make a bread pudding from old bread so nothing is wasted. Vermeer shows how much care goes into everyday work, the same kitchen work where Josephine Dickson kept cutting her fingers.

Look closely

- Find the jug, the bowl and the bread. What do you think she is making?
- Look at her hands and her face. Is she hurrying or being careful?
- Look at the wall. Can you find a nail and a small hole? What tells you this kitchen is used every day?
- Find the little foot warmer on the floor by the wall.

Talk about it

1. What jobs happen in this kitchen? What problems could a cook have?
2. If you lived in this house, what product could you invent to make her work easier or safer?
3. Who would be your customer?

PROJECT

The Need Hunt

You will interview your family to find real needs, choose one, and draw a product that could solve it. This is how many real products begin.

You will need

- Ledger notebook and pencil
- Crayons or colored pencils
- A clipboard or hard book to write on

Steps

1. Write three interview questions in your notebook: “What bothers you at home?” “What do you lose or forget?” “What takes too long?”
2. Interview at least three people in your family. Write or draw each answer.
3. Make a tally: did more than one person name the same problem? Put a tally mark for each person.
4. Choose the need with the most tally marks.
5. Draw a product that could solve it. Label its parts and give it a name.
6. Show your drawing to the person who had the problem. Ask: “Would this help you? What would you change?” Write the answer.
7. Draw a second, better version using what you learned.

Tips

- Listen more than you talk when you interview.
- Simple ideas are often the best ones. The Band-Aid was just tape, gauze and cloth put together in a new way.

Check your work

- ☐ I can tell how Earle Dickson saw a need.
- ☐ I interviewed three people and found a real need.
- ☐ I drew a product and made it better after listening.

LEDGER NOTEBOOK

1. Copy your interview answers and the tally of needs.
2. Draw your first product idea and your better second version side by side.
3. Draw Earle Dickson's first Band-Aid strip: tape, gauze squares and crinoline cover. Label each part.

From history. Earle Dickson kept working at Johnson & Johnson for many years and became a vice president of the company. Early Band-Aids were made by hand, and the strips were about 3 inches wide and 18 inches long; people cut off as much as they needed.

COMMON MISTAKES

- Starting with “What can I sell?” instead of “What do people need?”
- Not asking the customer. The person with the problem knows best what would help.

Make it a game • Fix It Fast. Your parent names a problem, like, my finger is cut, and you have thirty seconds to name or draw a product to help. Try six problems. Then tell the story of Earle Dickson, who saw a need in his wife's kitchen. Say how a good product solves a customer's problem.

6.2 MAKING A BETTER PRODUCT: MARGARET KNIGHT'S PAPER BAGS

OBJECTIVES

- Tell how Margaret Knight invented a machine for flat-bottomed paper bags.
- Explain how testing and improving makes a product better.
- Make, test and improve paper bags, and record the results.

Warm-up. Find a paper grocery bag. Stand it up. Now look at an envelope. Could an envelope stand up and hold apples? What is different about the bag's bottom?

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, before the project. Look for her patent drawing and the old bag machines.

Note: From the Paper Discovery Center, a paper museum, honoring Margaret Knight in its Hall of Fame.

KEY TERMS

prototype

A first model of a new product, made to test the idea.

improve

To make something better.

patent

A paper from the government that says an inventor owns an invention, so others cannot copy it for a time.

machine

A tool with moving parts that helps do work.

CORE IDEAS

The story. Margaret Knight was born in 1838 in Maine. Her father died when she was small, and she began working in a cotton mill as a young girl. She loved to build things. When she grew up, she went to work at a paper bag company in Springfield,

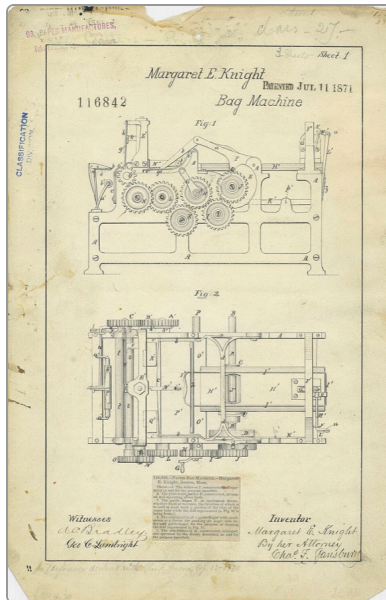
Massachusetts. Back then, paper bags were shaped like envelopes. They had a flat, folded bottom, so they could not stand up and could not hold much.

How they figured it out. Margaret wanted to make a bag with a wide, flat bottom that would stand up by itself. Folding such bags by hand was slow. So she designed a **machine** that could cut, fold and glue the paper into flat-bottomed bags. She built a wooden **prototype** and tested it again and again. While a machinist was making her iron machine, a man named Charles Annan saw it, copied it and tried to get a **patent** first. Margaret went to court. She brought her notebooks and drawings, which proved the idea was hers, and in 1871 she won her patent.

The big idea. Good products get better step by step. You make a prototype, test it, find what is wrong, and **improve** it. Careful notes are important, too. Margaret's notebooks proved she was the true inventor. Later she started her own company to make bags with her machine, and she went on to invent many other things.

In business today. The paper bags at many grocery stores still have the flat bottom that Margaret Knight's machine made possible. Companies today still build prototypes, test them, listen to customers and improve their products. They also keep records and get patents to protect their ideas.

PICTURE STUDY



Patent Drawing for Margaret E. Knight's Bag Machine, Margaret E. Knight, 1870s · Ink drawing submitted to the U.S. Patent Office · National Archives, Washington, D.C.

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

This is the drawing Margaret Knight sent to the U.S. Patent Office with her invention. Inventors had to show exactly how a machine worked. Her name, the date July 11, 1871, and the patent number 116,842 are written at the top.

Look closely

- Find Margaret Knight's name and the date.
- Count the gears in the top drawing.
- Find Fig. 1 and Fig. 2. How are the two views different?
- Find the signatures at the bottom.

Talk about it

1. Why did the Patent Office need such a careful drawing?
2. How did Margaret's careful notes and drawings help her win in court?
3. What would you need to draw to show how your invention works?

PROJECT

The Paper Bag Test

You will make paper bags two ways, test how much each can hold, and improve your design, keeping careful notes like Margaret Knight.

You will need

- Sheets of paper (printer paper or brown paper)
- Tape or a glue stick, scissors and a ruler
- Dried beans or pennies for testing, and a kitchen scale or a cup to count with
- Ledger notebook and pencil

Steps

1. Bag 1, the envelope bag: fold a sheet of paper in half, tape the two sides closed, and leave the top open. Its bottom is just a fold.
2. Bag 2, the flat-bottom bag: wrap a sheet of paper around a small box to make a tube, tape it, then fold the bottom like wrapping a present and tape it flat. Slide out the box.
3. Test each bag: can it stand up by itself? Write yes or no.
4. Fill each bag with dried beans, one scoop at a time, until it tears or will not hold more. Count the scoops or weigh the beans.
5. In your ledger notebook, make a test table: Bag, Stands up?, Scoops held, What went wrong.
6. Improve your best bag: add a strip of tape on the bottom, use thicker paper, or fold it a new way. Test it again and add a row to your table.
7. Write your “inventor’s note”: the date, a drawing of your best bag and how you made it.

Tips

- Change only one thing at a time, so you know what made the difference.
- Date every page, as real inventors do.

Check your work

- ☐ I can tell how Margaret Knight improved the paper bag.
- ☐ I tested two bags and recorded the results.
- ☐ I improved my bag and tested it again.

LEDGER NOTEBOOK

1. Copy your bag test table and circle the strongest bag.
2. Draw your best bag from the front and from the bottom, with labels.
3. Write one sentence: “My notes would prove my invention is mine because ____.”

COMMON MISTAKES

- Giving up when the first prototype fails. Every inventor’s first try has problems.
- Not writing anything down. Without notes, you cannot remember what worked or prove what you made.

Make it a game • Bag Strength Contest. Fold two paper bags, one with a flat bottom like Margaret Knight's and one pointed. Fill each with dried beans and see how many it will hold before tearing. Record your results. Then improve one bag and test it again. Tell why testing and improving makes a better product.

6.3 HONEST ADVERTISING: IVORY SOAP FLOATS

OBJECTIVES

- Explain what an advertisement is and why it must be true.
- Tell how Procter & Gamble tested Ivory soap before advertising it.
- Test an advertising claim at home and make an honest ad.

Warm-up. Look at a cereal box or a toy box. Find two things the box says to make you want to buy it. Do you think they are true? How could you find out?

WATCH

The Science Behind Ivory Soap

Emily Calandrelli · 4:57

<https://www.youtube.com/watch?v=j6uyfBjYjEM>

WHEN TO WATCH

After the story, before the project. Pause before she drops the soap in water and guess: will it float?

Note: A science teacher explains why Ivory soap floats. Do not try the microwave part at home without a parent.

KEY TERMS

advertisement

A sign, picture or message that tells people about a product so they will want to buy it.

claim

Something an advertisement says is true about a product.

test

A careful check to find out if something is true.

slogan

A short, catchy saying that helps people remember a product.

CORE IDEAS

The story. In 1837, a candle maker named William Procter and a soap maker named James Gamble started a business together in Cincinnati, Ohio. Years later, in 1879, their company began making a new white soap. William's son Harley wanted a good name for it. One Sunday in church he heard Psalm 45 read aloud, which speaks of

“ivory palaces,” and he chose the name Ivory. Ivory soap had something special: it floated, so it was easy to find in the bathtub.

How they figured it out. Harley Procter wanted to tell people how pure the soap was, but he did not want to make an empty boast. So he sent samples to chemists to **test**. They found that it was almost all pure soap, with only a tiny bit of anything else. Harley turned the test result into a **slogan**: “99 and 44/100 per cent pure.” In 1891 the company added two more words that anyone could check for himself: “It floats.”

The big idea. An **advertisement** tells people about a product so they will want to buy it. Every **claim** in it must be true. Honest ads help customers choose well, and they build trust that lasts for years. Lying ads may sell a few things at first, but customers soon find out, and the business loses its good name. God says, “Lying lips are abomination to the LORD: but they that deal truly are his delight.”

In business today. There are laws today against false advertising, but an honest seller does not need a law to tell the truth. When you make a sign for your stand, say what is true: “Fresh lemonade, made this morning.” Do not say “The best lemonade in the world!” unless you can prove it.

PICTURE STUDY



You Need Only One Soap: Ivory Soap, Strobridge Lithographing Company, 1898 · Chromolithograph poster · Library of Congress, Washington, D.C.

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

This poster was printed in Cincinnati in 1898. It shows a camper washing his clothes in a stream with Ivory soap. Because the soap floats, he will not lose it in the water. The words at the bottom make four claims about the soap.

Look closely

- Find the bar of soap. Where is it?
- Read the words at the bottom: “Pure, first quality. Not expensive. Will wash anything. No chapping.”
- Find the tent, the axe and the clothes hanging on the line.

Talk about it

1. Which claims on this poster could you test yourself? How?
2. Why would floating soap be useful for a camper?
3. Is there any claim here that would be hard to prove?

PROJECT

Test the Claim, Then Make an Honest Ad

You will test a real advertising claim at home, the way Harley Procter had his soap tested, and then make an honest ad for something you can make.

You will need

- A sink or large bowl of water
- Three or four different bars of soap (or other small objects such as a cork, a crayon, a spoon)
- Two brands of paper towel, if you have them, and a cup of water
- Paper and markers for your ad
- Ledger notebook and pencil

Steps

1. Test 1: Before you drop each bar of soap in the water, guess: will it float or sink? Write your guesses.
2. Drop each one in. Write what really happened. If you have a bar of Ivory, does the claim “It floats” come true?
3. Test 2: If you have two brands of paper towel, pour the same small amount of water on the counter twice. Wipe one spill with one sheet of each brand. Which picked up more? Does the package make a claim about this?
4. Make a test table: Product, Claim, My guess, What happened, True?
5. Now think of something you can make, such as a bookmark or a card. Write three things that are really true about it.
6. Make an honest ad on paper with a picture, the product’s name, your three true claims and a short slogan.
7. Show your ad to your family. Ask them: “Is every word true?”

Tips

- Make claims you can check: “Hand-colored,” “Made today,” “Holds 20 pennies.”
- Clean up spills right away.

Check your work

- ☐ I can tell how Ivory soap's claims were tested.
- ☐ I tested a claim and recorded what happened.
- ☐ My ad tells only the truth.

LEDGER NOTEBOOK

1. Copy your test table: Product, Claim, My guess, What happened, True?
2. Paste in or redraw your honest ad.
3. Write Proverbs 12:22 in your best handwriting.

COMMON MISTAKES

- Thinking it is fine to stretch the truth in an ad because “everyone does it.” God wants us to deal truly.
- Making a claim you cannot test. Say what you know is true.

Make it a game • Test the Claim. Pick a claim, such as, this sponge is stronger than that one, or, this cup floats. Test it with water at the sink or in a tub. Then write an honest ad slogan that says only what you proved. Tell how Procter and Gamble tested Ivory soap before advertising that it floats.

Scripture. “Lying lips are abomination to the LORD: but they that deal truly are his delight.” (Proverbs 12:22, KJV)

An advertisement speaks for the seller. When every word in it is true, the seller is dealing truly, and that pleases God.

6.4 SETTING A PRICE: WOOLWORTH'S FIVE AND TEN

OBJECTIVES

- Tell how Frank Woolworth set low, simple prices in his stores.
- Explain that a price must cover the cost and be fair to the customer.
- Figure out the cost of a product and choose a price.

Warm-up. Your parent shows you a pencil, an apple and a toy. Guess the price of each. Then check the real prices on a receipt or online with a parent. How close were you?

WATCH

Price Your Items To Sell! Tip #4 for Youth Entrepreneurs

Kids Markets • 2:31

<https://www.youtube.com/watch?v=NLMDM8jq7JI>

WHEN TO WATCH

After the big idea, before the project.

Note: Real children who sell at a kids' market explain how they choose prices.

KEY TERMS

cost

The money a seller spends to make or buy a product.

price

The money a customer pays for a product.

profit

The money left over after the costs are paid. Price minus cost equals profit.

fixed price

A price that is the same for every customer and marked on the item.

CORE IDEAS

The story. Frank Woolworth grew up on a farm in New York and became a clerk in a store. One day his store put many small items on a table with a sign: "Any article on this counter, 5¢." Everything sold quickly! Frank had an idea: a whole store where everything cost five cents. In 1879 he opened his first "Great Five Cent Store" in Utica, New York, but it failed within a few months. He tried again that same year

in Lancaster, Pennsylvania, and this time it worked. Soon he added items for ten cents, too.

How they figured it out. To sell things for a nickel or a dime and still earn a **profit**, Woolworth had to keep his **costs** low. He bought huge amounts of goods straight from the factories, so each one cost him less. He set every item out on open counters with a clear **fixed price**, so no one had to bargain. Customers trusted that everyone paid the same price. The “five and ten” stores spread across America and to other countries.

The big idea. A good **price** must do two things. It must be high enough to pay the cost and leave a little profit for the seller, so the business can go on. And it must be fair to the customer, so he feels he got good value. If the price is too high, customers go elsewhere. If it is too low, the seller loses money and must close.

In business today. Stores still mark fixed prices on every item. Dollar stores sell many things for about the same low price, much like Woolworth’s did. Before you set a price for something you make, add up what it cost you, look at what similar things sell for, and choose a price that is fair to you and to your customer.

PICTURE STUDY



F. W. Woolworth Company on Sixth Street, Unknown photographer, about 1910 · Photograph · Missouri History Museum, St. Louis

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

This photograph shows a Woolworth store in St. Louis, Missouri, about 1910. The long sign promised customers that every item inside cost ten cents or less.

Look closely

- Read the long sign on the building. What does it promise?
- Look at the display windows. What do you think is inside?
- Count the people walking by. Are they hurrying or strolling?

Talk about it

1. Why would a sign like this bring customers into the store?
2. How could Woolworth sell everything for 10 cents or less and still make a profit?
3. Would you trust a store that puts its prices on a big sign? Why?

PROJECT

What Should It Cost?

You will make a simple product, count every cost, and choose a fair price, then see whether family “customers” would buy it.

You will need

- Supplies for a simple product, such as a bookmark (card, yarn, stickers) or a decorated pencil
- A list of what each supply cost (a parent helps; for example, 10 cards cost \$1, so one card costs 10¢)
- Price tags, coins
- Ledger notebook and pencil

Steps

1. Make one product, such as a bookmark.
2. With a parent, list every supply you used and its cost for one product: card 10¢, yarn 5¢, sticker 5¢.
3. Add the costs. This is your cost for one bookmark. Write it in your ledger notebook.
4. Choose three possible prices: one equal to the cost, one a little more, and one a lot more.
5. For each price, figure the profit: price minus cost. Write a table: Price, Cost, Profit.
6. Show your product to three family members. Ask: “Would you buy this for ___?” Try each price. Make a tally of yes answers.
7. Choose your best price: one that leaves some profit and that customers said yes to. Make a price tag.

Tips

- Do not forget small costs like glue and tape. A parent can help you guess them.
- A price equal to the cost earns no profit. Then there is nothing to save or give.

Check your work

- ☐ I can tell how Woolworth kept prices low.
- ☐ I added up the cost of my product.
- ☐ I chose a fair price and can explain why.

LEDGER NOTEBOOK

1. Copy your cost list and your Price, Cost, Profit table.
2. Draw a five-and-ten store counter with five items and a price tag on each: 5¢ or 10¢.
3. Write: “A good price pays my costs and is fair to my customer.”

From history. In 1913 Frank Woolworth finished the Woolworth Building in New York City, which was for some years the tallest building in the world. He paid for it in cash, built from millions of nickels and dimes.

COMMON MISTAKES

- Forgetting some costs, so the price is too low and the seller loses money.
- Thinking the highest price is the best price. If no one buys, there is no profit at all.

Make it a game • What Should It Cost?. Set out three items you might sell, each with a made-up cost, such as 4 cents. Your parent asks, what price? Pick one that covers the cost and is fair, and say how much profit it leaves. Play five rounds. Tell how Woolworth kept low simple prices in his five and ten.

UNIT 6

MAKING AND SELLING

Every business begins when someone notices that people need something. In this unit you will learn to look for a customer's need, make something that meets it, make it better and better, tell the truth about it, and set a fair price.

You will meet Earle Dickson, who made the first Band-Aid for his wife's kitchen cuts; Margaret Knight, who built a machine to make flat-bottomed paper bags; the soap makers of Cincinnati who made Ivory soap and tested their claims before they printed them; and Frank Woolworth, whose stores sold everything for five or ten cents. You will finish by designing, testing, pricing and advertising a product of your own.

PREREQUISITES

- Knows customers, competition and markets (Unit 3)
- Knows honest labels and fair rules (Unit 5)
- Can add and subtract money amounts under \$1

MASTERY CHECKLIST

- ☐ I can spot a need and think of a product that meets it.
- ☐ I can test my product, find what is wrong and make it better.
- ☐ I can make an advertisement that tells only the truth.
- ☐ I can set a price that pays for my costs and is fair to my customer.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **The Toothpaste Millionaire, by Jean Merrill:** A funny chapter book about a boy who notices toothpaste costs too much, makes his own for a few cents, and builds an honest business. A read-aloud for ages 7–10. Good with Lessons 6.1 and 6.4. Look for it at your library or bookstore.
- **Paper Discovery Center: Paper Industry International Hall of Fame:** A paper museum in Appleton, Wisconsin, with stories of paper inventors such as Margaret Knight. For a parent to read in Lesson 6.2.

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 Seeing a Need: Earle Dickson's Band-Aid

2 sessions of 30 minutes

6.2 Making a Better Product: Margaret Knight's Paper Bags	2 sessions of 30 minutes
6.3 Honest Advertising: Ivory Soap Floats	2 sessions of 30 minutes
6.4 Setting a Price: Woolworth's Five and Ten	2 sessions of 30 minutes

UNIT 6 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, drawing or using coins and objects. There are no points; note in a few words what your child knows well and what to review.

1. How did Earle Dickson get the idea for the Band-Aid?
2. What was better about Margaret Knight's paper bags, and how did her notes help her?
3. Why did Harley Procter have Ivory soap tested before he advertised it?
4. Is this a true claim we can check: "The best toy in the whole world"? What about "Holds 20 pennies"?
5. A bookmark costs 20¢ to make. If you sell it for 50¢, what is your profit? (Use coins.)
6. How did Frank Woolworth sell things for only 5¢ or 10¢ and still make a profit?

ANSWER KEY

1. His wife Josephine often cut or burned her fingers while cooking, and big bandages were hard to put on with one hand. He made a ready-to-use strip of tape with gauze pads.
2. They had a wide, flat bottom, so they stood up and held more. Her notebooks and drawings proved in court that the machine was her invention.
3. So that his ad would tell the truth. The test showed it was almost all pure soap, and anyone could check that it floats.
4. “The best in the whole world” cannot be proved, so an honest seller should not say it. “Holds 20 pennies” can be tested.
5. 30¢ (50¢ – 20¢).
6. He bought huge amounts straight from factories so each item cost him little, and he sold many items at clear, fixed prices.

PORTFOLIO PIECE: MY PRODUCT, FROM NEED TO PRICE

Choose one product you could really make and sell on market day, such as bookmarks, greeting cards or decorated pencils. Make a four-page folder: Page 1, the need you found and who has it. Page 2, your first prototype, what went wrong, and how you improved it. Page 3, your honest ad with three true claims. Page 4, your cost list, your price and your profit for one item. Bring one finished product to show.

LOOK FOR	WHAT IT MEANS
A real need	The product answers a need your child found by asking real people.
Improving	The folder shows a first try, a problem and a better second try.
Honesty	Every claim in the ad is true and can be checked.
Price	Costs are added correctly and the price leaves a small, fair profit.

UNIT 7

COUNTING MONEY

Every good business owner knows how to count money and keep careful records. In this unit you will count coins and bills up to \$10, learn the most important sum in business, **profit = money in – money out**, keep a real ledger page, and save your receipts.

You will learn why American money counts by tens, thanks to Thomas Jefferson; look at a merchant named Georg Gisze, who kept careful track of his trade; peek at George Washington's own cash book; and find out how a store owner named John Patterson used the cash register to stop money from disappearing. You will finish by keeping a whole month of ledger pages for your own money.

PREREQUISITES

- Knows pennies, nickels, dimes, quarters and dollar bills (Unit 2)
- Can add and subtract within 100
- Has made and priced a product (Unit 6)

MASTERY CHECKLIST

- ☐ I can count a mix of coins and bills up to \$10.
- ☐ I can find profit by taking money out away from money in.
- ☐ I can keep a ledger page with a date, what happened, money in, money out and what is left.
- ☐ I can tell why receipts matter and keep them in order.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **Pay Day, the family board game (Winning Moves)**: A board game for ages 8 and up in which players get paid, pay bills and make deals over a month. Good practice in counting and keeping track of money. Look for it in the publisher's list of games.

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 Counting Coins and Bills to \$10

2 sessions of 30 minutes

7.2 Profit: Money In Minus Money Out

2 sessions of 30 minutes

UNIT 7 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, drawing or using coins, bills and receipts. There are no points; note in a few words what your child knows well and what to review.

1. Here is a \$5 bill, two \$1 bills, three quarters and two dimes. How much is it?
2. Show me \$3.40 using the fewest coins and bills.
3. Who said America should count money by tens, and why is that easier?
4. Your stand took in \$8 and spent \$3 on supplies. What is the profit?
5. Name the five columns of a ledger page.
6. Why should we keep receipts? Find the total on this receipt.

ANSWER KEY

1. \$7.95.
2. Three \$1 bills, one quarter, one dime and one nickel (or another correct small set).
3. Thomas Jefferson. Ten pennies make a dime and ten dimes make a dollar, so it is easy to add and count.
4. \$5 (\$8 – \$3).
5. Date, What happened, Money in, Money out, Balance.
6. A receipt shows what we bought, when and for how much, so we can check prices, return things and keep true records. The child points to the total.

PORTFOLIO PIECE: A MONTH OF LEDGER PAGES

Keep your ledger for one whole month. Write an entry every time money comes in or goes out, with the date, what happened, money in, money out and the balance. Keep your receipts in an envelope and staple them behind the month. At the end, add up the money in and money out, check that your balance matches your real money, and write or tell three sentences: what you spent most on, what you saved, and one thing you will do differently next month.

LOOK FOR	WHAT IT MEANS
Every entry	The ledger has an entry for every change in your child’s money for the month, each with a date.
Correct balance	The balance is added and subtracted correctly and matches the real money at the end.
Receipts	Receipts are saved, in date order, and match the ledger.
Thinking	Your child can tell what the month’s numbers show and name one change for next month.

7.1 COUNTING COINS AND BILLS TO \$10

OBJECTIVES

- Name the value of each coin and bill up to \$10.
- Count a mix of coins and bills, starting with the biggest.
- Tell why American money counts by tens and hundreds.

Warm-up. Dump a small handful of coins on the table. Sort them into piles. Which pile has the most coins? Which pile is worth the most money? Are those the same pile?

WATCH

Counting coins - the value of coins and bills | MightyOwl Math | 2nd Grade

MightyOwl · 6:44

<https://www.youtube.com/watch?v=BxrzwF6oV6s>

WHEN TO WATCH

After the story, before the project. Pause before each total and count along.

BACKUP VIDEO

How to Count Five, Ten, Twenty and Dollar Bills - Money Math

MooMooMath and Science · 5:06

<https://www.youtube.com/watch?v=97NX8YaGoZM>

Before the project.

KEY TERMS

value

How much a coin or bill is worth.

cent

One hundredth of a dollar. 100 cents make \$1. It is written ¢.

decimal

Counting by tens: 10 pennies make a dime, and 10 dimes make a dollar.

count on

To start with the biggest value and add the smaller ones, one at a time.

CORE IDEAS

The story. When America was a young country, people used English pounds, shillings and pence, and Spanish silver dollars that were sometimes cut into eight pieces called “bits.” Counting was very hard: twelve pence made a shilling and twenty shillings made a pound! In 1784, Thomas Jefferson wrote that America should count its money by tens, the same way we count everything else.

How they figured it out. Congress agreed. The dollar would be the main unit, and it would be split into 10 dimes or 100 cents. The Mint Act of 1792 made it law and set the coins, from the copper cent and the silver dime to the silver dollar and gold coins. Because our money counts by tens, a seven-year-old can learn to count it, and a shopkeeper can add up a bill quickly.

The big idea. Each coin and bill has a **value**. A penny is 1¢, a nickel 5¢, a dime 10¢ and a quarter 25¢. Four quarters, ten dimes, twenty nickels or one hundred pennies make \$1. Bills are \$1, \$5 and \$10 (and bigger ones too). To count a mix of money, start with the biggest value and **count on**: \$5... \$6, \$7... \$7.25, \$7.50... \$7.60... \$7.61.

In business today. Cashiers count money all day long, and they count change back to customers by counting on from the price. Business owners count the money in the cash drawer at the end of every day to make sure it is right. Careful counting is part of honest dealing.

PICTURE STUDY



The Moneychanger and His Wife, Marinus van Reymerswaele, 1539 · Oil on wood · Museo del Prado, Madrid

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

Marinus van Reymerswaele painted several pictures of moneychangers in the busy Dutch and Flemish trading towns about five hundred years ago. A moneychanger traded one country's coins for another's, so he had to know the value of every coin. Here he counts and weighs while his wife watches the book.

Look closely

- Count the piles of coins. Are they all the same kind?
- Find the small scale and the box of weights.
- Find the open book. What do you think is written in it?
- Find the money bag on the table.

Talk about it

1. Why would a moneychanger need to count and weigh so carefully?
2. How is this table like a cash drawer at a store?
3. Who do you think keeps the records in this business?

PROJECT

The Counting Shop

You will play shopkeeper and customer, counting coins and bills up to \$10, and write each count in your ledger notebook.

You will need

- Real coins and play bills (\$1, \$5 and \$10), or paper slips marked with their values
- Ten small items with price tags from 25¢ to \$9.75
- Ledger notebook and pencil

Steps

1. Make a value chart in your ledger notebook: penny 1¢, nickel 5¢, dime 10¢, quarter 25¢, \$1, \$5, \$10.
2. Practice: your parent gives you a handful of money. Sort it, start with the biggest, and count on. Write the total. Do this three times.
3. Set up the counting shop. Your parent is the customer and pays for an item with exact money. Count it to check.
4. Now you are the customer. Pick an item and pay with exact money. The shopkeeper counts it to check.
5. Make a table: Item, Price, Money given, Correct?
6. Try a hard one: pay \$7.65 using the fewest coins and bills you can. How many did you need?
7. Count all the money in the shop at the end. Does it match what you started with plus what you took in?

Tips

- Say the count out loud as you go.
- Line up coins in rows of the same kind. It is easier to count by 25s, 10s and 5s.

Check your work

- ☐ I know the value of every coin and bill to \$10.

- ☐ I can count a mix of money by starting with the biggest.
- ☐ I can tell why our money counts by tens.

LEDGER NOTEBOOK

1. Copy your value chart and draw each coin and bill.
2. Copy your shop table: Item, Price, Money given, Correct?
3. Draw three different ways to make \$1.

COMMON MISTAKES

- Thinking the biggest coin is worth the most. A nickel is bigger than a dime, but a dime is worth more.
- Starting with the pennies. Start with the biggest values and count on.

Make it a game · Counting Shop Race. Place price tags on six items, from 25 cents to 5 dollars. Your parent hands you a handful of coins and bills. Count them starting with the biggest. Say the total, then buy something that costs that or less. Time five rounds and beat your best time.

7.2 PROFIT: MONEY IN MINUS MONEY OUT

OBJECTIVES

- Explain money in (income), money out (costs) and profit.
- Find profit by subtracting, and tell what a loss is.
- Run a pretend stand and figure its profit.

Warm-up. You sold 5 cookies for 10¢ each. How much money came in? The cookies cost you 20¢ to make. How much money is left over? Use coins to find out.

WATCH

What is Profit?

Morgan Gumbert · 2:27

<https://www.youtube.com/watch?v=q0tlgyRqpCE>

WHEN TO WATCH

After the big idea, before the project. Pause before each answer and work it out with coins.

Note: A teacher's short lesson using a lemonade stand; small channel, but clear and accurate.

BACKUP VIDEO

"Kids' Lemonade Stand Adventure: Learning about Profit and Loss | Fun with Ava, Emy, and Li!"

CuriousAva · 2:12

<https://www.youtube.com/watch?v=g9TanMLBiI4>

Before the project.

KEY TERMS

money in

All the money a business takes in from selling. Grown-ups call it income or revenue.

money out

All the money a business spends on supplies and other costs.

profit

The money left after the costs are paid.
Profit = money in – money out.

loss

When money out is bigger than money in, so the business has less than it started with.

CORE IDEAS

The story. Almost five hundred years ago, a German merchant named Georg Gisze lived in London. He worked at the Steelyard, the busy trading house of the German merchants of the Hanseatic League, beside the River Thames. He bought and sold goods such as cloth and wax, and he wrote many letters to his family's business back home. In 1532 the painter Hans Holbein painted his portrait, surrounded by letters, a small scale for weighing coins, a seal for closing letters, pens and a glass vase of flowers.

How they figured it out. A merchant like Georg Gisze had to know two things. How much money came in when he sold his goods? And how much money went out to buy them, ship them, store them and pay his helpers? If he did not keep track, he could work hard all year and still lose money without knowing why. So merchants wrote down every sale and every cost.

The big idea. Profit = money in – money out. If you sell lemonade for \$5 and the lemons, sugar and cups cost \$2, your profit is \$3. If the costs were \$6, you would have a loss of \$1. Profit is not bad or greedy. It is the reward for work, care and risk, and it lets a business keep going, save, grow and give. The Bible praises the wise woman who “perceiveth that her merchandise is good.”

In business today. Every business, from a lemonade stand to a giant company, adds up its money in and money out. Owners look at the profit to decide: Should we raise or lower our price? Can we spend less on supplies? Should we sell more of one thing? Honest owners never hide a loss; they look at it and learn.

PICTURE STUDY



Portrait of the Merchant Georg Gisze, Hans Holbein the Younger, 1532 · Oil on oak wood ·
Gemäldegalerie, Berlin

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

Hans Holbein painted this portrait of Georg Gisze in London in 1532. Gisze was a German merchant of the Hanseatic League. Holbein filled the picture with the tools of a merchant's trade.

Look closely

- Find the letter in his hands. Who might it be from?
- Find the small scale hanging on the wall.
- Find the seal, the pens and the round box with coins on the table.
- Find the glass vase of flowers.

Talk about it

1. Which of these tools would help a merchant know his money in and money out?
2. Why did a merchant write so many letters?
3. What tools would a business owner use today?

PROJECT

The Profit Stand

You will run a pretend snack stand for your family, count your money in and money out, and figure your profit.

You will need

- A simple snack to “sell,” such as 10 crackers or 10 orange slices
- Coins for customers (a parent hands them out)
- A cup or box for the money
- Ledger notebook and pencil

Steps

1. With a parent, figure your money out. For example, the crackers and cups cost 40¢. Pay the parent 40¢ from your starting coins and write “Money out: 40¢.”
2. Set your price, such as 10¢ a cracker. Make a sign.
3. Open the stand. Family customers buy crackers with their coins.
4. When you close, count all the money in your cup. Write “Money in: ____.”
5. Subtract: money in – money out = profit. Write it in a box: Money in, Money out, Profit.
6. Talk about it: Did you make a profit or a loss? What could you change to make more profit next time?
7. Play again with a new price and compare.

Tips

- Count the money twice to be sure.
- Use coins to subtract if the numbers are tricky.

Check your work

- ☐ I can say “Profit equals money in minus money out.”
- ☐ I figured the profit from my stand.
- ☐ I can tell what a loss is.

LEDGER NOTEBOOK

1. Copy your profit box: Money in, Money out, Profit, for each round.
2. Draw a lemonade stand with arrows: money coming in from customers and money going out for lemons and cups.
3. Solve: Money in \$6, Money out \$4. Profit = _____. Money in \$3, Money out \$5. Profit or loss?

COMMON MISTAKES

- Thinking all the money in is profit. You must first take away what you spent.
- Forgetting small costs like cups and napkins.

Make it a game • Profit Stand Duel. Start a pretend stand with ten pennies of money out for supplies. Your parent buys lemonade for your prices and you add the money in. Then subtract money out from money in to find your profit, or loss. Run three days and see which day earned the most.

Scripture. “She perceiveth that her merchandise is good: her candle goeth not out by night.” (Proverbs 31:18, KJV)

The wise woman in Proverbs knew her goods were good and worked hard. Knowing your numbers, what came in and what went out, is part of being a wise worker.

7.3 A LEDGER PAGE LIKE GEORGE WASHINGTON'S

OBJECTIVES

- Tell how George Washington kept careful account books.
- Set up a ledger page with date, what happened, money in, money out and money left.
- Keep a week of ledger entries for your own money.

Warm-up. Your parent gives you 50¢. Then you spend 20¢, then you get 10¢. How much do you have now? Could you remember it a week from now without writing it down?

WATCH

Manage the Money! Tip #3 for Youth Entrepreneurs

Kids Markets • 2:52

<https://www.youtube.com/watch?v=ll5ojLdatcU>

WHEN TO WATCH

After the big idea, before the project. Watch how the children write down what they sold.

Note: Young sellers at a kids' market explain how they keep track of their money.

KEY TERMS

ledger

A book where you write down money coming in and going out.

entry

One line in a ledger about one thing that happened.

balance

The money you have left after adding money in and taking away money out.

column

A tall list going down the page, with a title at the top.

CORE IDEAS

The story. George Washington, the first president of the United States, was also a farmer and a businessman at Mount Vernon, his home in Virginia. From the time he was a teenager working as a surveyor, he wrote down the money he earned and spent. He kept account books for his whole life: what he paid for seeds, tools, clothes

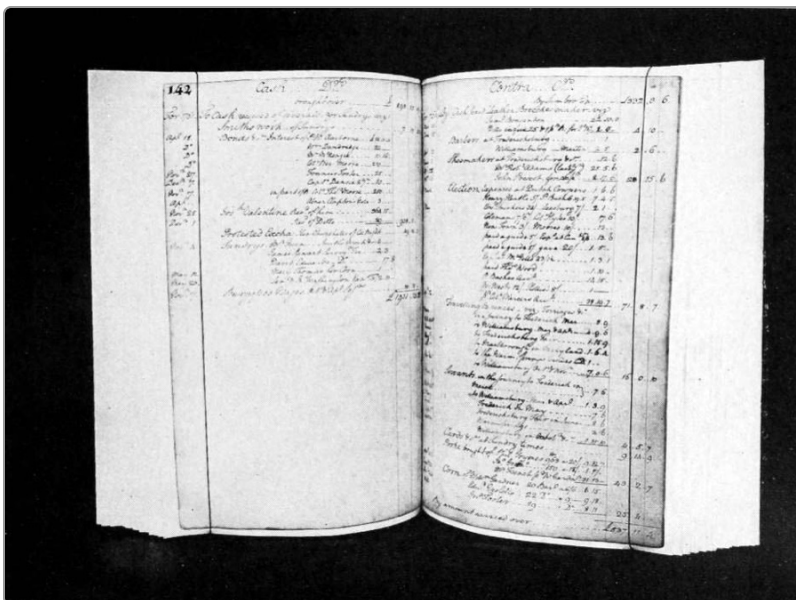
and books, what he received for his wheat and flour, and what he gave to the poor and to his church.

How they figured it out. Washington knew that a farm with hundreds of acres and many workers could lose money quickly if no one kept track. So he wrote every **entry** with a date, what it was for and the amount. He checked his managers' books, too. During the War for Independence, he even kept a careful record of his expenses as general and turned it in to Congress to be checked.

The big idea. A **ledger** is a page with **columns**: Date, What happened, Money in, Money out and Balance. Each time money comes in or goes out, you write one line. The balance tells you how much you have now. A ledger keeps you honest, helps you remember, and shows you where your money goes. The Bible says, "Be thou diligent to know the state of thy flocks." Today we might say, "Know the state of your money."

In business today. Every business keeps ledgers, now usually on a computer. Families can keep a simple ledger for their money, too. Your ledger notebook is the beginning of a good habit that can last your whole life.

PICTURE STUDY



George Washington's Cash Book, George Washington (photograph by Keystone View Company), Photograph published 1921 · Photograph of a handwritten account book · Published in *Collier's* magazine

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

This is a page from one of George Washington's own cash books, photographed for a magazine in 1921. On the left he wrote money that came in; on the right, money that went out. Each line has a date, a few words and an amount.

Look closely

- Find the word “Cash” at the top of the left page.
- Find the columns of numbers on the right side of each page.
- Look at the handwriting. Is it neat or messy?

Talk about it

1. Why did Washington keep his money in and money out on different pages?
2. How is this page like the ledger page you will make?
3. What would happen if Washington forgot to write some entries?

PROJECT

My First Week of Ledger Pages

You will rule a real ledger page and keep it for one week, writing an entry every time money comes in or goes out.

You will need

- Ledger notebook, ruler and pencil
- Your own small amount of money, or play money a parent gives you for the week
- A parent to help with “pretend” money in and money out, if you have little real money

Steps

1. Use your ruler to make five columns: Date, What happened, Money in, Money out, Balance.
2. On the first line, write today’s date, “Starting money,” and the amount you have. Write it in the Balance column, too.
3. Each day this week, when money comes in (a gift, a job) or goes out (a purchase, giving at church), write a new line.
4. After each line, find the new balance: add money in, or subtract money out.
5. At the end of the week, count your real money. Does it match your balance? If not, look for a missing entry.
6. Add up the Money in column and the Money out column.
7. Write one sentence at the bottom: “This week I learned ___ about my money.”

Tips

- If no real money comes or goes, your parent can give you pretend events: “Grandma gave you \$2,” “You bought a sticker for 50¢.”
- Write neatly and line up the numbers.

Check your work

- ☐ I can tell how George Washington kept his account books.

- ☐ My ledger has five columns and an entry for every change.
- ☐ My balance matches the money I really have.

LEDGER NOTEBOOK

1. Your week of ledger pages is your notebook work for this lesson. Date and sign it.
2. Draw George Washington at his desk writing in his account book.
3. Write Proverbs 27:23 at the top of your next ledger page.

COMMON MISTAKES

- Forgetting to write an entry, so the balance does not match the money.
- Putting money out in the money in column. Ask: did money come to me or go away from me?

Make it a game · Washington's Ledger Line. Draw a ledger page with columns for date, what happened, money in, money out and money left. Your parent calls out five things that happened at your stand. Write each one in the right column and keep a running balance. Tell how George Washington kept careful account books.

Scripture. “Be thou diligent to know the state of thy flocks, and look well to thy herds.” (Proverbs 27:23, KJV)

In Bible times a man's wealth was his sheep and cattle, so he counted them carefully. Keeping a ledger is how we look well to what God has given us.

7.4 KEEPING RECEIPTS

OBJECTIVES

- Tell what a receipt is and why it matters.
- Tell how John Patterson and the cash register helped stores keep honest records.
- Sort and file receipts and check them against a ledger.

Warm-up. Look at a store receipt with a parent. Find the store's name, the date, each item and the total. What else can you find on it?

WATCH

The Evolution of Cash Registers

History of Simple Things • 9:12

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

WHEN TO WATCH

After the story, before the big idea. Stop after the 1920s if your child gets restless; the rest is about modern machines.

Note: A history of the cash register from James Ritty to today, with old photographs; made for older viewers.

KEY TERMS

receipt

A paper that shows what was bought, when, and how much was paid.

cash register

A machine in a store that adds up sales, holds the money and prints receipts.

total

The full amount, after everything is added up.

file

To put papers away in order so you can find them later.

CORE IDEAS

The story. Long ago, a store owner kept his money in a drawer, and sales were written on scraps of paper, or not at all. Money could get lost or taken, and no one knew. In 1879, James and John Ritty of Dayton, Ohio, invented a machine they called an “incorruptible cashier.” It added up each sale and rang a bell when the drawer opened. A few years later, John H. Patterson, who ran a store for coal miners in Ohio,

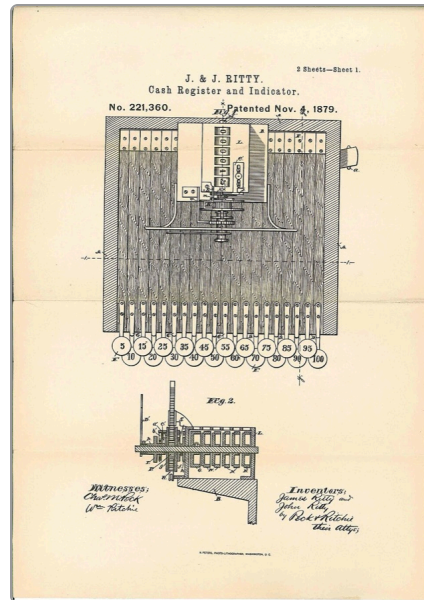
bought two of these machines. Money had been disappearing from his store, but with the new cash registers his store began to make a profit.

How they figured it out. Patterson was so impressed that in 1884 he bought the company that made the machines and named it the National Cash Register Company. His company kept improving the cash register. Soon registers printed a paper record of every sale, with a copy for the store and a slip for the customer. That slip is the **receipt**.

The big idea. A **receipt** is proof of what happened: what was bought, when, and for how much. It helps the customer check that the price was right, return something if it is broken, and keep a true record. It helps the store check that the money in the drawer matches the sales. Honest records protect everyone.

In business today. Stores give a receipt with every sale, on paper or by e-mail. Families keep receipts for big purchases, and businesses keep them to check their ledgers. When you buy something, look at the receipt before you leave: are the items and the **total** correct?

PICTURE STUDY



Patent Drawing for the Ritty Cash Register, James and John Ritty, 1879 · Ink drawing from a U.S. patent file · National Archives, Washington, D.C.

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

This is a drawing from the patent for James and John Ritty's cash register, granted on November 4, 1879. The round keys along the bottom are marked with amounts of money. When a key was pressed, the machine showed the amount so the customer could see it.

Look closely

- Find the row of round keys. What numbers can you read on them?
- Find the date the patent was granted.
- Find the small drawing at the bottom. What part of the machine might it show?

Talk about it

1. Why would showing the amount to the customer help keep a store honest?
2. How is this machine like the cash registers at stores today?
3. What would you add to it to print a receipt?

Safety first. A parent should check receipts first and cover any card numbers or personal information.

PROJECT

The Receipt Detective File

You will collect, sort and file receipts, check one against the price tags, and match receipts to a ledger.

You will need

- Eight to ten old store receipts (a parent chooses ones that are fine to share)
- An envelope or folder for each month, or a shoebox
- Ledger notebook, pencil and a calculator if you like

Steps

1. Lay out the receipts. On each one, find the store name, the date and the total. Circle the total with a pencil.
2. Put the receipts in order by date, oldest first.
3. Make a table in your ledger notebook: Date, Store, Total.
4. Add up all the totals with a parent. How much was spent in all?
5. Choose one short receipt. Add the items yourself. Does your answer match the total printed on it? (Remember: tax may be added at the end.)
6. Make a receipt for your own stand: write the date, your stand's name, what was bought, the price and "Thank you!"
7. File the receipts in an envelope labeled with the month.

Tips

- Some receipts fade over time. Keep them away from heat and sunlight.
- A parent should cover or cut off any card numbers before you work with receipts.

Check your work

- ☐ I can tell what a receipt shows.
- ☐ I can tell how the cash register helped stores keep honest records.
- ☐ I sorted receipts by date and checked one total.

LEDGER NOTEBOOK

1. Copy your receipts table: Date, Store, Total. Add the totals.
2. Draw an old cash register with its keys, bell and money drawer.
3. Design a receipt book page for your market-day stand.

COMMON MISTAKES

- Throwing receipts away right after shopping. Keep them until you know everything is right.
- Forgetting that tax can make the total bigger than the prices added up.

Make it a game · Receipt Detective. Hide a receipt in a stack of papers. Find it, then read aloud the store name, the date, the items and the total. Quiz your parent: which item cost most? Then tell why a receipt matters for honest records and how John Patterson's cash register helped stores.

UNIT 7

COUNTING MONEY

Every good business owner knows how to count money and keep careful records. In this unit you will count coins and bills up to \$10, learn the most important sum in business, **profit = money in – money out**, keep a real ledger page, and save your receipts.

You will learn why American money counts by tens, thanks to Thomas Jefferson; look at a merchant named Georg Gisze, who kept careful track of his trade; peek at George Washington's own cash book; and find out how a store owner named John Patterson used the cash register to stop money from disappearing. You will finish by keeping a whole month of ledger pages for your own money.

PREREQUISITES

- Knows pennies, nickels, dimes, quarters and dollar bills (Unit 2)
- Can add and subtract within 100
- Has made and priced a product (Unit 6)

MASTERY CHECKLIST

- ☐ I can count a mix of coins and bills up to \$10.
- ☐ I can find profit by taking money out away from money in.
- ☐ I can keep a ledger page with a date, what happened, money in, money out and what is left.
- ☐ I can tell why receipts matter and keep them in order.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **Pay Day, the family board game (Winning Moves)**: A board game for ages 8 and up in which players get paid, pay bills and make deals over a month. Good practice in counting and keeping track of money. Look for it in the publisher's list of games.

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 Counting Coins and Bills to \$10

2 sessions of 30 minutes

7.2 Profit: Money In Minus Money Out

2 sessions of 30 minutes

UNIT 7 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, drawing or using coins, bills and receipts. There are no points; note in a few words what your child knows well and what to review.

1. Here is a \$5 bill, two \$1 bills, three quarters and two dimes. How much is it?
2. Show me \$3.40 using the fewest coins and bills.
3. Who said America should count money by tens, and why is that easier?
4. Your stand took in \$8 and spent \$3 on supplies. What is the profit?
5. Name the five columns of a ledger page.
6. Why should we keep receipts? Find the total on this receipt.

ANSWER KEY

1. \$7.95.
2. Three \$1 bills, one quarter, one dime and one nickel (or another correct small set).
3. Thomas Jefferson. Ten pennies make a dime and ten dimes make a dollar, so it is easy to add and count.
4. \$5 (\$8 – \$3).
5. Date, What happened, Money in, Money out, Balance.
6. A receipt shows what we bought, when and for how much, so we can check prices, return things and keep true records. The child points to the total.

PORTFOLIO PIECE: A MONTH OF LEDGER PAGES

Keep your ledger for one whole month. Write an entry every time money comes in or goes out, with the date, what happened, money in, money out and the balance. Keep your receipts in an envelope and staple them behind the month. At the end, add up the money in and money out, check that your balance matches your real money, and write or tell three sentences: what you spent most on, what you saved, and one thing you will do differently next month.

LOOK FOR	WHAT IT MEANS
Every entry	The ledger has an entry for every change in your child’s money for the month, each with a date.
Correct balance	The balance is added and subtracted correctly and matches the real money at the end.
Receipts	Receipts are saved, in date order, and match the ledger.
Thinking	Your child can tell what the month’s numbers show and name one change for next month.

UNIT 8

SAVE, INVEST AND GIVE

What should you do with money once you have earned it? In this unit you will learn to set a goal and save for it, see how a bank keeps money safe, watch money grow with interest, and learn the joy of giving cheerfully.

You will meet young J. C. Penney, who saved his errand money to buy a pig; visit one of America's early savings banks; hear Jesus' parable of the talents and Ben Franklin's gift that grew for two hundred years; and watch a poor widow give two tiny coins in the temple. The year ends with a family market day, where you will show your best work from every unit and sell something you made.

PREREQUISITES

- Can count coins and bills to \$10 (Unit 7)
- Can keep a simple ledger (Unit 7)
- Has made and priced a product (Unit 6)

MASTERY CHECKLIST

- ☐ I can set a saving goal and make a plan to reach it.
- ☐ I can tell how a bank keeps money safe and why it pays interest.
- ☐ I can show how money grows when interest is added.
- ☐ 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.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **A Chair for My Mother, by Vera B. Williams:** A Caldecott Honor picture book about a girl, her mother and her grandmother who save coins in a big jar for a comfortable chair after a fire. Ages 4–8. Good with Lesson 8.1. Look for it at your library.
- **The Way to Wealth, by Benjamin Franklin (1758), at Project Gutenberg:** Free. Franklin’s famous sayings about work and saving. A parent can read three or four short sayings aloud in Lessons 8.1 and 8.3.
- **Federal Reserve Bank of St. Louis: Econ Lowdown for kids:** Free lessons and stories about saving, banks and money for young children. For a parent to browse with Lessons 8.1–8.3.

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	Saving for a Goal	2 sessions of 30 minutes
8.2	Banks Keep Money Safe	2 sessions of 30 minutes
8.3	Interest: Money That Grows	2 sessions of 30 minutes
8.4	Giving Cheerfully and Our Family Market Day	2 sessions of 30 minutes

UNIT 8 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, drawing or using coins and jars. There are no points; note in a few words what your child knows well and what to review.

1. A book costs \$4. You save 50¢ a week. How many weeks will it take? (Use coins to find out.)
2. How did young J. C. Penney use the money he saved?
3. Why is money safer in a bank than under a mattress? What does the bank do with it?

4. You have \$2 in the family bank, and the bank adds 10¢ for every dollar each week. How much will you have after one week? After two weeks?
5. Tell the story of the widow's two mites. Why did Jesus say she gave the most?
6. Here is \$1 in dimes. Show me how you would divide it into Give, Save and Spend, and tell why.

ANSWER KEY

1. 8 weeks ($8 \times 50¢ = \$4$).
2. He saved \$2.50 from errands and bought a pig, raised it and sold it for more, then bought more pigs.
3. A bank keeps it in a vault and in careful records, and deposits are insured. The bank lends some of it to borrowers who pay it back with interest.
4. \$2.20 after one week. After two weeks, \$2.40 (still 20¢, because there are 2 whole dollars).
5. A poor widow put two tiny coins into the temple treasury. Jesus said she gave more than the rich, because they gave from their extra and she gave all she had.
6. Any sensible division, such as 1 dime to Give, 4 to Save and 5 to Spend, with a reason.

PORTFOLIO PIECE: MY MARKET DAY BOOTH AND YEAR OF WORK

Your market day is your portfolio for this unit. Keep a photograph or drawing of your booth, your price tags and honest sign, your market-day ledger with every sale, your profit box, and a note telling how you divided your profit into Give, Save and Spend and where your gift went. Add a page that lists your best project from each of the eight units and tells, in a sentence each, what you learned.

LOOK FOR	WHAT IT MEANS
Booth	The booth shows your child’s best work from every unit, with a product priced fairly and an honest sign.
Records	Every sale is written down, and the profit is figured correctly as money in minus money out.
Giving	Part of the profit is given cheerfully, and your child can tell where it went and why.
Telling back	Your child can explain to a guest how the product was made and priced and what was learned this year.

8.1 SAVING FOR A GOAL

OBJECTIVES

- Explain what a saving goal is and why saving takes patience.
- Tell how young J. C. Penney saved to buy a pig.
- Make a saving plan and a chart to track it.

Warm-up. Think of something you would really like that costs more than you have right now. How much does it cost? How many weeks might it take you to save for it?

WATCH

Savings Goals for Kids | What are Savings goals? | Financial education for kids | Teaching money kids

LearningMole · 3:22

<https://www.youtube.com/watch?v=v-mIEQ7KW5Q>

WHEN TO WATCH

After the story, before the project.

BACKUP VIDEO

Economics for Kids: Saving and Spending

Teaching Without Frills · 2:37

<https://www.youtube.com/watch?v=NfurkrZEn3Q>

Before the project.

KEY TERMS

save

To keep money now so you can use it later.

goal

Something you plan and work toward.

patience

Waiting calmly and not giving up.

spend

To use money to buy something.

CORE IDEAS

The story. James Cash Penney grew up on a farm in Missouri in the 1880s. When he was eight years old, his father told him that from now on he must earn the money

for his own clothes. Jim ran errands and did odd jobs, and he saved his pennies until he had \$2.50. Instead of spending it, he bought a young pig. He fed it and cared for it, and when it was grown he sold it for more than he had paid. Then he bought more pigs. Many years later, Jim Penney started a chain of stores, and he ran them by the Golden Rule.

How they figured it out. Jim had a **goal**: to pay for his own clothes and more. He did not spend his money on the first thing he saw. He saved it until he had enough, and then he used it to make more. This took **patience**. Ben Franklin, in his almanac, put it this way: “A penny saved is two pence clear.” He meant that saving a penny can be worth even more than earning one.

The big idea. To **save** is to choose “later” instead of “now.” A saving goal helps you wait. First, decide what you want and how much it costs. Next, decide how much you can save each week. Then count the weeks, and keep your savings somewhere safe. The ant in Proverbs gathers food in summer so she will have it in winter. Saving is wise.

In business today. Families save for big things like a car, a house or college. Businesses save to buy new machines and to be ready for hard times. Many families use three jars or envelopes: Give, Save and Spend. Each time money comes in, part goes into each jar.

PICTURE STUDY



The Ant and the Grasshopper, Milo Winter, 1919 · Book illustration · *The Aesop for Children*, Rand McNally

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

Milo Winter drew this picture for a children's book of Aesop's fables in 1919. In the fable, the ants work all summer storing food, while the grasshopper plays his fiddle. When winter comes, the ants have food and the grasshopper has none.

Look closely

- Find the ants. What are they carrying?
- Find the grasshopper's fiddle. What has he been doing all summer?
- Look at the grasshopper's face. How do you think he feels?

Talk about it

1. Who in the picture is saving for later?
2. What do you think will happen to the grasshopper in winter?
3. How is saving money like the ants storing grain?

PROJECT

My Saving Goal Chart

You will choose a real saving goal, make a plan, and color a chart each week as your savings grow.

You will need

- Three jars or envelopes labeled Give, Save and Spend
- Ledger notebook, crayons and a ruler
- Your own money, or money earned from small jobs

Steps

1. Choose a goal: something good you want that costs between \$2 and \$10. Find out the real price with a parent.
2. Decide how much you can save each week. For example, 50¢ a week.
3. Figure how many weeks it will take. A parent can help you count by 50¢ until you reach the price.
4. Draw a goal chart in your ledger notebook: a tall thermometer or a stack of boxes, one box for each week.
5. Each week, put your saving money into the Save jar and color one box.
6. Write each week's saving in your ledger: Date, Saved, Total so far.
7. When you reach your goal, write how you felt. Was it worth the wait?

Tips

- Put a picture of your goal on the Save jar.
- If you get a gift of money, you can reach your goal sooner.

Check your work

- ☐ I can tell how J. C. Penney saved to buy a pig.
- ☐ I have a saving goal and a plan.
- ☐ I color my chart and write my savings each week.

LEDGER NOTEBOOK

1. Draw your goal chart and keep coloring it.

2. Draw the ant carrying food for winter. Write Proverbs 6:6 under it.
3. Draw your three jars, Give, Save and Spend, and write how you will divide each dollar.

COMMON MISTAKES

- Taking money out of the Save jar for small treats. A goal needs patience.
- Choosing a goal so big that you give up. Start with a goal you can reach in a few weeks.

Make it a game · J. C. Penney Pig Plan. Draw a pig for your goal and write a price on it. Color in one piece of the pig for each penny you save. Roll a die or pick a card to see how many pennies you add each week. Race to fill the pig first. Tell how young J. C. Penney saved to buy his pig.

Scripture. “Go to the ant, thou sluggard; consider her ways, and be wise: Which having no guide, overseer, or ruler, Provideth her meat in the summer, and gathereth her food in the harvest.” (Proverbs 6:6-8, KJV)

No one tells the ant to save, but she gathers food in summer for the winter. We can be wise like her, saving a little at a time for later.

8.2 BANKS KEEP MONEY SAFE

OBJECTIVES

- Tell how savings banks began so that working people could save safely.
- Explain what a bank does with the money people put in it.
- Run a pretend family bank with deposit slips and a record book.

Warm-up. Where could you keep money safe at home? Name three places. What could go wrong with each one: lost, stolen, burned, spent?

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, before the project.

Note: A hand-drawn whiteboard lesson for children from a small financial firm; no products are sold in the video.

KEY TERMS

bank

A business that keeps people's money safe and lends money to others.

deposit

Money you put into the bank.

withdraw

To take money out of the bank.

vault

A strong, locked room where a bank keeps money safe.

CORE IDEAS

The story. Two hundred years ago, most working people in America had no safe place for their savings. They hid coins under the mattress or in a jar, where money could be lost, stolen or burned. In 1816, the first savings banks in America opened in Philadelphia and Boston. They were started by people who wanted to help workers, servants and even children save a little at a time, safely.

How they figured it out. A savings bank took small **deposits**, even a few cents, and wrote each one in the saver's little bankbook. The money was kept in a strong **vault**. The bank lent some of the money to people who needed it to build houses or start businesses, and they paid it back with a little extra. That extra let the bank pay the savers something, too. When savers needed their money, they could **withdraw** it.

The big idea. A **bank** keeps money safe and puts it to work. Savers bring money in; borrowers take loans and pay them back. Banks must be honest and careful with other people's money. In 1933, after many banks had closed during hard times, the United States began to insure bank deposits, which means it promises that savers will get their money back even if a bank fails. That good rule ended the old fear of losing your savings.

In business today. Today banks keep most money as numbers in computers, and people use cards and phones to pay. But the idea is the same: deposit, save, borrow, repay. Many banks have savings accounts for children, which a parent opens and watches over.

PICTURE STUDY



Inside the People's Savings Association, L. D. Hett, about 1900 · Photograph · Toledo, Ohio (Toledo-Lucas County Public Library)

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

This photograph shows the inside of the People's Savings Association, a savings bank in Toledo, Ohio, about 1900. Customers walked up to the teller windows to make deposits and withdrawals. Behind the counters, the money was counted and recorded.

Look closely

- Find the teller windows. How many can you count?
- Look at the metal grilles. Why might a bank put grilles at its windows?
- Look for any people in the picture.

Talk about it

1. Why do you think the bank was built to look so strong and fancy?
2. What would you say to the teller when you made a deposit?
3. How is this bank different from banking with a phone today?

Safety first. Children never open bank accounts, share account numbers or use bank cards without a parent. A parent may choose to open a child's savings account.

PROJECT

The Family Bank

You will open a pretend family bank, with a parent as the banker, and practice deposits, withdrawals and keeping a bankbook.

You will need

- A small box with a lid for the “vault”
- Slips of paper for deposit and withdrawal slips
- A little notebook for the bankbook
- Coins (real or play)

Steps

1. Make deposit slips: “Deposit. Name: ____ Date: ____ Amount: ____.” Make withdrawal slips the same way.
2. Make a bankbook with columns: Date, Deposit, Withdrawal, Balance.
3. Make your first deposit: fill out a slip, give the coins and the slip to the banker, and watch the banker put them in the vault.
4. The banker writes the deposit in your bankbook and the new balance. Check that it is right.
5. Make two more deposits during the week, and one small withdrawal.
6. At the end of the week, count the money in the vault with the banker. Does it match your bankbook balance?
7. Talk about it: Why is money safer in a bank than in your pocket?

Tips

- A real bank teller always counts the money in front of you. Ask your banker to do the same.
- Keep your bankbook in a safe place.

Check your work

- ☐ I can tell why savings banks began.
- ☐ I can explain deposit, withdraw and vault.

- ☐ My bankbook matches the money in the vault.

LEDGER NOTEBOOK

1. Copy your bankbook page.
2. Draw a bank vault with a big round door. Label it.
3. Draw arrows: savers bring money into the bank; borrowers take loans out and pay them back.

COMMON MISTAKES

- Thinking the bank keeps your exact coins in a box with your name. The bank keeps track of how much you have, and some of the money is lent to others.
- Thinking a bank gives money away for free. Loans must be paid back.

Make it a game • Family Bank Teller. You are the bank teller and your parent is a customer. Take a deposit of pretend money, write it in a book and give back a slip. Later your parent withdraws some. Say what a bank does with money in the vault. Switch roles and run three deposits and one withdrawal.

8.3 INTEREST: MONEY THAT GROWS

OBJECTIVES

- Explain interest: money paid for the use of money.
- Tell the parable of the talents and Ben Franklin's gift that grew for two hundred years.
- Watch pretend savings grow with interest and record it in a table.

Warm-up. Plant a bean seed in a cup of soil today, or look at a plant. A seed is small, but it can grow big if you wait and care for it. Can money grow, too? How?

WATCH

Compound Interest Explained for Kids

MoneyMoments · 2:28

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

WHEN TO WATCH

After the parable, before the big idea. Pause when the becomes and ask: where did the extra come from?

KEY TERMS

interest

Extra money a bank pays you for keeping your money there, or extra money a borrower pays for using someone else's money.

talent

In Bible times, a very large amount of silver or gold.

invest

To use money to make more money later.

steward

A person who takes care of something that belongs to someone else.

CORE IDEAS

The story. Jesus told a story about a master who went on a long journey. Before he left, he gave his servants money to take care of: five talents to one, two to another, and one to a third. The first two servants traded with the money and doubled it. But the third dug a hole and hid his talent in the ground. When the master came home,

he praised the two faithful servants. He told the third that he should at least have put the money in the bank, so that it would have earned **interest**.

How they figured it out. Ben Franklin loved this idea of money growing. When he died in 1790, he left a gift of £1,000 each to the cities of Boston and Philadelphia. The money was to be lent to young workers who were starting out in a trade, and they would pay it back with interest. Franklin planned for the money to keep growing for two hundred years. By the end, the two gifts had grown to millions of dollars.

The big idea. When you put money in a bank, the bank lends it to others and pays you **interest**, a little extra money, for letting it be used. The next year, you earn interest on your interest, too. Money grows slowly at first and then faster, like a seed that becomes a tree. Everything we have belongs to God; we are His **stewards**, and He wants us to use it wisely, not bury it.

In business today. Banks pay interest on savings accounts and charge interest on loans. Families and businesses **invest** money so that it can grow for years to come. But be careful: if you borrow, you pay interest, so borrowing makes things cost more. Wise people save first and borrow little.

PICTURE STUDY



The Parable of the Talents, Willem de Poorter, 1600s · Oil on wood

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

Willem de Poorter, a Dutch painter who studied with Rembrandt, painted this scene from Jesus' parable of the talents. The master has come home, and his servants are showing him what they did with his money.

Look closely

- Find the master. How can you tell he is in charge?
- Find the servant pointing to the table. What is he showing?
- Look in the shadows. Can you find the servant who hid his talent?

Talk about it

1. Which servant do you think is speaking now? What is he saying?
2. Why did the master praise the servants who traded with his money?
3. What did the master say the last servant should at least have done?

PROJECT

Watch It Grow: The Interest Jar

For four weeks, a parent will be your bank and pay you interest on the money in your Save jar. You will record how it grows.

You will need

- Your Save jar from Lesson 8.1, with at least \$1 in it (real or pretend)
- Coins for the parent-banker to pay interest
- Ledger notebook and pencil

Steps

1. Count the money in your Save jar and write it as your starting amount.
2. Agree with your parent-banker on an interest rule: for example, every week the bank adds 10¢ for every whole dollar in the jar.
3. Make a table in your ledger notebook: Week, Money at start, Interest added, Money at end.
4. Each week on the same day, count your jar. The banker adds the interest. Write it in the table.
5. Do not take any money out during the four weeks.
6. After four weeks, compare: how much did you start with, and how much do you have now?
7. Talk about it: What would happen if you left it for a whole year? What if you hid it in the ground like the third servant?

Tips

- In real banks, interest is much smaller and is usually counted by the year. Our family bank is generous so you can see it grow!
- Once your jar passes \$2, you get 20¢ a week. Watch for that week!

Check your work

- ☐ I can explain interest in my own words.
- ☐ I can tell the parable of the talents.
- ☐ My table shows my money growing each week.

LEDGER NOTEBOOK

1. Copy your interest table and draw a bar for each week's total. Do the bars grow?
2. Draw the three servants: one with five talents, one with two and one with a hole in the ground.
3. Draw a seed growing into a tree, and label it "Money grows slowly, then faster."

COMMON MISTAKES

- Thinking interest is free money from nowhere. It is paid because the bank lends your money to someone who uses it and pays it back with a little extra.
- Taking money out too soon. Interest needs time.

Make it a game • Grow the Jar. Put ten beans in a jar and call them your deposit. After each pretend year, add one bean as interest. Predict how many beans will be in the jar after five years, then count it out to check. Tell the parable of the talents and Franklin's gift that grew for two hundred years.

Scripture. "Wherefore then gavest not thou my money into the bank, that at my coming I might have required mine own with usury?" (Luke 19:23, KJV)

"Usury" here means interest. The master wanted his money put to good use, not hidden away. God gives us gifts and money to care for and to use well.

8.4 GIVING CHEERFULLY AND OUR FAMILY MARKET DAY

OBJECTIVES

- Tell the story of the widow's two mites.
- Explain why God loves a cheerful giver, and decide how to give part of your money.
- Plan and hold a family market day.

Warm-up. Think of a time someone gave you a gift. How did you feel? Now think of a time you gave a gift. How did you feel then?

WATCH

The Widow's Offering. | Stories of the Bible

Saddleback Kids • 1:33

<https://www.youtube.com/watch?v=dJo6WDxBCRc>

WHEN TO WATCH

Before the story; then read Mark 12:41-44 together.

Note: A short Bible cartoon from a church children's ministry.

BACKUP VIDEO

God's Story: Generosity

Crossroads Kids' Club • 3:32

https://www.youtube.com/watch?v=_Y4A9_ousPA

After the story of the widow.

KEY TERMS

give

To share what you have with God and with others, freely.

tithe

One tenth of what you earn, given to God.

mite

A very small coin in Bible times, worth almost nothing.

generous

Happy to give and share.

CORE IDEAS

The story. One day Jesus sat near the treasury in the temple in Jerusalem, watching people put in their offerings. Rich people threw in large amounts. Then a poor widow came and put in two mites, tiny coins worth almost nothing. Jesus called His disciples and said she had given more than all of them, because they gave out of their extra, but she gave all she had.

How they figured it out. Christians through the ages have learned that giving is not about how much, but about the heart. John Wesley, an English preacher, taught people in 1760: “Gain all you can... save all you can... give all you can.” Milton Hershey gave almost all his fortune to his school for orphans. Many families give a **tithe**, one tenth, to their church, and more to people in need.

The big idea. We work so that we can provide for our families, save for the future and have something to give. The apostle Paul wrote that people should work “that he may have to give to him that needeth.” God loves a cheerful giver, someone who gives gladly, not grudgingly. When we **give**, we remember that everything we have comes from God.

Family market day. This week you will show your whole year of work. Set up a table with your best project from each unit and your ledger notebook. Make something to sell, price it fairly, and make an honest sign. Invite family and friends. Count your money in and money out, figure your profit, and divide it into Give, Save and Spend.

PICTURE STUDY



The Widow's Mite, James Tissot, 1886–1894 · Opaque watercolor over graphite on paper · Brooklyn Museum, New York

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

James Tissot spent years in the Holy Land painting the life of Jesus. Here he shows the poor widow after she has given her two mites. Jesus, sitting with His disciples by the temple wall, has seen what she did.

Look closely

- Find the widow. What is she holding?
- Find Jesus among the men sitting on the steps.
- Look at the other people. Do they notice the widow?

Talk about it

1. Why do you think most people did not notice the widow's gift?
2. Why did Jesus say she gave more than the rich?
3. How can you give cheerfully, even if your gift is small?

Safety first. A parent supervises all selling and handles the money box. Sell only to family and friends you know, at home or at church, and check your town's rules before selling food.

PROJECT

Our Family Market Day

You will plan and hold a market day for family and friends: a table of your best work, something you made to sell, and an honest count of your profit, part of which you will give away.

You will need

- A table and a tablecloth
- Your best project from each unit and your ledger notebook
- Something you made to sell (cards, bookmarks, cookies made with a parent, or small plants)
- Price tags, an honest sign, a money box and coins for change
- Your Give, Save and Spend jars

Steps

1. Two weeks before: choose what to make and sell. Figure the cost of one item and set a fair price (Lesson 6.4).
2. Make your items and an honest sign with three true claims (Lesson 6.3).
3. Choose one project from each unit for your display table, such as your trade log, your coin poster, your price survey and your star scorecard.
4. On market day, greet each guest, tell how you made your product, and make change carefully with a parent beside you.
5. Write each sale in your ledger: Item, Price, Money in.
6. After market day, figure your profit: money in – money out.
7. Divide your profit into the Give, Save and Spend jars. Decide with your family where your gift will go, and give it cheerfully.

Tips

- Practice making change before the guests arrive.
- Thank every guest, whether or not they buy.

Check your work

- ☐ I can tell the story of the widow's two mites.

- ☐ I held a market day and kept a record of every sale.
- ☐ I figured my profit and gave part of it cheerfully.

LEDGER NOTEBOOK

1. Copy your market-day ledger and profit box: Money in, Money out, Profit.
2. Draw your three jars with the amount you put in each.
3. Write 2 Corinthians 9:7 and draw the widow giving her two mites.

COMMON MISTAKES

- Thinking only big gifts matter. Jesus said the widow's two tiny coins were more than all the rest.
- Giving grumpily. God loves a cheerful giver.

Make it a game · Give Cheerfully Quiz. Start with ten pennies. Decide how many to give, save and spend, and place them in three cups. Your parent asks why. Then explain the widow's two mites and why God loves a cheerful giver. Take turns making a new decision with a new set of ten pennies.

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)

God does not need our money, but He loves a glad heart. Giving cheerfully is one of the best uses of the money we earn and save.

UNIT 8

SAVE, INVEST AND GIVE

What should you do with money once you have earned it? In this unit you will learn to set a goal and save for it, see how a bank keeps money safe, watch money grow with interest, and learn the joy of giving cheerfully.

You will meet young J. C. Penney, who saved his errand money to buy a pig; visit one of America's early savings banks; hear Jesus' parable of the talents and Ben Franklin's gift that grew for two hundred years; and watch a poor widow give two tiny coins in the temple. The year ends with a family market day, where you will show your best work from every unit and sell something you made.

PREREQUISITES

- Can count coins and bills to \$10 (Unit 7)
- Can keep a simple ledger (Unit 7)
- Has made and priced a product (Unit 6)

MASTERY CHECKLIST

- ☐ I can set a saving goal and make a plan to reach it.
- ☐ I can tell how a bank keeps money safe and why it pays interest.
- ☐ I can show how money grows when interest is added.
- ☐ 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.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **A Chair for My Mother, by Vera B. Williams:** A Caldecott Honor picture book about a girl, her mother and her grandmother who save coins in a big jar for a comfortable chair after a fire. Ages 4–8. Good with Lesson 8.1. Look for it at your library.
- **The Way to Wealth, by Benjamin Franklin (1758), at Project Gutenberg:** Free. Franklin’s famous sayings about work and saving. A parent can read three or four short sayings aloud in Lessons 8.1 and 8.3.
- **Federal Reserve Bank of St. Louis: Econ Lowdown for kids:** Free lessons and stories about saving, banks and money for young children. For a parent to browse with Lessons 8.1–8.3.

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	Saving for a Goal	2 sessions of 30 minutes
8.2	Banks Keep Money Safe	2 sessions of 30 minutes
8.3	Interest: Money That Grows	2 sessions of 30 minutes
8.4	Giving Cheerfully and Our Family Market Day	2 sessions of 30 minutes

UNIT 8 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, drawing or using coins and jars. There are no points; note in a few words what your child knows well and what to review.

1. A book costs \$4. You save 50¢ a week. How many weeks will it take? (Use coins to find out.)
2. How did young J. C. Penney use the money he saved?
3. Why is money safer in a bank than under a mattress? What does the bank do with it?

4. You have \$2 in the family bank, and the bank adds 10¢ for every dollar each week. How much will you have after one week? After two weeks?
5. Tell the story of the widow's two mites. Why did Jesus say she gave the most?
6. Here is \$1 in dimes. Show me how you would divide it into Give, Save and Spend, and tell why.

ANSWER KEY

1. 8 weeks ($8 \times 50¢ = \$4$).
2. He saved \$2.50 from errands and bought a pig, raised it and sold it for more, then bought more pigs.
3. A bank keeps it in a vault and in careful records, and deposits are insured. The bank lends some of it to borrowers who pay it back with interest.
4. \$2.20 after one week. After two weeks, \$2.40 (still 20¢, because there are 2 whole dollars).
5. A poor widow put two tiny coins into the temple treasury. Jesus said she gave more than the rich, because they gave from their extra and she gave all she had.
6. Any sensible division, such as 1 dime to Give, 4 to Save and 5 to Spend, with a reason.

PORTFOLIO PIECE: MY MARKET DAY BOOTH AND YEAR OF WORK

Your market day is your portfolio for this unit. Keep a photograph or drawing of your booth, your price tags and honest sign, your market-day ledger with every sale, your profit box, and a note telling how you divided your profit into Give, Save and Spend and where your gift went. Add a page that lists your best project from each of the eight units and tells, in a sentence each, what you learned.

LOOK FOR	WHAT IT MEANS
Booth	The booth shows your child’s best work from every unit, with a product priced fairly and an honest sign.
Records	Every sale is written down, and the profit is figured correctly as money in minus money out.
Giving	Part of the profit is given cheerfully, and your child can tell where it went and why.
Telling back	Your child can explain to a guest how the product was made and priced and what was learned this year.

BONUS: MY CRAFT OR PLANT BUSINESS

This bonus unit is for the summer, after market day, or alongside the year. With a parent as your partner, you will run a real little business: making a simple craft, such as greeting cards, bookmarks or painted rocks, or growing plants, such as herbs, flowers or bean sprouts in cups, and selling them to family and friends you know.

You will follow the steps real business owners follow. First you choose and plan, like Ole Kirk Christiansen, the Danish carpenter who began making wooden toys. Then you make your product well and count its cost. Next you sell it honestly, like the seed seller W. Atlee Burpee, who tested his seeds before he sold them. Last, you close the books: you count your profit, think about what you learned, and decide what to save and what to give.

PREREQUISITES

- Has finished Units 6, 7 and 8, or most of them
- Can count money to \$10 and keep a ledger page (Unit 7)
- A parent who will be a partner in the business

MASTERY CHECKLIST

- ☐ I can choose a product, plan it and count the cost before I start.
- ☐ I can make my product carefully and figure the cost of one item.
- ☐ I can sell honestly and politely to people I know, with a parent beside me.
- ☐ I can close the books: count money in and money out, find my profit, and divide it into Give, Save and Spend.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **LEGO: The LEGO Group history**: Free. The company's own short history of Ole Kirk Christiansen's carpentry shop and wooden toys. For a parent to read with Lessons 9.1 and 9.2.
- **Burpee: our history**: The seed company W. Atlee Burpee founded in Philadelphia in 1876. Its website has growing guides that may help with a plant business. For a parent to browse with Lesson 9.3.

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 Choose and Plan	2 sessions of 30 minutes
9.2 Make It Well and Count the Cost	2 sessions of 30 minutes
9.3 Sell It Honestly	2 sessions of 30 minutes
9.4 Close the Books: Profit, Lessons and Giving	2 sessions of 30 minutes

UNIT 9 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, drawing or using coins and the business records. There are no points; note in a few words what your child knows well and what to review.

1. Why did Ole Kirk Christiansen start making toys?
2. What did Ole tell his son Godtfred about the ducks with only two coats of varnish, and why?
3. Ten cards cost \$2 in supplies. What did each card cost?
4. How did W. Atlee Burpee make sure his seeds would grow?
5. Your business took in \$9 and spent \$4. What is your profit? How would you divide it into Give, Save and Spend?

6. Tell one thing that went well in your business and one thing you would change.

ANSWER KEY

1. Times were hard and few people could pay for new houses, so he made small, useful things and toys that families still wanted and could afford.
2. To go back and give them the third coat, because “only the best is good enough.” Good quality keeps customers’ trust.
3. 20¢ ($\$2 \div 10$).
4. He tested them on his trial farm, Fordhook, before selling them.
5. \$5. Any sensible division with a reason, such as \$1 Give, \$2 Save, \$2 Spend.
6. Any honest answer drawn from the child’s own report.

PORTFOLIO PIECE: MY BUSINESS FOLDER

Put together a folder of your whole business: your signed one-page plan, your making log with cost per item, a photograph or drawing of your product and your sale table, your sales ledger and receipts, and your business report with your profit and lessons learned. Add a note telling how you divided your profit and where your gift went. Show the folder to your family and tell the story of your business from start to finish.

LOOK FOR	WHAT IT MEANS
Plan	A one-page plan was made and signed before the business began.
Records	Every cost and sale is written down, and the profit is figured correctly.
Honesty and quality	Products were made carefully, signs told the truth, and change was counted correctly.
Giving and lessons	Part of the profit was given cheerfully, and your child can name lessons learned.

9.1 CHOOSE AND PLAN

OBJECTIVES

- Choose a craft or plant product you can really make and sell.
- Tell how Ole Kirk Christiansen chose to make toys when times were hard.
- Make a one-page plan with a parent.

Warm-up. Name three things you are good at making or growing. Which one do you think other people would like to buy? Why?

WATCH

What Should I Sell? Tip #1 for Youth Entrepreneurs

Kids Markets • 2:20

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

WHEN TO WATCH

After the story, before the project.

Note: Real children at a kids' market share how they chose what to sell.

KEY TERMS

plan

Deciding ahead of time what you will do and how.

supplies

The things you need to make your product.

partner

A person who works with you and shares the business. Your parent is your partner.

count the cost

To figure out before you start whether you have enough money and time to finish.

CORE IDEAS

The story. Ole Kirk Christiansen was a carpenter in the little village of Billund, in Denmark. He built houses and furniture for farmers. But in the early 1930s times were hard, farmers had little money, and few people could pay for new houses. Ole had to find a new way to feed his family. He looked at what he could make well with his tools and wood, and what people still needed and could afford.

How they figured it out. In 1932 Ole began making small, useful wooden things: stepladders, ironing boards and toys such as wooden ducks, cars and yo-yos. Toys were small, did not need much wood, and every family with children wanted them. In 1934 he named his business LEGO, from two Danish words that mean “play well.” Many years later his family began making the plastic building bricks that children all over the world know today.

The big idea. Before you start a business, **plan**. Choose something you can make well, that people want, and that does not cost too much. Then **count the cost**: what **supplies** you need, how much they cost, how long the work takes, and who will buy. Jesus said a wise builder sits down first and counts the cost before he builds a tower.

In business today. Business owners write a plan before they open. It tells what they will sell, who will buy it, what it will cost and how they will sell it. Your plan can fit on one page.

PICTURE STUDY



The Sower, Jean-François Millet, 1850 · Oil on canvas · Museum of Fine Arts, Boston

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

Jean-François Millet painted this farmer sowing wheat in France in 1850. He scatters the seed by hand in long, steady strides. A whole year's harvest depends on this careful work.

Look closely

- Find the bag of seed. How does he carry it?
- Look at his arm. How does he spread the seed?
- Find the birds. What do you think they want?

Talk about it

1. Why must a farmer plan before he sows?
2. What would a farmer need to buy before he could plant?
3. If you start a plant business, what will you sow first?

Safety first. A parent is the partner in this business and supervises all making, selling and money. Sell only to family, friends and neighbors you know, never door to door or online.

PROJECT

My One-Page Business Plan

With your parent partner, you will choose your product and write a one-page plan, counting the cost before you begin.

You will need

- Ledger notebook and pencil
- Paper and crayons
- A parent to help find supply prices

Steps

1. List three ideas, such as greeting cards, bookmarks, painted rocks, herbs in pots or flower seedlings.
2. For each idea, answer: Can I make it well? Would people I know want it? Are the supplies cheap? Make a check mark for each yes.
3. Choose the idea with the most check marks.
4. Write your one-page plan with five parts: My product; My customers (who I will sell to); My supplies and their cost; My price; How I will sell (for example, at a table after church or at a family gathering).
5. With a parent, find the real cost of your supplies and write it down.
6. Count the cost: Do you have enough money for the supplies? If not, how will you get it?
7. Both partners sign the plan.

Tips

- Plants take weeks to grow. If you choose plants, start now!
- Choose something small and simple for your first business.

Check your work

- ☐ I can tell how Ole Kirk Christiansen chose to make toys.
- ☐ I chose a product I can make well.
- ☐ My one-page plan is written and signed.

LEDGER NOTEBOOK

1. Copy your one-page plan neatly.
2. Draw your product and label its supplies.
3. Write Luke 14:28 at the top of your plan.

COMMON MISTAKES

- Choosing something too hard or too costly to make.
- Forgetting to ask whether people would really want it.

Make it a game • Count the Cost. Choose a craft or plant you could sell. List your supplies on paper and put a price beside each, then add them. Your parent asks, can you really make it? Answer with a plan. Tell how Ole Kirk Christiansen chose toys when times were hard, and what he gave up.

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)

A wise builder counts the cost first. A wise business owner does the same, so the business does not stop halfway.

9.2 MAKE IT WELL AND COUNT THE COST

OBJECTIVES

- Make your products carefully, with good quality.
- Tell the story of Ole Kirk Christiansen's painted ducks.
- Figure the cost of one item and keep a making log.

Warm-up. Look at two things in your house, one well made and one poorly made. How can you tell the difference? Which would you rather buy?

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

After the story, before the project.

Note: Young sellers explain why keeping costs low and not eating your own inventory matters.

KEY TERMS

quality

How well something is made.

cost per item

The total cost of supplies divided by the number of items made.

batch

A group of items made at the same time.

inventory

The goods a business has ready to sell.

CORE IDEAS

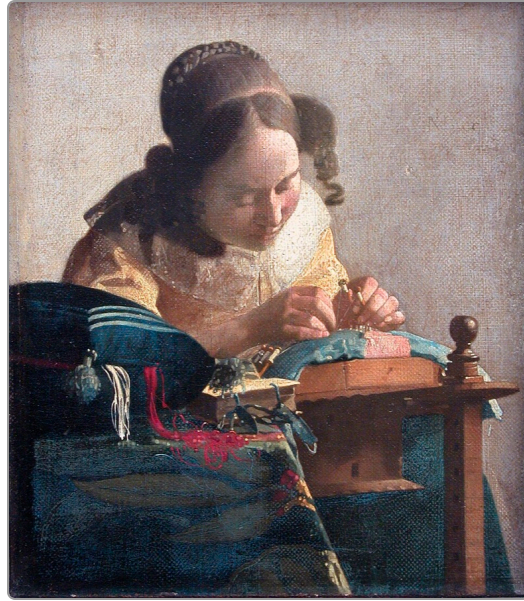
The story. In Ole Kirk Christiansen's workshop, wooden toy ducks were painted and then covered with varnish to make them shine and last. One day his son Godtfred proudly told his father that he had saved the company money by giving a batch of ducks only two coats of varnish instead of three. Ole did not praise him. He told Godtfred to go back that night, fetch the ducks, and give them their third coat. Ole's motto was "Only the best is good enough."

How they figured it out. Ole knew that saving a little on varnish might hurt his good name. If a duck's paint wore off, the customer would not buy from him again. So he chose **quality**, even though it cost more. A good business owner wants costs to be low, but never by making poor products or cheating the customer.

The big idea. To know your costs, add up the cost of all your supplies, then divide by how many items you made. That is the **cost per item**. If 10 cards cost \$2 in supplies, each card costs 20¢. Make your items in a **batch**, check each one, and set aside any that are not good enough. Do your work heartily, as to the Lord.

In business today. Companies check the quality of their products and count the cost of every item. Many keep a careful count of their **inventory** so they know what they have to sell.

PICTURE STUDY



The Lacemaker, Johannes Vermeer, about 1669–1671 · Oil on canvas, mounted on panel · Louvre Museum, Paris

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

This is one of Vermeer's smallest paintings, only about as big as a sheet of notebook paper. It shows a young woman making lace, a fine and slow craft. Lace was sold in shops and markets, and a good lacemaker's careful work was worth a good price.

Look closely

- Look at her hands. How carefully is she working?
- Find the pins and bobbins holding the threads.
- Find the red and white threads spilling from the cushion in front.
- Look at her face. Is she in a hurry?

Talk about it

1. Why would careful work make lace worth more?
2. What supplies did she need for her craft? Which ones would cost money?
3. How is her work like making your own craft or growing your plants?

PROJECT

Make a Batch and Count the Cost

You will make your first batch of products with care, check the quality, and figure the cost of each item.

You will need

- Supplies from your plan (card stock, markers, stickers; or pots, soil and seeds)
- Receipts or prices for your supplies
- Ledger notebook and pencil

Steps

1. Gather your supplies and their receipts. Add up the total cost of the supplies you will use for this batch.
2. Make your batch: for example, 10 cards or 6 pots of seeds. Work carefully, as Ole Kirk Christiansen did.
3. Check each item. Is it good enough to sell? Set aside any that are not.
4. Count the good items. This is your inventory.
5. Figure the cost per item: total supply cost $\div$ number of items. A parent can help you divide.
6. Make a making log in your ledger notebook: Date, Items made, Good items, Supply cost, Cost per item.
7. If you are growing plants, add a growing log: water each day and write how tall they are each week.

Tips

- It is better to sell 8 good cards than 10 poor ones.
- Keep your inventory in a clean box so it stays nice until market day.

Check your work

- ☐ I can tell the story of the painted ducks.
- ☐ I made a batch and checked its quality.
- ☐ I figured the cost of one item.

LEDGER NOTEBOOK

1. Copy your making log.
2. Draw your best product and write three things that make it good quality.
3. Write Ole Kirk Christiansen's motto: "Only the best is good enough."

COMMON MISTAKES

- Rushing and making many poor items instead of fewer good ones.
- Forgetting a supply cost, so the cost per item looks lower than it is.

Make it a game • Batch Cost Race. Make a small batch of six items from your plan. Then race your parent to divide the total cost by the number of items, using pennies on the table to find the cost per item. Check each other's work. Tell the story of Ole Kirk Christiansen's painted ducks and what he learned about quality.

Scripture. "And whatsoever ye do, do it heartily, as to the Lord, and not unto men;" (Colossians 3:23, KJV)

Even a small craft is work done for God. Doing it heartily and well honors Him and serves your customer.

9.3 SELL IT HONESTLY

OBJECTIVES

- Tell how W. Atlee Burpee tested his seeds so customers could trust them.
- Make honest signs and price tags, and greet customers politely.
- Hold a sale with a parent and record every sale.

Warm-up. Practice with a parent: say “Hello! Would you like to see my cards?” and “Thank you for coming!” three times, with a smile. How does a friendly greeting make a customer feel?

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

After the story, before the project.

Note: Young sellers show how they make their booths friendly and attractive.

BACKUP VIDEO

W. Atlee Burpee Company

SmithsonianNPM • 4:57

<https://www.youtube.com/watch?v=WdVQVu6nle4>

KEY TERMS

sale

When a customer buys something and pays for it.

honest

Telling the truth and being fair.

change

The money you give back when a customer pays more than the price.

Golden Rule

Treat others the way you want to be treated.

CORE IDEAS

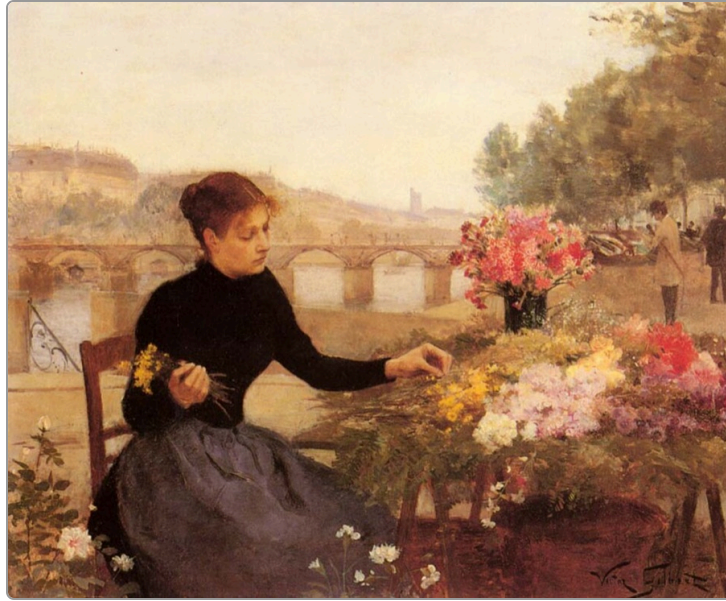
The story. W. Atlee Burpee loved raising chickens and growing plants when he was a boy in Philadelphia. In 1876, when he was only eighteen, he started his own business selling seeds and farm animals by mail, with \$1,000 borrowed from his mother. Farmers and gardeners all over America ordered from his catalog. But how could they know the seeds would grow?

How they figured it out. Burpee bought a farm called Fordhook in Pennsylvania and used it as a trial ground. Before he sold a new kind of seed, his workers planted it, watched it grow and kept careful notes. If a seed did not grow well, he did not sell it. His catalog said “Burpee’s Seeds Grow,” and customers trusted that it was true. His company became one of the largest seed companies in the world.

The big idea. Honest selling means telling the truth about your product, charging the price on the tag, giving the right **change**, and treating every customer the way you want to be treated: the **Golden Rule**. Customers come back to sellers they trust.

In business today. Good stores still test their products, mark clear prices and welcome customers with a smile. Many promise to take something back if it is not right. When you sell, be polite, tell the truth, and say thank you, whether or not the person buys.

PICTURE STUDY



A Parisian Flower Market, Victor Gabriel Gilbert, 1880s · Oil on canvas · Private collection

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

Victor Gilbert loved to paint the markets of Paris. Here a young flower seller sits at her stall on the bank of the river Seine, making up a bouquet for her customers.

Look closely

- Find the bouquet she is making. What color are the flowers?
- Count the colors of flowers in her stall.
- Find the bridge and the people walking. Who might stop to buy?

Talk about it

1. How has she arranged her flowers to please customers?
2. What would make a customer come back to her stall again?
3. How is her stall like the sale table you will set up?

Safety first. A parent stands beside the child for every sale and keeps the money box. Sell only to people you know, at home, at church or at a family gathering. Check your town's rules before selling any food.

PROJECT

Sale Day

You will hold your sale with your parent partner, sell honestly and politely, and write every sale in your ledger.

You will need

- Your inventory from Lesson 9.2
- A small table, a cloth and an honest sign
- Price tags
- A money box with coins for change (a parent keeps it)
- Ledger notebook and pencil

Steps

1. Make an honest sign: your business name, what you sell, the price and one true claim (“Hand-painted,” “Grown from seed”).
2. Put a price tag on every item.
3. Set up your table in a safe place your parent chooses, such as after church, at a family gathering or in your front yard with your parent.
4. Greet each customer, show your product, and tell the truth about it.
5. When someone buys, count the money, and count back any change, with your parent checking.
6. Write each sale in your ledger: Item, Price, Money in.
7. Say thank you to every visitor, whether or not they buy.

Tips

- Practice making change before your sale.
- If an item is not quite right, say so, or lower its price. Honesty builds trust.

Check your work

- ☐ I can tell how Burpee tested his seeds before selling them.
- ☐ My sign tells only the truth.
- ☐ I wrote every sale in my ledger.

LEDGER NOTEBOOK

1. Copy your sales ledger and add up the money in.
2. Draw your sale table with your sign and price tags.
3. Write the Golden Rule in your best handwriting.

From history. Burpee's catalogs grew so popular that by about 1915 roughly a million copies were mailed out each year to farmers and gardeners across America.

COMMON MISTAKES

- Giving wrong change because of rushing. Slow down and count back.
- Saying things about your product that are not true to make a sale.

Make it a game • Burpee's Honest Seeds. Plant six seeds in a cup of soil or a wet paper towel and wait to see how many sprout. Count the results. Say why W. Atlee Burpee tested his seeds before selling them. Then practice sale day: greet a customer politely and give honest answers to two questions.

9.4 CLOSE THE BOOKS: PROFIT, LESSONS AND GIVING

OBJECTIVES

- Add up money in and money out and find the profit.
- Write down what went well and what to change next time.
- Divide the profit into Give, Save and Spend.

Warm-up. Look at your sales ledger. Without adding, guess: did you make a profit? About how much? Write your guess down.

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 the big idea, before the project.

Note: Young sellers talk about what they learned and what they would change.

KEY TERMS

close the books

To finish the records for a business and find out how it did.

profit

Money in minus money out.

report

A short page that tells what happened and what the numbers show.

lesson learned

Something you will do better next time.

CORE IDEAS

The story. In 1662, Rembrandt painted five men in black clothes and tall hats seated around a table with a big book open in front of them. They were the syndics of the Drapers' Guild of Amsterdam, chosen each year to check the quality of the cloth that the cloth makers sold. They looked over samples and records carefully, so that customers could trust Amsterdam cloth.

How they figured it out. Checking the record book was an important job. It showed what had happened, what was good and what needed to change. A business owner does the same thing at the end of a season. He looks at his ledger, adds up the money, and asks honest questions: What sold well? What did not? What cost too much?

The big idea. To close the books, add up all your money in and all your money out. **Profit = money in – money out.** Then write a short **report:** your numbers, what went well, and your **lessons learned.** Last, decide what to do with your profit. Give some cheerfully, save some, and spend some wisely.

In business today. Every business closes its books at the end of each month and each year. Owners use the numbers to plan the next season. Your business may be small, but closing the books is exactly what the biggest companies do.

PICTURE STUDY



The Syndics of the Drapers' Guild, Rembrandt van Rijn, 1662 · Oil on canvas · Rijksmuseum, Amsterdam

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

These men were chosen to check the cloth made by Amsterdam's cloth makers, so customers could trust it. Rembrandt painted them looking up from their work, as if someone has just walked into the room.

Look closely

- Count the men. How many wear hats? Who does not?
- Find the big book on the table. What might be written in it?
- Look at their faces. Do they look careful? Kind? Serious?
- Look at the red rug. What do you think it is made of?

Talk about it

1. Why would the cloth makers and their customers want honest inspectors?
2. How is checking a record book like closing the books on your business?
3. If these men looked at your ledger, what would they want to see?

PROJECT

My Business Report

You will close the books on your business: add up your numbers, write a short report, and divide your profit.

You will need

- Your sales ledger, making log and receipts
- Your Give, Save and Spend jars
- Ledger notebook and pencil, and a calculator if you like

Steps

1. Add up all your money out: every supply you bought. Check it against your receipts.
2. Add up all your money in from every sale.
3. Find your profit: money in – money out. Compare it with your guess from the warm-up.
4. Count the items you did not sell. Write how many are left.
5. Write your business report in your ledger notebook: Money in, Money out, Profit, Items sold, Items left, What went well, What I will change next time.
6. With your partner, decide how to divide the profit into Give, Save and Spend, and put the money in the jars.
7. Decide together where your gift will go, and give it.

Tips

- If you had a loss, that is all right. Write down why, and what you learned. Many businesses lose money at first.
- Thank your partner and your customers. A thank-you note is a fine end to a business.

Check your work

- ☐ I added up money in and money out and found my profit.
- ☐ I wrote what went well and what I would change.
- ☐ I divided my profit and gave part of it cheerfully.

LEDGER NOTEBOOK

1. Copy your business report neatly and sign it.
2. Draw a bar for money in and a bar for money out. The difference is your profit.
3. Draw your three jars with the amount in each.

COMMON MISTAKES

- Calling all the money in “profit.” Take away the costs first.
- Leaving out the lessons learned. They are worth as much as the money.

Make it a game • Close the Books Report. Add up your money in, then your money out, and subtract to find your profit. Say it aloud as a short report. Then name one thing that went well and one thing you would change next time. Your parent asks you one hard question. Then choose how to give some of your profit.

BONUS: MY CRAFT OR PLANT BUSINESS

This bonus unit is for the summer, after market day, or alongside the year. With a parent as your partner, you will run a real little business: making a simple craft, such as greeting cards, bookmarks or painted rocks, or growing plants, such as herbs, flowers or bean sprouts in cups, and selling them to family and friends you know.

You will follow the steps real business owners follow. First you choose and plan, like Ole Kirk Christiansen, the Danish carpenter who began making wooden toys. Then you make your product well and count its cost. Next you sell it honestly, like the seed seller W. Atlee Burpee, who tested his seeds before he sold them. Last, you close the books: you count your profit, think about what you learned, and decide what to save and what to give.

PREREQUISITES

- Has finished Units 6, 7 and 8, or most of them
- Can count money to \$10 and keep a ledger page (Unit 7)
- A parent who will be a partner in the business

MASTERY CHECKLIST

- ☐ I can choose a product, plan it and count the cost before I start.
- ☐ I can make my product carefully and figure the cost of one item.
- ☐ I can sell honestly and politely to people I know, with a parent beside me.
- ☐ I can close the books: count money in and money out, find my profit, and divide it into Give, Save and Spend.

OPTIONAL BOOKS AND GAMES FOR THIS UNIT

- **LEGO: The LEGO Group history**: Free. The company's own short history of Ole Kirk Christiansen's carpentry shop and wooden toys. For a parent to read with Lessons 9.1 and 9.2.
- **Burpee: our history**: The seed company W. Atlee Burpee founded in Philadelphia in 1876. Its website has growing guides that may help with a plant business. For a parent to browse with Lesson 9.3.

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 Choose and Plan	2 sessions of 30 minutes
9.2 Make It Well and Count the Cost	2 sessions of 30 minutes
9.3 Sell It Honestly	2 sessions of 30 minutes
9.4 Close the Books: Profit, Lessons and Giving	2 sessions of 30 minutes

UNIT 9 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, drawing or using coins and the business records. There are no points; note in a few words what your child knows well and what to review.

1. Why did Ole Kirk Christiansen start making toys?
2. What did Ole tell his son Godtfred about the ducks with only two coats of varnish, and why?
3. Ten cards cost \$2 in supplies. What did each card cost?
4. How did W. Atlee Burpee make sure his seeds would grow?
5. Your business took in \$9 and spent \$4. What is your profit? How would you divide it into Give, Save and Spend?

6. Tell one thing that went well in your business and one thing you would change.

ANSWER KEY

1. Times were hard and few people could pay for new houses, so he made small, useful things and toys that families still wanted and could afford.
2. To go back and give them the third coat, because “only the best is good enough.” Good quality keeps customers’ trust.
3. 20¢ ($\$2 \div 10$).
4. He tested them on his trial farm, Fordhook, before selling them.
5. \$5. Any sensible division with a reason, such as \$1 Give, \$2 Save, \$2 Spend.
6. Any honest answer drawn from the child’s own report.

PORTFOLIO PIECE: MY BUSINESS FOLDER

Put together a folder of your whole business: your signed one-page plan, your making log with cost per item, a photograph or drawing of your product and your sale table, your sales ledger and receipts, and your business report with your profit and lessons learned. Add a note telling how you divided your profit and where your gift went. Show the folder to your family and tell the story of your business from start to finish.

LOOK FOR	WHAT IT MEANS
Plan	A one-page plan was made and signed before the business began.
Records	Every cost and sale is written down, and the profit is figured correctly.
Honesty and quality	Products were made carefully, signs told the truth, and change was counted correctly.
Giving and lessons	Part of the profit was given cheerfully, and your child can name lessons learned.