

ECONOMIC RELATED SOLS

2008 SOLs (Includes July 17th 2008 final changes to Curriculum Framework)

Prepared by the Virginia Council on Economic Education

September 2009

VCEE's affiliated university-based Centers for Economic Education have identified sample lessons and resources for each SOL; some are from publications and others are on-line. Teachers who attend Center workshops often receive these resources at no cost. Check www.vcee.org to see what professional development programs are scheduled in your area or contact the Center closest to you if you have questions about a lesson or would like to schedule a workshop.

United States History to 1865 (USI)

Essential Skill USI.1i

USI.1 The student will ~~develop~~ demonstrate responsible citizenship and develop skills for historical and geographical analysis, including the ability to

i) identify the costs and benefits of specific choices made, including the intended and unintended consequences of the choices and how people and nations responded to positive and negative incentives.

*Standard USI.1i has been designed to be applied throughout various parts of this entire curriculum. The following suggestions are ways to apply the basic economic concepts to be covered by this overarching standard.

Economic Way of Thinking	Concept Understanding*	Lessons/Activities/Resources
Costs and Benefits	Cost/benefit analysis... is a technique for deciding whether an action should be taken by comparing its benefits and costs. Cost... The effort, loss or sacrifice necessary to achieve or obtain something. Benefits... Monetary or non-monetary gain received because of an action taken or a decision made. Consequences... The outcome of your decision..	<ul style="list-style-type: none"> ▪ “Decision Making: Scarcity, Opportunity Cost, & You,” Lesson 1, <u>Personal Decision Making: FOCUS Economics</u> (CEE* Leet, Charkins, Lang, Lopus, Tamaribuchi 1998) ▪ “Give and Take,” Unit 1: Lesson 2, <u>Focus: Middle School Economics</u> (CEE Suiter, Dempsey, Pettit, Reiser 2004) <p style="text-align: right;">* Council for Economic Education Publication http://www.councilforeconed.org/</p>

Contact the Center for Economic Education closest to you if you have questions about a lesson or would like to schedule a workshop.

Incentives (Positive and Negative)	An incentive is a cost or benefit that motivates a decision or action by consumers, workers, firms or other participants in the economy. Incentives may be positive (i.e. a reward) or negative (i.e. a fine)	<ul style="list-style-type: none"> • “What Influences My Choices,” Lesson 13 <u>Choices and Changes: In Life, School, and Work Grades 7-8</u> (CEE Davis 2002) • “Why Would Grape Pickers Ask People Not to Buy Grapes?” Lesson 13 <u>United States History Focus on Economics</u> (CEE Wentworth, Craig and Shug 1996)
------------------------------------	---	---

*Concept Understanding is taken from the National Content Standards...

Contact the Center for Economic Education closest to you if you have questions about a lesson or would like to schedule a workshop.

SOLs expressly identified as topics where US1.Ii is applied...

SOL	Language	Examples of Application (VCEE)
USI.8c	<p>The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by</p> <p>c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.</p>	<p>What incentives did the inventors of the cotton gin, reaper, steamboat, and steam locomotive have to develop this new technology? What were the unintended consequences of each new invention? What were the benefits and cost of these inventions, especially those of the cotton gin?</p>

Contact the Center for Economic Education closest to you if you have questions about a lesson or would like to schedule a workshop.

SOLs identified as topics where USI.1i could/should be applied...

SOL	Language	Examples of Application (VCEE)
US I. 4a	The student will demonstrate knowledge of European exploration in North America and West Africa by a) describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations.	What were the incentives for exploring? What were some of the unintended consequences of exploration? What were the costs and benefits to the explorers and their patrons?
USI. 4b	The student will demonstrate knowledge of European exploration in North America and West Africa by c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.	What were the incentives for trade for the explorers and for the native Africans and native Americans? What were the costs and benefits of trade between the colonists and the Indians? What natural resources were available for trade in these regions?
USI. 5a	The student will demonstrate knowledge of the factors that shaped colonial America by a) describing the religious and economic events and conditions that led to the colonization of America.	What incentives did the colonists have for coming to the colonies? What were the costs and benefits they may have considered when leaving home to come to the colonies? What were some of the unintended consequences caused by the colonists' arrival in North America. (that the colonists experienced) ?
USI. 5c	The student will demonstrate knowledge of the factors that shaped colonial America by c) describing colonial life in America from the perspective of large landowners, farmers, artisans, women, indentured servants, and slaves	What were indentured servants willing to trade for passage to the New World? What incentive did landowners have to own slaves?

Contact the Center for Economic Education closest to you if you have questions about a lesson or would like to schedule a workshop.

USI.5d	The student will demonstrate knowledge of the factors that shaped colonial America by d) identifying the political and economic relationships between the colonies and England <u>Great Britain</u> .	What were the incentives for trading with England? What natural resources were available for trade in North America that were scarce in Great Britain?
USI. 6a	The student will demonstrate knowledge of the causes and results of the American Revolution by a) identifying the issues of dissatisfaction that led to the American Revolution.	What were the intended and unintended consequences of England's decision to tax the colonies? What incentive did the English have to levy taxes on their colonies?
USI.8a	The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.	What were President Thomas Jefferson's incentives for sending Lewis and Clark and the Corps of Discovery on their expedition? How did both the U.S. and France gain in the trading of the Louisiana territories?
US.9f	The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by f) describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves <u>enslaved African Americans</u> .	What were the unintended consequences of the South's decision to secede? To what incentive was President Lincoln responding when he went to war to preserve the union and when he issued the Emancipation Proclamation?

Contact the Center for Economic Education closest to you if you have questions about a lesson or would like to schedule a workshop.

Economics related SOL Changes

SOL #	Summary of Language	Lessons/Activities/Resources
US1.3c	<p>The student will demonstrate knowledge of how early cultures developed in North America by</p> <p>c) describing how the American Indians (First Americans) used the resources in their environment.</p> <p>Essential Understandings Identified <u>Resources influence what was produced and how it was produced.</u></p> <p>Essential Questions Identified <u>How did the American Indians use natural, human and capital resources?</u></p> <p>Essential Knowledge Identified <u>Types of Resources</u></p> <ul style="list-style-type: none"> • <u>Natural resources: come directly from nature</u> • <u>Human resources: people working to produce goods and services</u> • <u>Capital resources: goods produced and used to make other goods and services</u> <p><u>Natural Resources:</u> <u>American Indians fished in the rivers, hunted animals, and grew crops.</u></p> <p><u>Human Resources:</u> <u>People who fished, made clothing, and hunted animals, and did other tasks for their tribe were examples of human resources.</u></p> <p><u>Capital Resources:</u> <u>The canoes, bows, and spears were examples of capital resources.</u></p>	<ul style="list-style-type: none"> • “Indian Producers and Consumers,” Lesson 3 <u>Adventures in Economics and U.S. History, Volume I Colonial America,</u>(Gallagher & Hopkins 2007)

Contact the Center for Economic Education closest to you if you have questions about a lesson or would like to schedule a workshop.

US1.4b	<p>The student will demonstrate knowledge of European exploration in North America and West Africa by</p> <p>b) describing cultural <u>and economic</u> interactions between Europeans and American Indians (First Americans) that led to cooperation and conflict <u>with emphasis on the American Indian concept of land.</u></p> <p>Essential Knowledge Identified</p> <p>Areas of cooperation <u>in economic interactions</u></p> <ul style="list-style-type: none"> • Technologies (transportation of weapons and farm tools) • <u>Europeans brought weapons and metal farm tools.</u> • Trade • Crops 	<ul style="list-style-type: none"> • “Property Rights Among North American Indians,” Lesson 2 <u>Focus: Understanding Economics in United States History</u> (CEE Shug, Caldwell, Ferrarini 2006)
--------	--	--

Contact the Center for Economic Education closest to you if you have questions about a lesson or would like to schedule a workshop.

<p>USI.5a</p>	<p>The student will demonstrate knowledge of the factors that shaped colonial America by</p> <p>a) describing the religious and economic events and conditions that led to the colonization of America.</p> <p>Essential Understandings Identified Colonies in North America were established for religious and economic reasons.</p> <p>Essential Questions Identified Why did Europeans establish colonies in North America?</p> <p>Essential Knowledge Identified Colonies and the reasons they were established</p> <ul style="list-style-type: none"> • Roanoke Island (Lost Colony) was established as an economic venture. The first permanent English settlement in North America (1607), Jamestown Settlement, was an economic venture by the Virginia Company. • Plymouth Colony was settled by separatists from the Church of England who wanted to avoid religious persecution. Massachusetts Bay Colony was settled by the Puritans for the same reasons. • Pennsylvania was settled by the Quakers, who wanted to have freedom to practice their faith without interference. • Georgia was settled by people who had been in debtor’s prisons in England. They hoped to experience a new life in the colony and to experience economic freedom <u>and a new life</u> in the New World. 	<ul style="list-style-type: none"> • “New England, Mid-Atlantic or South: Where to Go?” Lesson 14 <u>Adventures in Economics and U.S. History</u>, <u>Volume I: Colonial America.</u> (Gallagher & Hopkins 2007)
---------------	---	---

Contact the Center for Economic Education closest to you if you have questions about a lesson or would like to schedule a workshop.

<p>US1.5b</p>	<p>The student will demonstrate knowledge of the factors that shaped colonial America by</p> <p>b) comparing and contrasting <u>describing</u> life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment <u>to produce goods and services, including examples of specialization and interdependence.</u></p> <p>Essential Understandings Identified Economic specialization and interdependence existed in the production of goods and services in the colonies.</p> <p>Essential Questions Identified <u>What are the benefits of specialization and trade?</u></p> <p>Essential Knowledge Identified <u>Terms to know</u></p> <ul style="list-style-type: none"> • <u>Resources: natural, capital, and human</u> • <u>Specialization: focusing on one or more products</u> • <u>Interdependence: two or more people depending on each other for goods and services</u> <p><u>Specialization made the colonies interdependent.</u></p>	<ul style="list-style-type: none"> • “New England, Mid-Atlantic or South: Where to Go?” Lesson 14 <u>Adventures in Economics and U.S. History, Volume I: Colonial America.</u> (Gallagher & Hopkins 2007) • “The Pilgrims: Surviving in the New World,” Lesson 2 <u>Adventures in Economics and U.S. History, Volume I: Colonial America.</u> (Gallagher & Hopkins 2007)
---------------	--	--

Contact the Center for Economic Education closest to you if you have questions about a lesson or would like to schedule a workshop.

Chart for 5b

<u>Colonies</u>	<u>Resources</u>	<u>Geography and Climate</u>	<u>Specialization</u>	<u>Examples of Interdependence</u>	<u>Social/Political</u>
<u>New England</u>	<u>Natural resources:</u> e.g., timber, fish, deep harbors <u>Human resources:</u> e.g., skilled craftsmen shopkeepers, shipbuilders	<u>Appalachian Mountains,</u> <u>Boston harbor, hilly</u> <u>terrain, rocky soil, jagged</u> <u>coastline</u> <u>Moderate summers, cold</u> <u>winters</u>	<u>Fishing,</u> <u>shipbuilding,</u> <u>industry, naval</u> <u>supplies</u>	<u>New England colonies had limited</u> <u>farming resources and depended</u> <u>on the Southern colonies for raw</u> <u>materials such as cotton and on the</u> <u>Middle Colonies for grain and</u> <u>livestock. (Specialization made the</u> <u>colonies interdependent.)</u>	<u>Village and church as</u> <u>center of life</u> <u>Religious reformers</u> <u>and separatists</u> <u>Civic Life: Town</u> <u>meetings</u>
<u>Mid-Atlantic</u>	<u>Natural</u> <u>Resources: e.g.,</u> <u>rich farmlands,</u> <u>rivers</u> <u>Human resources:</u> e.g., unskilled and skilled workers, fishermen	<u>Appalachian Mountains,</u> <u>coastal lowlands, harbors</u> <u>and bays</u> <u>Mild winters and moderate</u> <u>climate, wide and deep</u> <u>rivers</u>	<u>Livestock, grain, fish</u>	<u>The Mid-Atlantic colonies traded</u> <u>with both the Southern and New</u> <u>England colonies to get the</u> <u>products they didn't produce.</u> <u>(Specialization made the colonies</u> <u>interdependent.)</u>	<u>Villages and cities,</u> <u>varied and diverse</u> <u>lifestyles, diverse</u> <u>religions</u> <u>Civic Life: Market</u> <u>towns</u>
<u>Southern</u>	<u>Natural resources:</u> e.g., fertile land, rivers, harbors <u>Human resources:</u> e.g., farmers, slaves enslaved <u>African</u> <u>Americans</u>	<u>Appalachian Mountains,</u> <u>Piedmont, Atlantic Coastal</u> <u>Plain, good harbors and</u> <u>rivers</u> <u>Humid climate with mild</u> <u>winters and hot summers</u>	<u>Tobacco,</u> <u>cotton,</u> <u>indigo,</u> <u>wood products</u>	<u>The Southern colonies depended</u> <u>on the New England colonies for</u> <u>manufactured goods, including</u> <u>tools and equipment. — and for a</u> <u>market (customers) for their</u> <u>agricultural products.</u> <u>(Specialization made the colonies</u> <u>interdependent.)</u>	<u>Plantations (slavery),</u> <u>mansions, indentured</u> <u>servants, few cities,</u> <u>few schools</u> <u>Church of England</u> <u>Civic Life: Counties</u>

Contact the Center for Economic Education closest to you if you have questions about a lesson or would like to schedule a workshop.

<p>USI.5c</p>	<p>The student will demonstrate knowledge of the factors that shaped colonial America by</p> <p>b) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free blacks <u>African Americans</u>, indentured servants, and slaves <u>enslaved African Americans</u></p> <p>Essential Understandings Identified The colonies were made up of different groups of people whose lives varied depending on their social position.</p> <p>Essential Questions Identified How did people’s lives vary among different social groups in colonial America?</p> <p>Essential Knowledge Identified</p> <p>Large landowners</p> <ul style="list-style-type: none"> • Lived predominately in the South • Relied on indentured servants and/or slaves for labor • Were educated in some cases • Had rich social culture <p>Farmers</p> <ul style="list-style-type: none"> • Worked the land according to the region • Relied on family members for labor <p>Artisans</p> <ul style="list-style-type: none"> • Worked as craftsmen in towns and on the plantation • Lived in small villages and cities <p>Women</p> <ul style="list-style-type: none"> • Worked as caretakers, house-workers, homemakers • Could not vote • Had few chances for an education <p><u>Free Blacks African Americans</u></p> <ul style="list-style-type: none"> • <u>Were able to own land</u> • <u>Had more economic freedom and could work for pay and decide how to spend their money</u> • <u>Not allowed to vote</u> 	<ul style="list-style-type: none"> • “George Washington’s Neighborhood,” Lesson 12 <u>Adventures in Economics and U.S. History, Volume I: Colonial America.</u> (Gallagher & Hopkins 2007) • “Apprenticeship: Investigation in Human Capital,” Lesson 13 <u>Adventures in Economics and U.S. History, Volume I: Colonial America.</u> (Gallagher & Hopkins 2007)
---------------	--	--

Contact the Center for Economic Education closest to you if you have questions about a lesson or would like to schedule a workshop.

	<p>Indentured servants</p> <ul style="list-style-type: none"> • Consisted of men and women who did not have money for passage to the colonies and who agreed to work without pay for the person who paid for their passage • Were free at the end of their contract <p>Slaves Enslaved African Americans</p> <ul style="list-style-type: none"> • Were captured in their native Africa and sold to slave traders, then were shipped to the colonies where they were sold into slavery • Were owned as property for life with no rights • Were often born into slavery (Children of slaves <u>enslaved African Americans</u> were born into slavery.) 	
--	---	--

<p>USI.5d*</p>	<p>The student will demonstrate knowledge of the factors that shaped colonial America by</p> <p>c) identifying the political and economic relationships between the colonies and England <u>Great Britain</u>.</p> <p>Essential Understandings Identified England <u>Great Britain</u> established and attempted to maintain control over the colonies.</p> <p>Essential Questions Identified How did England <u>Great Britain</u> impose its political and economic control over the colonies?</p> <p>Essential Knowledge Identified Economic relationships</p> <ul style="list-style-type: none"> • England <u>Great Britain</u> imposed strict control over trade. • England <u>Great Britain</u> taxed the colonies after the French and Indian War. • Colonies traded raw materials for goods. 	<ul style="list-style-type: none"> • “The American Revolution: One Tax Too Many” Lesson 2 <u>Adventures in Economics and U.S. History, Volume 2: A Young Nation (1765-1877)</u>. (Gallagher & Hopkins 2007) • “Why Were the Colonies Frustrated with England?” Lesson 3 <u>Adventures in Economics and U.S. History, Volume 2: A Young Nation (1765-1877)</u>. (Gallagher & Hopkins 2007)
----------------	--	---

* In order to focus solely on economic content, we have omitted non-economic content from this SOL

Contact the Center for Economic Education closest to you if you have questions about a lesson or would like to schedule a workshop.

<p>USI.6a</p>	<p>The student will demonstrate knowledge of the causes and results of the American Revolution by</p> <p>a) identifying the issues of dissatisfaction that led to the American Revolution.</p> <p>Essential Understandings Identified As England <u>Great Britain</u> expanded control over the American colonies, many colonists became dissatisfied and rebellious.</p> <p>Essential Questions Identified What steps did England <u>Great Britain</u> take to increase control over its colonies?</p> <p>Why did many colonists become dissatisfied with England's <u>Great Britain's</u> control over the colonies?</p> <p>Essential Knowledge Identified England's <u>Great Britain's</u> reasons for control</p> <ul style="list-style-type: none"> • England <u>Great Britain</u> desired to remain a world power. • In the American colonies, England's <u>Great Britain's</u> desire to remain a world power resulted in a conflict with the French known as the French and Indian War. • England <u>Great Britain</u> imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War. <p>England's <u>Great Britain's</u> reasons for taxation</p> <ul style="list-style-type: none"> • To help finance the French and Indian War • To help with the maintaining of English <u>British</u> troops in the colonies <p>Sources of colonial dissatisfaction</p> <ul style="list-style-type: none"> • Colonies had no representation in Parliament. • Some colonists resented power of colonial governors. • England <u>Great Britain</u> wanted strict control over colonial legislatures. • Colonies opposed taxes. • The Proclamation of 1763, which followed the French and Indian War, hampered <u>restricted</u> the western movement of settlers. 	<ul style="list-style-type: none"> • “Why Were the Colonies Frustrated with England?” Lesson 3 <u>Adventures in Economics and U.S. History, Volume II: A New Nation (1765-1877)</u> (Gallagher & Hopkins 2007) • “The American Revolution: One Tax Too Many,” Lesson 2 <u>Adventures in Economics and U.S. History, Volume II: A New Nation (1765-1877)</u> (Gallagher & Hopkins 2007)
---------------	---	--

Contact the Center for Economic Education closest to you if you have questions about a lesson or would like to schedule a workshop.

USI.8b	<p>The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by</p> <p>b) identifying the geographic and economic factors that influenced the westward movement of settlers.</p> <p>Essential Understandings Identified Westward migration was influenced by geography and economic opportunity</p> <p>Essential Questions Identified What factors influenced westward migration?</p> <p>Essential Knowledge Identified Geographic and economic factors that influenced westward movement</p> <ul style="list-style-type: none"> • Population growth in the eastern states • Availability of cheap, fertile land • Economic opportunity, e.g., gold (California Gold Rush), logging, farming, freedom (for runaway slaves) • Cheaper and faster transportation, e.g., rivers and canals (Erie Canal), steamboats • Knowledge of overland trails (Oregon and Santa Fe) • Belief in the right of “Manifest Destiny”—The idea that expansion was for the good of the country and was the right of the country 	<ul style="list-style-type: none"> • “The Pioneers Headed West,” Lesson 14 <u>Adventures in Economics and U.S. History, Volume II: A New Nation (1765-1877)</u> (Gallagher & Hopkins 2007)
--------	---	---

Contact the Center for Economic Education closest to you if you have questions about a lesson or would like to schedule a workshop.

<p>US1.8c</p>	<p>The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by</p> <p>c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.</p> <p>Essential Questions Identified How did the inventions <u>and entrepreneurs</u> affect the lives of Americans?</p> <p>Essential Knowledge Identified</p> <p><u>Terms to know:</u></p> <ul style="list-style-type: none"> • <u>Inventor: someone who is the first to think of or make something</u> • <u>Entrepreneur: someone who organizes resources to bring a new or better good or service to market in hopes of earning a profit</u> <p>New technologies and their consequences <u>the impact on society</u></p> <ul style="list-style-type: none"> • The cotton gin was invented by Eli Whitney. It increased the production of cotton and thus increased the need for slave labor to cultivate and pick the cotton. • Jo Anderson (a slave) and Cyrus McCormick worked to invent the reaper. <u>McCormick was an entrepreneur who brought the reaper to market.</u> The reaper increased the productivity of the American farmer. • The steamboat was improved by <u>the entrepreneur</u>, Robert Fulton. It eventually provided faster river transportation that connected Southern plantations and farms to Northern industries and Western territories. • The steam locomotive provided faster land transportation. • <u>The steam locomotive provided faster land transportation.</u> 	<ul style="list-style-type: none"> • “How Eli Whitney made Cotton King,” Lesson 8 <u>Adventures in Economics and U.S. History, Volume II: A New Nation (1765-1877)</u>. (Gallagher & Hopkins 2007) • “Inventors: Dreaming up New Ideas,” Lesson 17 <u>Adventures in Economics and U.S. History, Volume II: A New Nation (1765-1877)</u>. (Gallagher & Hopkins 2007)
---------------	--	---

Contact the Center for Economic Education closest to you if you have questions about a lesson or would like to schedule a workshop.

<p>USI.9f</p>	<p>The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by</p> <p>f) describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves <u>enslaved African Americans</u>.</p> <p>Essential Understandings Identified Life on the battlefield and on the homefront was extremely harsh. Many died from disease and exposure</p> <p>Essential Questions Identified What hardships were experienced during the Civil War?</p> <p>How did the Civil War change the lives of soldiers, women, and slaves?</p> <p>Essential Knowledge Identified General effects of the war</p> <ul style="list-style-type: none"> • Families and friends were often pitted against one another. • Southern troops became increasingly younger and more poorly equipped and clothed. • Much of the South was devastated at the end of the war (e.g., burning of Atlanta and Richmond). • Disease was a major killer. • Clara Barton, a Civil War nurse, created the American Red Cross. • Combat was brutal and often man-to-man. • Women were left to run businesses in the North and farms and plantations in the South. • The collapse of the Confederacy made Confederate money worthless. <p>Effects of the war on African Americans</p> <ul style="list-style-type: none"> • African Americans fought in both the Confederate and Union armies. • The Confederacy often used slaves <u>enslaved African Americans</u> as naval crew members and soldiers. • The Union moved to enlist African American sailors early in the war. • African American soldiers were paid less than white soldiers. • African American soldiers were discriminated against and served in segregated units under the command of white officers. • Robert Smalls, a sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He became a Congressman after the Civil War 	<ul style="list-style-type: none"> • “Lincoln at Gettysburg,” Lesson 13 <u>Adventures in Economics and U.S. History, Volume II: A New Nation (1765-1877)</u> (Gallagher & Hopkins 2007) • “George Washington’s Neighborhood,” Lesson 12 <u>Adventures in Economics and U.S. History, Volume I Colonial America</u> (Gallagher & Hopkins 2007)
---------------	--	---

Contact the Center for Economic Education closest to you if you have questions about a lesson or would like to schedule a workshop.