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Teaching Economics in United States History: One Teacher Shares Some Lessons

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TEACHING ECONOMICS IN UNITED STATES HISTORY
ONE TEACHER SHARES SOME LESSONS

A Synthesis Project Presented

by

KATHLEEN S. BULLOCK

Submitted to the Office of Graduate Studies, University of Massachusetts Boston,
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TEACHING ECONOMICS IN UNITED STATES HISTORY
ONE TEACHER SHARES SOME LESSONS

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This paper addresses the value and benefits of teaching economics in U.S. History at the high school level. Some of the challenges it presents such as curriculum style, teacher qualifications, assessment and accountability, pacing, and developing thinking skills for a theory-based course are discussed. I also offer activities with accompanying worksheets and graphic organizers that may assist teachers in meeting these challenges. The activities include tariffs, a run on the bank, monopolies, and recessions as an introduction to basic economic principles that are important in teaching U.S. History. A set of graphic organizers on The Civil War demonstrates how economics relates and integrates with social and political causes. My paper reflects my desire to raise intellectual standards for myself, and gives me the opportunity to share some of my discoveries with colleagues who desire the same.
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CHAPTER 1

INTRODUCTION: DISCOVERIES IN THE CLASSROOM

Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select – doctor, lawyer, artist, merchant, chief, and yes, even beggarman and thief, regardless of his talents, penchants, tendencies, abilities, vocations and race of his ancestors. (Watson, 1924, cited in Myers 2002, 252)

A picture of John B. Watson, with this quote, has been hanging on the bulletin board in my room at school for about five years. I often refer to it when explaining to students the difference between rote learning and comprehending, or teaching the test as opposed to understanding the material. Watson admitted to "going beyond my facts" when offering his famous boast. His error was in suggesting that learning in terms of conditioning is the same as comprehending. Comprehending leads to questioning, and it is this cognitive distinction that separates humans from animals.

This distinction also separates the educator who strives for excellence from the educator who settles for mediocrity. An important question to ask yourself is, "Which type of educator am I?" What is even more important than being able to answer is that you keep asking yourself this question.
I made two exciting discoveries during my teaching tenure. The first discovery was made during my first year of teaching U.S. History. In a desperate attempt to present lesson plans to students in a coherent manner, I inadvertently stumbled into teaching economics in order to teach U.S. History. Teaching economics in U.S. History is not new. However, it was new to me. Making this first discovery through my own struggles and efforts has been very rewarding.

Teaching U.S. History was a challenge since it had been one of my weakest subject areas when I was in high school. I remember thinking that what little I had learned, I had surely forgotten. My department chairperson was my mentor and had taught U.S. History for over thirty years. She assured me that it did not matter what I knew because you do not really know U.S. History until you teach it -- she was right. This would be a new adventure where I would become the learner as well as the teacher.

Learning U.S. History became a passion for me and I wanted to share that passion with my students. Because this was a new course preparation, and because U.S. History was not my area of expertise, my ability to compare or contrast historical events or to be able to identify the bridges between disciplines was lacking. I had no conceptual framework or schemata of my own to help guide students. Each step was one of uncertainty because I was never sure of where we were going until we got there.

Adding to this stress was the implementation of the Standards of Learning Tests (SOLs), which were to start that year, and eventually become a barrier test for students to graduate. Accountability could now be traced through a teacher’s test scores, and there was talk that our salaries would be tied to results of those test scores.

The second discovery that I made was my unique ability to create customized graphic organizers for lesson plans. I had been spending late nights researching topics and creating
innovative lesson plans that culminated in graphic organizers. My last job prior to teaching was at a computer company where I learned to use a variety of software applications. Being able to come up with a lesson plan idea and translate it into a graphic organizer takes a degree of skill that many teachers do not possess. It takes a lot of practice and patience, but I enjoy creating graphic organizers. The graphic organizers are an artistic interpretation of a lesson plan idea.

In this paper, I would like to share some of the unique activities and graphic organizers that I created for teaching basic economics and U.S. History. When professionals attend classes, workshops, or training sessions, often they do not realize the cumulative impact they have on their skills. It is hard to assess exactly which class or workshop has had the most impact when it was most likely a little of everything. Looking back, the areas that have most influenced my teaching are my education from the University of Massachusetts Boston, both undergraduate and graduate, and my job at a computer company where I honed my skills in Microsoft Word by producing graphics. I hope the activities and graphic organizers will inspire and empower teachers to help students make connections in the classroom.
Before discussing a number of challenges in teaching economics in U.S. History, I would like to review the benefits as I see them. I cannot think of any arguments against the teaching of economics in U.S. History because I see its value. I think that most educators would agree that an understanding of economics is essential in making educated choices when voting, purchasing, saving, and in making wise financial decisions about the future. When an event such as the terrorist attack on the U.S. World Trade Center on September 11, 2001, occurs, an understanding of how this major event can economically impact U.S. citizens and the U.S. economy is essential for citizenship education. The ability to understand a volatile stock market or the threat of a recession that follows a major tragedy can be paralleled with historical events of the same magnitude.

Because history repeats itself, students should be given an opportunity to study economics within an historical purview to learn how political and economic decisions have influenced our lives. In this respect, it gives us the past, the present, and many possible futures when viewed critically and creatively. Critically assessing past events such as Hiroshima and Nagasaki, coupled with creative problem-solving skills may help humanity from making the same mistake twice. School districts across the United States are reforming their instructional standards of education to include economics.
National education standards for elementary and secondary schools have now been established in 10 disciplines within the core K-12 curriculum. Many states, school districts, and individual schools have and are using the national standards as guidelines to establish their own standards for curriculum content, instructional practices, and testing. The development and implementation of economic standards are part of this national reform movement, which ideally will be coordinated across disciplines in the nations' school districts (Buckles and Watts 1998, 157-66).

An holistic approach should be taken when teaching economics and U.S. History, because economics helps to define history. If students are able to understand the concept within an historical context, they can apply the principle to current economics. “Application” of information according to Bloom’s Taxonomy requires “comprehension,” which means the student understands the information. (Bloom 1956) Comprehending is a higher-level thinking skill that leads to “analysis, synthesis, and evaluation” (ibid). When students have reached these higher levels of thinking, they are able to offer predictions, judgments, and a cogent argument based on their analysis. Helping students to acquire thinking skills is where a teacher either settles for mediocrity or strives for excellence.

“Not only are educators stressing the importance of economics for personal and business decisions, they also appear to be engaging in serious dialog regarding the relationship among economic systems, democratic governments, and civic education. This bodes well for the future of economics in the core of democratic citizenship education” (Nelson 1997). Studying economics is not only being recommended but also being integrated into curricula throughout school systems across the country. The next question to ask ourselves is how should this be accomplished, and what is the best way to achieve this?
The Concept-based Curriculum and Teacher Qualifications

What is the best way to infuse economic standards into an existing curriculum? The most common style of curriculum design used by many school systems is the concept-based curriculum. The concept-based curriculum provides a framework for integrating information from various subject areas so that it makes sense. As Erikson states, “Concept is associated with thinking and integrated thinking is seeing the patterns and connections. The difference between a topic-centered and an idea-centered curriculum/instruction model is the difference between memorizing facts... and developing and sharing ideas...” (Erikson 1998, 50). A concept-based curriculum takes important or key concepts, in this case economics, and infuses them in the social sciences by emphasizing the concept as a content strand throughout courses that are offered.

In the case of economics and U.S. History, a semester course in economics may be offered in high school, however, teaching economics in U.S. History is an example of where the economics would benefit students' understanding of history. Many political decisions have been dictated by economics, and when students understand how economics influences politics, it will help them to make connections between cause and effect. For example, if you look at the causes of the Civil War, the issues of states' rights regarding slavery were economic issues that caused states to secede from the union after the Presidential election of Lincoln. When students study the tariff of 1832 and the economies of northern, middle, and southern colonies, the economic issues become the cause, and the political decisions become the effects. It was the tariff of 1832 that pushed South Carolina to the brink of secession from the Union.

“One aspect that makes the infusion method enticing to curriculum developers is that most social studies teachers are potential teachers of economics” (Brenneke and Soper 1987,
"For example, it is impossible to teach American history accurately without using economic concepts to explain key themes and events such as the development of industries, the rise of labor unions, and the Great Depression." (Seiter 1988, 3)

From an administrative and budgetary point of view, a school district might prefer to hire a teacher with an umbrella license which would allow them to teach any course within a discipline. This allows the school to be flexible when student enrollment varies from year-to-year in a subject area, rather than terminate and hire, or rehire, which would create a transient staff and no job security for teachers. This scenario leaves us with teachers who may not be academically qualified to teach certain courses.

In theory, a concept-based curriculum sounds great, but the lack of teacher qualifications in a variety of subject areas may present a problem. Many states require teachers to take classes that relate to their discipline for license renewal. These classes are usually of interest to the teacher or are methods courses to improve teaching skills. Enhancing teacher skills through new activities or strategies is an advantage for the teacher and the student, however, teachers need to be academically sound in their subject areas.

The history standards were accurate at a general level but assumed extensive economic understanding by teachers and students. Social studies missed many opportunities to include the economic concepts we believe are necessary to teach and learn the social studies standards. We found that economic issues and concepts were often described with broad, sweeping brush strokes that assume the average high school teacher or student has the background of at least a college economics major, if not a graduate student. How that background is to be attained is generally not discussed. (Buckles and Watts 1998, 165-66)

Those “broad, sweeping brush strokes” remind me of how I taught U.S. History my first year. My only consolation is that whatever the students may have lost in content, I made up in enthusiasm. Economics is a theory-based course which many instructors can understand, but not
well enough to teach. Economic principles are often dealt with in a superficial manner because
many educators are not comfortable teaching them. The minimal state requirements in
economics courses for a teaching degree may be one of the reasons for this problem.

Knowledge of economics is an essential component of citizenship education. There are no panaceas to solve the problems contributing to ignorance of the subject: secondary teachers who all too frequently possess the minimum state requirements in economics; elementary teachers who commonly complete no undergraduate courses in economics; and a curriculum centered on history, political science, and geography. (Nelson 1997, 3)

Most teachers learn quickly and possess the intelligence and skills to teach themselves. After all, this is what they do for a living. However, most teachers would not voluntarily take an economics course just because it is recommended. Many teachers that I have spoken with disliked the economics courses that they took in college, if they took any at all. Therefore, asking them to integrate economics into a history curriculum is not a welcomed topic. If states increased the minimum requirements in economics for licensing, that may help the situation. But combining the best instructors in these subject areas to create a concept-based curriculum is not an easy task. Successfully writing a curriculum that infuses or integrates different topics or subjects requires a great deal of expertise.

The best integration happens among social studies teachers who know their subjects very well and can see how content and skills can be brought together in more meaningful ways. In fact, intellectually rigorous curriculum integration can only be planned by educators who have sufficient content expertise; educators who have enough confidence in their subject knowledge to see bridges between disciplines. For example, a secondary curriculum entitled United States history: Eyes on the Economy, published by the National Council on Economic Education, was carefully developed to improve the teaching of history by the integration of powerful principles from economics. This effort at integration was no small task. It required the best skills and knowledge of individuals confident in their knowledge of United States history, United States economic history, and economics. That high level of
expertise is not widely distributed across the field of education. (Schug 1998, 2-3).

All this may sound very intimidating; however, remember that you can introduce basic economic principles that can positively impact a lesson plan. Trying different activities, worksheets, and graphic organizers are methods for introducing some of these basic principles within an historical purview, as I illustrate in the next chapter.

Assessment and Accountability

Is there any proof that teaching economics in U.S. History increases student learning? There are different types of accountability such as testing students, and self-evaluation. Self-evaluation can be painful but it is important. “Any hope we have of ever being excellent teachers depends on accountability. Because at the heart of the idea of accountability is the need to seek feedback and self-adjust our performance in light of it” (G. Wiggins 1996, 1).

When was the last time you passed out a survey for students to critique your course? It can be very enlightening. There is one catch; do not pass out a survey unless you intend to respond to the results by making changes to improve your weaknesses. I have been passing out a survey to my advanced placement psychology class for the past two years. The three areas that I ask students to critique are curriculum content, activities, and the instructor. The survey will inevitably have some critical comments, but I need to hear them. The comments can be assumed valid when more than just a few surveys come back with the same critical remarks. The surveys are anonymous, and students' final grades have already been posted. I am asking students for this overall evaluation after they have taken the advanced placement exam, but before they received their advanced placement grade. Their grades will be sent to them from the testing service during the summer.
When I receive their grades, I also receive a report that gives me a percentage breakdown by course content compared to the national average. With this report, my accountability is weighed by my overall pass rate. The report gives me an analysis of my students' strengths and weaknesses compared to the national average. I need to address both the survey results and the weak areas on the advanced placement report if I want to improve. A one hundred percent pass rate on an advanced placement exam is only one way to measure success, and in many instances it is not always the most important.

For student assessment, the multiple-choice test is a very popular tool for accountability. The following criteria is recommended before a test should be considered an assessment tool. It should be standardized by forming a bell curve, it should be reliable, and it should be valid. "The process of defining meaningful scores relative to a pre-tested group is called standardization" (Myers 2002, 344). This is done by repeatedly testing a representative group of students. "Standardized tests results typically from a "normal distribution," a bell-shaped pattern of scores that forms the bell curve" (ibid 344). "A good test must yield dependably consistent scores" (ibid 345), which then makes it reliable. "Validity is the extent to which a test measures or predicts what it is suppose to" (ibid 345). When a test meets this criteria, the scores tell an instructor which students have retained the most information, and which are the best test-takers. Students are not asked to demonstrate their understanding of the subject outside of multiple choice parameters unless they are asked to write an essay question that may require them to "analyze, synthesize, and evaluate" (Bloom 1956) what they know. Multiple choice tests may not necessarily be the best method for assessment, but they are the most widely used method.

After carefully thinking through the options that teachers have, I came to the following conclusion: Performance is contingent upon four major components. The four components are
the curriculum, the student, the teacher, and the test. We have two variables and two constants. Teachers and students are the variables, while the curriculum and the state tests are the constants. Students cannot choose their teachers, and teachers cannot choose their students. The teacher is responsible for following the school system’s curriculum, and the student is often required to pass a barrier test at the end of the year. Many states have instituted exit or barrier tests, which are tests that students must pass in order to graduate. This year, 48 states are administering statewide testing programs.” (Jerald 2000, 2) “The number of states that administer student assessments matched to their standards in at least one subject climbed from 35 in 1997-98 to 41 this year” (ibid 3). In theory, the curriculum and barrier test should positively correlate with each other so that standards recommended in the curriculum correspond with major concepts on the test.

Sandwiched in between the curriculum and the barrier test are two variables; the teacher and the student. The state, the school system, and the teacher have little control over that which predisposes and impacts a student’s academic ability. The best-qualified teacher cannot control nor guarantee a student’s success in passing a state barrier test. Teachers have the responsibility of making sure that their students have the opportunity to pass. When a student fails a barrier test, the teacher and school administration usually look at the student’s overall school performance, and then the teacher’s overall pass rate. When scores are tallied at the end of a school year, inevitably, there will always be a teacher at the bottom of the test results in their discipline. Not to worry unless it is you, and you have been at the bottom year after year.

An important factor for educators to realize is that they can control the quality of their instructional practices in delivering the curriculum standards that their school system establishes. No one is perfect, but no one should settle for mediocrity. Whether it is the student or the
A teacher who lacks motivation is not the issue because the burden of proof is usually on the teacher. If a teacher is not motivated or qualified to teach a subject area, teaching becomes counterproductive and violates the basic tenets of education. Teachers can adhere to the curriculum guidelines and pacing that their school district recommends, but what actually happens in the classroom is sometimes difficult to monitor and to assess.

The school system can hire licensed teachers, but it does not have control over the quality of teacher skills and teacher motivation. Most teachers enter the educational profession with the prerequisite qualifications of passing the Praxis Examination, and state licensing ensures some degree of academic proficiency in their major. However, a concept-based curriculum requires proficiencies in more than one subject area. The curriculum model that a school system chooses to utilize is only as good as the teacher who delivers it, and academic proficiency is not necessarily inclusive of the extraordinary talents that are needed for excellence in teaching.

The costs of curriculum integration are high, real, and certain. The benefits of integration are low, vague, and difficult to measure. Meaningful curriculum requires a large investment in staff development and planning. Curriculum integration requires teachers who are or can become sufficiently expert in understanding their subjects to be able to make meaningful connections across the disciplines. Even when teachers who have a high level of subject matter expertise, it is hard to be confident that an integrated approach will necessarily improve student achievement. Accountability is very difficult to attain. (Schug and Cross 1998, 4)

Teaching Economics and U.S. History in Depth

Pacing for a typical U.S. History course is very aggressive. In many school districts, content ranges from the Frozen Land Bridge to current issues in less than a school year. This obviously does not leave much time for in-depth teaching of economic principles, and is just one more reason for teachers to become discouraged with the idea of integrating economics into U.S.
History. Teaching economics can actually make teaching U.S. History easier. Once the principles are understood, the student is one step ahead all year. “It takes time to analyze and evaluate historical information. It is important to select some topics for in-depth study and the examination of primary documents” (Risinger 1993, 4). Taking the time to teach some basic principles in economics through major historical events can be used as a reference point throughout the year. It provides a schema for the student for comparing and contrasting.

Pacing guidelines when an exit or barrier test will be given, may not leave time to teach the economic principles that are instrumental for understanding certain historical events. It is the old adage: for every step I take forward, I seem to take three steps backwards. It is frustrating when colleagues say that they have covered up to World War II, when you have only just finished the Civil War.

If students have a concrete understanding of economics, they can apply principles that they have learned, and critically and creatively explore past, present, or future scenarios.

Although the primary focus of the curriculum report is on content—scope, selection, content priorities, and sequence—it is also clear that the Curriculum Task Force envisions a social studies curriculum that would be taught in an exciting way to promote the development of critical thinking and problem-solving skills that are essential for democratic participation. The first priority is in-depth study of selected topics to replace “mere coverage” of content. The passive transmission of facts is rejected as an inappropriate method of teaching that should be modified in favor of active approaches to learning. Cooperative and collaborative types of learning are also emphasized. If we continue to cover the material at a pace that does not allow for the time it takes to learn, then teachers will be guilty of “mere coverage.” (Mullins 1990, 4)

Economics is an important part of learning U.S. History, and it would be in the student’s best interest to learn from both an in-depth approach with an historical event as an example.

“History’s power flows from its narrative character. Chronology serves not only as the
organizing core for the human experience, it can help bring structure and understanding to the social sciences. Depth and narrative help students grapple with the historical question of causality. Why and how did things happen? How is one event related to another?” (Risinger 1993, 4)

There are tough decisions to make when delivering a lesson plan under time constraints, and it is frustrating for the teacher and the student when there is not enough time to enjoy learning. This approach also inhibits creativity in lesson planning.

Developing Thinking Skills for a Theory-based Course

In a concept-based curriculum, a school would usually infuse economics into the social studies curriculum in grades K-12. However, in a study that was conducted, it was found that the appropriate age level for students to comprehend basic economic principles depends on their individual cognitive development and on their experiences. (Schug and Birkey, 1985, 41) “This implies that young children’s economic reasoning can be enhanced by providing them with personal economic experiences” (ibid). In other words, at this grade level, active participation in the economic principles being taught is essential for student learning.

Developmental psychologists have determined that the association areas of the cortex that are responsible for thinking, memory, and language are the last areas of the cortex to develop. (Chugani and Phelps, 1986; Thatcher et al., 1987, both cited in Myers 2002, 87). Along with the development of the cortex is the development of cognitive skills. Psychologist, Jean Piaget suggests that abstract logic develops between the ages of seven to eleven years of age, and that abstract reasoning usually develops at about twelve years of age or older (Myers 2002, 87). His
theory is considered valid in that cognition develops much in the same way for all humans (Segall et al., 1990, 93, cited in Myers 2000, 87).

Taking into consideration, research that has been done on cognitive development, we are then left with an important question: At what age should economic principles be introduced to students? According to earlier studies of Schug and the extended research and study that he and Birkey designed, "... upper primary or intermediate grades are an appropriate level at which to emphasize instruction about fundamental economic concepts." (Schug and Birkey, 1985, 41)

Expecting higher levels of thinking as in analyzing, synthesizing, and evaluating usually do not occur until at least middle school. The focus of this paper is economics in U.S. History at the high school level, and in the following discussion, I will focus on the thinking skills for that age level.

"The goal of economic education is to foster in students, the thinking skills and substantial economic knowledge necessary to become effective and participating citizens." (Schug 1985, 6) A theory-based course such as economics requires higher-level thinking skills. The ability to take information and manipulate it to create new ideas or conclusions is a thinking skill that needs to be cultivated. The chronology of political, economic, and social events that have affected the United States is important when trying to critically assess and creatively project new ideas as solutions to problems that exist today. Instructors may think that infusing economics into a U.S. History curriculum will make it more difficult to teach. On the contrary, it makes it much easier because history and economics are synergistic in nature; they need each other to become whole and to make sense.

In the case of The Civil War, if the student does not have a concrete understanding of supply and demand, goods and services, and tariffs, discussing economic causes of the Civil War
may be confusing. If taught basic economic principles, students will have a better understanding of the cause and effect relationship that occurs in history. The acquisition of critical and creative thinking skills takes time. "Simply teaching our students to "think like economists" does not teach them to think critically. Students must be able to discern the assumptions and values behind the economist's ideas. We believe that those values are better understood when they are juxtaposed against the values of another discipline" (Borg and Borg 2001, 6). In this case, the disciplines would be economics and U.S. History.

The variables in an economic scenario require students to evaluate what happened, and how the solution was found and decided upon. A teacher who encourages critical and creative thinking will help students trace the mental process that brought about the solution and how it was decided. Students are able to follow this abstract thinking skill, but what is more important is that they can create their own unique approaches to problem solving. Patterns of thinking can be learned, but encouraging students to create new or unique patterns is the goal of a teacher who wants to generate critical and creative thinking skills. In answer to John B. Watson's quote at the beginning of this paper, "Students must be able to apply that knowledge in new and different situations, not just learning situations." (Stone 2001, 525)

As a preview of the next chapter's focus on class activities, I would like to introduce an activity drawn from Lipton and Wellman (1998, 22-23) which is useful when you are not sure whether your students are grasping basic concepts. The activity is excellent for testing a student's cognitive abilities. The purpose of the activity is to see if the student has acquired higher-level cognitive skills when asked to apply a concept that has been learned. My experience with this activity has shown that middle school students find it more challenging than high school students because of the difference in cognitive ability.
I usually start out with an easy vocabulary word and by the end of class finish with a more difficult word. Using the word “stock” as in stock market, the activity begins by either a pair or group of students being given picture cards. The pictures are usually an object or an event. The students list parts, materials, functions, properties, and processes associated with the object pictured on their card and then they complete the following statement: A “stock” is like an airplane because. The group should be able to complete the sentence so that the simile makes analogous sense. At the end of the activity, each group presents their statement. It is a lot of fun and students like being competitive and clever. In one of the activities, a student stated that a stock is like an airplane because it can go up and down, and because sometimes it crashes.

The teacher should monitor the pairs or groups during this activity to see if they are having difficulty. Applying a concept is an important and distinguishable cognitive skill. If a teacher decides to introduce a concept, in order to build on that concept students must first be able to apply the basic concept.

Teachers do not always take the time to assess the thinking skills that they are teaching. An example would be the thinking skills required for understanding the concept of tariffs. A teacher may approach this economic principle by first helping students comprehend its purpose. Students may be able to apply the information and see patterns throughout history. However, the thinking skills required for predicting, drawing conclusions and then assessing those conclusions are higher-level thinking skills.

Higher-level thinking skills that are needed for problem solving require critical thinking skills. For example, students should ask themselves if a tariff is the only answer to the economic problem at hand? Critical thinking skills are essential in developing problem solving skills which include looking at a variety of approaches, obstacles, and solutions to a problem. A
teacher can review the algorithm approach which is a “methodical, logical rule or procedure that guarantees solving a particular problem,” (Myers 2002, 307), as opposed to heuristics, which is “a rule-of-thumb strategy that often allows us to make judgments and solve problems efficiently; usually speedier but also more error-prone than algorithms” (ibid). “In the period from 1878 to 1880, Edison and his associates worked on at least three thousand different theories to develop an efficient incandescent lamp” (Edison n.d.). The failures were important because they told them how not to make a light bulb. When the topic is humanitarian and life threatening, the decision-making process involves moral decisions as well. It can become complicated and overwhelming for students unless the teacher breaks down the elements of critical and creative thinking and walks students through the process.

When an individual can identify an obstacle in their problem solving methods, it can change their approach to thinking about how they solve problems. There are three obstacles to problem solving that I think are important. The first obstacle is mental set. Mental set is “a tendency to approach a problem in a particular way, especially a way that has been successful in the past but may not may not be helpful in solving a new problem” (ibid, 308). This can attribute to learned helplessness, “the hopeless and passive resignation an animal or human learns when unable to avoid repeated aversive events” (ibid, 446). The second is functional fixedness. “This is our tendency to perceive the functions of objects as fixed and unchanging” (ibid 309-310). This obstacle can keep a person from thinking outside the dots. For example, is a tariff the only method for protecting an economy. Keeping an open mind to this is important because our brains sub-process information or incubate while we go about our every day lives.

The third and most important of problem solving obstacles is representative and availability heuristics. “To judge the likelihood of things in terms of how well they represent
particular prototypes is to use the representative heuristic. The availability heuristic operates when we base our judgments on the availability of information in our memories" (ibid, 310-311).

If students are to become good problem solvers, they need to evaluate their own approaches to look for mental set and fixedness. Students need to ask themselves if solving a problem based only what they know or have experienced is going to yield the best solution.

When a student attempts to solve a problem with an unfamiliar approach, I am careful not to conform a student's thinking to only what I know. When Frederic Chopin was young, his piano instructor recognized that he possessed a unique musical talent. "From 1826-1829 he studied composition with Joseph Elsner, a man who had the wisdom to realize that Chopin was something special, to be treated with special care. But he never forced Chopin's style and did everything he could to let the young man develop naturally. That may have been his biggest contribution, and one for which posterity must be grateful" (Schonberg 1981, 188). This approach to difference is also important for the instructor when teaching thinking skills. Our responsibility as teachers is to empower students to use their knowledge creatively and responsibly. Allow a student to develop his or her own unique talents in critical and creative thinking, and perhaps he or she will be the next Chopin or Einstein.

The Critical and Creative Thinking Program at the University of Massachusetts/Boston has a two-fold purpose. First, it helps teachers to become better instructors by helping them tap into their own creative abilities, and second, it helps teachers take instruction to a higher level of thinking for their students. (You can find additional information on the Critical and Creative Thinking Graduate Program at the University of Massachusetts/Boston on the following web site: <http://omega.cc.umb.edu/~cct/>.)
CHAPTER 3

ACTIVITIES AND GRAPHIC ORGANIZERS FOR TEACHING ECONOMICS IN U.S. HISTORY

The activities and graphic organizers that I will present in this paper are targeted for middle school and high school. If you were going to start teaching basic economic principles, there is a logical sequence that helps with causality. Overall, I would start with some very simple, yet essential principles. The economic principles may be delivered in a variety of ways such as demonstrations, lecture/discussion activities, worksheets, and graphic organizers.

In a U.S. History Curriculum, stopping to teach economic principles separately, and then returning to the history curriculum and infusing those concepts within an historical context works well. The following is a curriculum outline of basic economic principles that I taught, and in the order in which I introduced them:

Basic Economic Principles

Value, Supply and Demand
Goods and Services
  Capital and Collateral
  Banks; The Fed and the Prime Rate
  Stocks, The Stock Market
Mercantilism
Tariffs
Sweat Shops and Unions
Monopolies
  Pools and Trusts: Vertical Integration and Horizontal Consolidation
  Social Darwinism, Laissez Faire Economics, Philanthropy
Recession and Depression: Economic Indicators
Weak and Unbalanced Economy, Overextended Credit, Unequal Distribution of Wealth, International Debt and Trade
Stocks, Buying on Margin, Credit, Stock Market Crash of 1929

I have selected some of these basic economic principles that emerge when teaching U.S. History, and I will discuss how I taught them. The final section of this chapter is an example of curriculum content specifications for the Civil War. It is an opportunity to show how the few topics that I covered in this paper merge with curriculum content for the Civil War.

Tariffs

The lesson plan on tariffs should be taught after students have read about the first United States tariff (Fig. 1). Asking students to check out the labels in their clothes is an enjoyable activity for introducing the concept of tariffs. While they are checking the labels on their clothes and shoes, list the various countries on the board. If you have access to a world map, this will reinforce the geographic locations of the countries as well. Some commercials on television have requested American consumers to buy American-made products. If students do not comprehend the economic purpose for import and export taxes, they may not understand how the cost of labor can influence pricing, or why they should buy American-made goods. Discussing the labels indicating what foreign countries manufactured and/or assembled the garment opens the door for discussions about sweat shops, unions, and the cost of goods and services. When teaching tariffs, instead of introducing them at different times throughout the year, I would recommend teaching tariffs as an economic principle before discussing an individual tariff. It is important that students make a connection between goods and services with respect to cost and profit. Posing the question to students of what might happen to their part-time job after school if
they were paid a much higher wage, is an interesting topic for discussion. Understanding that when the cost of labor exceeds profit, it puts a business in financial jeopardy or bankruptcy and may eventually cost them their jobs. Understanding how small businesses and fast food chains make a profit, and how that profit is connected to their salaries helps them to see the big picture.

Students find it hard to believe that some people get paid fifty cents a day for work. Boycotting goods because of unfair labor practices and child labor laws makes sense to them if they see it from an economic point of view. When the discussion is over, completing the Tariff Graphic Organizer (Fig. 2), and discussing why these major tariffs were implemented makes better sense because they can be defended economically. The economic reasons for each tariff and its impact shows them cause and effect. For example, the tariff of 1816 was a protective tariff for the United States after the War of 1812. The tariff protected industry in this country. However, the panic of 1819 was partially caused by tariffs being too low. The tariff was not producing the economic protection that was expected. When a tariff is too high it also causes unrest as did the tariff of 1828, also known as the Tariff of Abominations. With the weak southern economy, southerners could no longer afford to purchase tea because of the high import tax that made the cost prohibitive. This lesson plan on tariffs supports, integrates well, and helps to bridge your U.S. History lessons on Hamilton’s Financial Plan, and the emergence of Jeffersonians or Antifederalists.

A “Run on the Bank”

After students have learned about the Federal Reserve and the private banking industry, you can demonstrate a “run on the bank.” This is a popular activity used by teachers to help students understand how the economy can affect the private banking industry. As students walk
through the door for class, give each of them a $100.00 bill (Play money, of course.) Then announce that you own a bank and have a profitable idea that you would like to offer them. If they deposit their money in your bank, you will return it to them with interest. Encourage all of them to bring up their money and make a deposit in order to receive the profit. You can convince them by asserting that it is also safer for their money to be in a bank than at home under a mattress. When each student gives you their money, give them a piece of paper with the amount that was deposited with your signature. They can withdraw cash if needed, but they will forfeit the interest. Reference to this scenario can be used later in the course when covering the recession before the 1929 stock market crash.

In order to make a profit, explain to them what you are planning to do with their money and how the interest they earn depends on your profit. You will be purchasing some land in Florida that will be developed, and you will be buying some stock. Literally, show them the money that you paid out for both investments by taking it out of your bank and giving it to the teacher across the hall.

When the newspapers hit the stand exposing bad investments that your bank has made, it only takes a few moments before students realize what has happened. The Florida land investment turned out to be swampland, and most of the stock was invested in Enron and WorldCom. While students are waiting in line to withdraw their savings, you will run out of money. The expressions on their faces indicate that they understand what has just happened.

When your lesson plans cover Franklin Delano Roosevelt (FDR) and the Federal Deposit Insurance Corporation (FDIC), it will make a lot more sense to the student. The threat of Y2K had many people fearing the worst, and economists feared a panic similar to a "run on the bank." Thousands of people were seriously considering withdrawing their savings, and the
consequences might have been similar to the classroom demonstration. Consumer confidence after the Great Depression mirrored consumer confidence after the September 11th, 2001, World Trade Center attacks. FDR spent time on the radio encouraging consumer confidence in banks, and the economy with his fireside chats. In his State of the Union Address, on January 29, 2002, President George W. Bush discussed similar issues when urging the people of the United States to return to their lifestyles after the attacks. Biological weapons, airline security, and additional terrorist attacks were creating fear, negatively influencing an economy that was already heading towards a recession.

Monopolies

When teaching about corporations, monopolies, and the stock market, the “Get Rich Quick” activity is popular. You can download activities like this from lesson plan sites on the Internet or create your own. You can take this activity one step further with graphic organizers to teach horizontal consolidation and vertical integration.

The activity begins with groups of three to four students whose task is to develop a corporation with a unique product to sell (Fig. 3). Their project culminates in an advertisement on poster-board with a sales pitch to sell stock for their corporation. It will be an Initial Public Offering (IPO) and signifies the first time a corporation offers stock for investors to purchase. The corporation can be in the form of products or services. As the project advances, the teacher may introduce Big Business in the 1900s, or wait until this time period is studied according to the curriculum pacing.

After the groups have completed their presentations, the teacher introduces monopolies and trusts. A study of John D. Rockefeller, Andrew Carnegie, and the businesses they owned is
a focal point of study. Two transparencies introduce Horizontal Consolidation and Vertical Integration (Fig. 4 and Fig. 5). Standard Oil Company, which is an example of Horizontal Consolidation, and the Carnegie Steel Company, which is an example of Vertical Integration, are discussed. After the discussion, the groups are then asked to fill in the blank graphic organizers for Horizontal Consolidation and Vertical Integration (Fig. 6 and Fig. 7) using their Corporation’s name on each sheet.

For example, if one group invented a new variety of ice creams, what other companies might they buy to hold a monopoly on ice cream? Ben and Jerry’s, Sealtest, and Breyers are just a few. If they were to apply Vertical Integration, what companies might they purchase? Perhaps a dairy, trucking company, and so on.

After discussing Rockefeller and Carnegie, the student is better able to understand the purpose for antitrust laws and deregulation. The effects of pools, trusts, and monopolies gives rise to Social Darwinism, Laissez-faire economics, antitrust laws, labor unions, and sweat shops. In U.S. History, these themes re-emerge throughout the course. This is also an appropriate time to discuss The United States versus Bill Gates and Microsoft. It is an opportunity for students to discuss and decide whether they think Microsoft has been breaking antitrust laws.

What is a Recession?

To make a point, dominoes may be used with this activity. Before the students get to class, take about fifty dominos and line them up on a table or floor. It may take some practice to develop this activity into a good demonstration, and you will be required to think quickly when creating the scenario which will be different each time you give the demonstration. The demonstration begins by selecting one student who will be opening his or her own business. The
student is asked to think of something to start a new company, and it may be in the form of goods or services.

On this particular day a student chose rubber hoses. I began the scenario by explaining that as a new business owner, he employed a large number of people in the city. Another student who was randomly selected was designated to own a new and used car dealership, another was a banker, another owned a clothing boutique, a car wash, a gas station, a grocery store, a lawn service, a hair salon, a restaurant, a movie theater, etc. Everyone was happy and making money and spending money for the first twelve months.

Unexpectedly, there were drought warnings. Most of the state imposed a ban on washing cars and watering lawns with city water. Unfortunately, most of the city used city water and not private well water. At first, many students did not see the connection between rubber hoses and going to the movies or getting their hair done until we began to lay off employees at the rubber hose company. If a person cannot use a hose to water the lawn or wash the car, there is no need to go out and buy a new hose of any kind. Many of the employees who had been working for the rubber hose company had extended their credit to buy items they needed or wanted. They went to the hairdresser, attended movies, and bought new clothes. Many had been extended credit by the bank to purchase a home or car. The bank loaned them money in good faith, and expected the loan to be paid back monthly with their salary. Knowing how banks require capital and collateral when obtaining a loan helped students to understand mortgages and car payments.

When the rubber hose company closed, lost jobs affected the entire city. The car dealership had to lay off some of its workers because car sales declined. Those working at the car dealership in turn could not afford to buy clothes from the boutique, so the boutique laid off workers. Boutique employees could no longer afford to go to the movies, so the theaters laid off workers.
When people could no longer afford to get their hair done, the hairdresser laid off workers. It seemed that everything came to a halt, and people had trouble with banks foreclosing on their property and repossessing their cars. Walking over to the dominos and knocking over the first one gave them a visual demonstration of the cause and effect of economic events. Defining economic recession and depression, and identifying economic indicators helps students view past events such as the 1929 stock market crash, and enables them to see that there were economic indications of a serious recession prior to the crash.

The story of the Chrysler Corporation bailout is a good illustration to parallel this activity. It gives students an opportunity to think about what might have happened had the United States not extended Chrysler the loan they needed to keep their doors open. It was more than saving the economy of a city or state, it helped to save the American auto industry. Demonstrations can be used as reference points for the student throughout the course. When students are tested at the end of the year, they have references that show cause and effect. The bridges are there!

Civil War

In the following example of concept-based curriculum, eight blocks of instruction time which is the equivalent of twelve hours of teaching are recommended. Although the content specifications list economics, there are many more topics that are influenced or impacted by economics. The following curriculum requirements are from the school district in which I teach, and are for the unit entitled Civil War and Reconstruction:
CIVIL WAR CONCEPT-BASED CURRICULUM PACING GUIDE

Describe the political, economic, and social causes of the Civil War.

Content Specifications:
Continue with territorial expansion – Texas Annexation, Mexican Cession, Oregon Territory, Gadsden Purchase, Alaska.

Political Causes – Missouri Compromise of 1820, Compromise of 1850, Kansas-Nebraska Act

Economic Causes – Industrial vs. agricultural interests, route of the transcontinental railroad

Social causes – slavery, abolition movements, (“Bleeding Kansas,” Dred Scott decision, Nat Turner’s Rebellion)

Describe the significance of key sources, leaders, political and military events of the Civil War.

Content Specifications:
Resources – Advantages and disadvantages of the North and South, significance of the border states

Key leaders – Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, William T. Sherman, Thomas Jackson

Key political events – Emancipation Proclamation, Gettysburg Address

Key military events – Fort Sumter, First Manassas (Bull Run), Chancellorsville, Antietam (Sharpsburg), Vicksburg, Gettysburg, Appomattox

Describe the political, economic, and social effects of the Civil War on the United States.

Content specifications:
Political effects – Military Reconstruction, Impeachment of Andrew Johnson, supremacy of the national government, demise of states’ rights, 13th, 14th, and 15th amendments, Election of 1876, “Solid South”

Economic effects – North (urbanization/industrialization) and South (physical destruction, rise of tenancy and sharecropping)

Social effects – Reconstruction programs for newly freed slaves, KKK, Jim Crow, Black Codes; increased western settlement and development

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A brief synopsis of the economics in the curriculum is as follows: For the most part, The Civil War was a war spurred by controversial economic issues that threatened the Union. If you take a moment to look over the curriculum recommendations, the specific content strands show the need for an understanding of basic economic principles. Supply and demand and entrepreneurs who took advantage of postwar opportunities explain the emergence of scalawags and carpetbaggers. The different economies of the North and South, and the available work force and wages that affected those economies are examples of microeconomics and macroeconomics. In an effort to rebuild the South, the first income tax is collected, and there is the reemergence of federally chartered banks. The types of economies, war debt, and the federal budget are easier to explain if the student has an existing schema for these concepts. Manifest destiny or territorial expansion had economic roots, as did urbanization, industrialization, tenancy, and sharecropping. If students do not have a basic understanding of how an individual impacts national and global economies, it may be difficult for them to see connections with other disciplines as well.

The economic principles of trade, tariffs, mercantilism in relation to goods and services will help the student better understand the political and economic causes of war. A typical concept-based curriculum for the Civil War starts out with the following: Describe the political, economic, and social causes of the civil war. It is almost impossible to teach any one of those three areas without implicating the others. I have developed three activities that cover these three causes.

The first activity is a worksheet and essay for social causes of the civil war, followed by two graphic organizers detailing the political and economic causes. For the first activity, (Fig. 8) students list five people, events, or things associated with the Civil War. Examples would be
Bleeding Kansas, the Lincoln-Douglas Debates, Harper's Ferry, Harriet Beecher Stowe and Uncle Tom's Cabin, Harriet Tubman and the Underground Railroad, the Fugitive Slave Act, and the Dred Scott decision. After they have read about each of the five they have listed, they are instructed to write a two page paper that mentions the five items. Directions for the writing exercise are explained in (Fig. 9). This is a creative writing exercise in which they imagine a fictional story that surrounds the real event. They can place themselves in the story or be an onlooker such as a journalist or photographer. They should be descriptive of the weather, the time of day, and their surroundings.

One African American student wrote about attending the court case of Dred Scott, who was a friend of hers. She explained the tension she felt as the only black woman in the courtroom. She described in detail, the courtroom events during the trial. Through her writing she expressed her shock and rage when the Dred Scott decision was announced. When writing her story, she was required to incorporate all the items into her story. Another young man wrote about meeting Harriet Tubman while escaping from the South by the Underground Railroad. He explained how hungry, cold, and frightened he was, and how the Fugitive Slave Act affected him. With the writing assignment, students became part of history for a brief moment. Stories are elaborate schemas, and in this writing activity each student's story contains historical facts. These stories can help students connect to the past, and remember factual information.

When students complete the graphic organizer on Economic Causes of the Civil War (Fig. 10), reasons for Political Causes are easier to understand. Again, we have economic issues driving politics. Since states' rights and the Tariff of Abominations were important factors, the teacher does not have to go back to teaching tariffs. Students can focus on the issue of states' rights and not be concerned about the concept of tariff. Issues surrounding the National Bank,
immigration, and labor will be easier to learn and apply if the student has already comprehended the concept. Think of how overwhelming this lesson might be for students if they did not have a prior understanding of supply and demand, tariffs, banks, and labor?

The graphic organizer for political causes of the Civil War (Fig. 11) draws a comparison between the Missouri Compromise of 1820, the Compromise of 1850, and the Kansas/Nebraska Act of 1854. If a student understands the graphic organizer on the Economic Causes, then there is no reason to explain the political causes. Economics helps to define the political actions of those three pieces of legislation. All the graphic organizers connect either socially, politically, or economically. The final graphic organizer is an effort to show the three themes (Fig. 12) as a final aftermath of The Civil War. When students use these graphic organizers for review, they become a visual of encapsulated events.

**Summation**

Many political events in history have been born out of economics; hence, in U.S. History, cause and effect situations are the results of economics. Studying historical events of economic consequence helps students better understand their causality. When cause (economics) and effect (historical events) becomes a logical sequence of events, the student should have a better understanding of what happened. Students should be able to relate, opine, and ask questions. It is the difference between learning and comprehending. The economic principles of pools, trusts, and monopolies help to make sense of horizontal consolidation and vertical integration. Without taking time to learn basic principles in economics, it would be difficult for students to synthesize and evaluate a variety of scenarios past, present, or future.
CHAPTER 4

CREATING, EXPERIMENTING, AND SHARING IDEAS

When I think of the subjects in school that I liked the most, I vividly remember the teachers who taught them. Each of us has unique talents that we bring to our job. Your personal experiences, your love of a subject, and your personality make your lesson plans unique. The ability to create your own ancillary materials and then be able to use them in your classroom is a professional privilege. What is important is that each of us recognizes that we have the potential to motivate, inspire, and be creative with our lesson plans. Sharing ideas with your colleagues is an opportunity to get feedback, and feedback helps us to identify areas for improvement. To remain passionate about your work, to be objective, and to be accountable to yourself is what makes the difference between mediocrity and excellence.

I have had many opportunities to share my ideas with fellow colleagues within my department. There is an opportunity for me to give a workshop next summer to demonstrate some of the ideas that I have discussed in this paper with teachers throughout our district. I would be able to assist teachers with taking an idea and translating that idea into a graphic organizer. Handing out graphic organizers to teachers is not constructive. Empowering teachers through sharing ideas that will inspire them to make their own graphic organizers is the purpose of interacting with colleagues.
In addition to my regular teaching position, I had the opportunity during the summer of 2001, to teach a course at The College of William and Mary for the Center for Gifted Education, the Summer Enrichment Program. Students from Virginia and neighboring states attended. The program consisted of innovative courses designed by teachers who wanted to be creative and provide unique classroom experiences for the student. I submitted a proposal for teaching Economics and the Stock Market in U.S. History. I pulled important economic principles from the U.S. History curriculum that I had taught and developed lesson plans (Fig. 13). The grade level was seven through nine, and my classes were comprised of approximately ten students. Because these students had already taken U.S. History in middle school, I was able to reference historical events throughout the course as economic examples. The course length is twenty hours, which is approximately a one-semester course. My syllabus for twenty hours of classroom lesson plans is one page, and there is no textbook. The lesson plans (e.g., Fig. 12) include video, some selected readings, activities, and graphic organizers that I had created when teaching U.S. History. Class evaluations by the college, students, and parents indicated that the class objectives for content, process, and concept were very successful.

I felt that I had discovered something new, and it was exciting. After researching the topic on economics in U.S. History, I further discovered that there were others who had come to the same conclusion. Suzanne Wiggins Helburn describes the experience she and her colleagues had when trying to do something similar. They had gotten much further than I did, but she states, “without much success.” They called the course “Economics in Society.” Several things distinguished it from the traditional economics and social studies course.

Our solution was, first, to minimize the amount of theory they had to know, emphasizing theories that have intuitive appeal and limiting the theory and concepts strictly to what they would need in applications. Second, we used effective didactic strategies to
teach the fundamentals – audiovisual aids, programmed instruction, and games. The programs taught minimal objectives efficiently so that all students could succeed and pass the criterion tests at the end of the program. The audiovisuals and games provided visual or experiential understanding of such concepts as models, market clearing, and so forth. Third, we gave students practice creating their own models. Fourth, we used an array of inquiry activities in which students applied the theory to real-world situation. (Helburn 1997, 268-69)

This was very similar to what I was doing. The activities, worksheets, and graphic organizers that I would like to share are a work-in-progress. Teachers do not have to take an economics course to incorporate basic economic principles into the curriculum. A little reading on the side, a little research, and the motivation to try something new can make all the difference. The activities, worksheets, and graphic organizers that I have shared in this synthesis paper have been used many times in my classes and are currently being used by social studies teachers at my school. When I come up with a new idea and try it out in the classroom, I ask teachers and students to evaluate the activity or the worksheet. Students are some of our best critics. They would enjoy the opportunity to tell their teacher how they might improve their lesson plans, and often they come up with great ideas. They are ultimately the end user, and seeing things through their eyes is something we can no longer do.

Trying out new activities and demonstrations, creating graphic organizers, or writing an innovative curriculum will always be a work in progress for me. That intrinsic motivation that drives creativity within the artist is the same motivation that drives creativity in the educator. I will continue to create and share in hopes that the ideas will inspire other teachers to help students make connections in the classroom.
Bibliography


Course/Lesson Objectives:

1) Reasons Behind Hamilton's Financial Plan
2) Purpose of a tariff

Student Objectives:

Student will be able to:

1) Differentiate and discuss the purpose of an excise tax and tariff, and the positive and negative effects of a tariff on domestic and foreign economies.
2) Apply the concept to predict when a tariff would be most beneficial to the U.S. economy.
3) Recognize economic patterns that may indicate the need for a tariff, or the raising of an existing tariff.
4) Generalize, predict, and draw conclusions about tariffs.

Instructional Strategies:

1) Activity - Students check the labels in their clothing to see which countries have imported clothing into the U.S. (List the countries on the Board.)
2) Lecture/Discussion: Review supply and demand, goods and services, with an emphasis on the cost of labor. (Labor unions and sweatshops may enter the conversation.)
3) Notes: Graphic Organizer for Tariffs: Review the tariffs of 1816, 1828, 1832, and 1840.

Materials Needed:

Textbook(s): America Pages: 156-167
Worksheets/Handouts: Tariffs Graphic Organizer
Supplementary Readings: ___________________
Video(s): ___________________ Transparencies: Tariffs

Assessment Tools:

Test: ____ Student/Group Presentation: ____
Quiz: ____ Other: ____________________________
Homework: Read Chapter 6; Section 3 and 4.
One page essay based on whether you agree or disagree with Hamilton's Financial Plan, and state why or why not.
## The History of Tariffs in the United States

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Fig. 2. Tariffs: Graphic Organizer
Try to think of something you have often wished you had, or something you believe others would want or need. The item can be a novel idea that is fun, or something that people need. You can invent something new, or expand/improve a product or service that already exists.

It must be realistic, and must be based on current or reasonably assured technology.

Brainstorm as many ideas as you can, then select the one idea that you feel would be the best one.

You will be presenting the product under your new corporate name to potential investors at the "Young Entrepreneurs Seminar."

You will need to prepare a presentation that identifies your product, and describes the unique and special advantages it offers the consumer.

Complete the Following Worksheet:

1) Type of product or service: _________________________________

2) Description of product or service:
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

3) Name of product or service: _________________________________
4) Create a name and logo for your corporation.

Corporation Name: ________________________________

5) Potential market: (to whom are you targeting the product?)
______________________________
______________________________

6) Advertising Strategy: (Television, Newspaper, magazine, etc.)
______________________________
______________________________
______________________________

7) Create a slogan or phrase that captures the spirit or uniqueness of your product or service.
______________________________
______________________________
______________________________

8) Place your corporation's name, logo, and slogan on a poster-board. Make it appealing so that people will be interested in investing in your product or service. If possible, draw a picture of the product or service.
9) Create a sales pitch for your presentation that explains why an individual investor should choose your product and corporation. You may present it as a group, or select one person from your group to represent your new corporation.

Your Sales Pitch Should Include The Following:

An introduction to your corporation.
A description of your product using the product name.
An enthusiastic sales speech that will convince us to purchase stock in your corporation.

Practice your sales Pitch!
Convince us why your product is "the best!"
Companies Bought and Merged
by John D. Rockefeller

Exxon Oil Company
CITGO Oil Company
Texaco Oil Company
Shell Oil Company

Standard Oil Company

Horizontal Consolidation

Fig. 4. Transparency of Horizontal Consolidation
Fig. 5. Transparency of Vertical Integration
HORIZONTAL CONSOLIDATION

Fig. 6. Horizontal Consolidation Graphic Organizer
Fig. 7. Vertical Integration Graphic Organizer
### Social Causes of the Civil War

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Fig. 8. Social Causes of the Civil War Graphic Organizer
DIRECTIONS FOR WRITING COMPOSITION
ON SOCIAL CAUSES OF THE CIVIL WAR

Write a fictional story using the five items you chose on the worksheet titled "Social Causes of the Civil War." Facts with reference to the items you chose, must be accurate. You may be creative in taking the view of an onlooker, or someone directly involved. An example of an onlooker might be a journalist, or a photographer. Be descriptive in your writing by explaining the weather, sights, sounds, and smells. Try to integrate the information into a common theme or event. You may refer to your text for additional information. (Underline or highlight the items you have chosen in your paper.)
ECONOMIC CAUSES OF THE CIVIL WAR

INDUSTRIAL NORTH
DESCRIBE THE ECONOMY & LABOR FORCE

AGRICULTURAL SOUTH
DESCRIBE THE ECONOMY & LABOR FORCE

VIEWPOINT

ISSUES

1. PROTECTIVE TARIFF
   (Tariff of Abominations)

2. NATIONAL BANK

3. INTERNAL IMPROVEMENTS
   (Roads and Canals)

4. IMMIGRATION
   (Ireland and Germany)

5. ABUNDANT INEXPENSIVE
   WESTERN LAND

VIEWPOINT

Fig. 10. Economic Causes of the Civil War Graphic Organizer
**THE CONSTITUTION AND WESTWARD EXPANSION**

### Missouri Compromise 1820

<table>
<thead>
<tr>
<th>What Was the Conflict?</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Missouri Compromise 1820</td>
</tr>
<tr>
<td>North's Position</td>
<td>South's Position</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Compromise of 1850

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<th>Resolution</th>
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</thead>
<tbody>
<tr>
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<td>Compromise of 1850</td>
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<tr>
<td>North's Position</td>
<td>South's Position</td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Kansas/Nebraska Act 1854

<table>
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<tr>
<th>What Was the Conflict?</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kansas/Nebraska Act 1854</td>
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<tr>
<td>North's Position</td>
<td>South's Position</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

*Fig. 11. Political Causes of the Civil War Graphic Organizer*
Fig. 12. Effects of the Civil War Graphic Organizer
Summer Enrichment Program
Center for Gifted Education
The college of William and Mary

Economics, U.S. History and The Stock Market
Instructor: Kathleen S. Bullock

Course Schedule for July 16th - 29th, 2001 (two-hour classes)

Monday
Introduction to basic concepts in economics (vocabulary list)
Theory of Mercantilism in Colonial Times; Tariffs; imports, & exports

Tuesday
Currency; where did it come from? and Gold versus Paper
Piggy Banks to Money Markets (video 30 minutes) National Foundation for
Teaching Entrepreneurship

Wednesday
Ump’s Fwat (video 10 minutes) Academy for Economic Education
“Get Rich Quick” (activity/presentations - Building your own Corporation)

Thursday
Horizontal Consolidation and Vertical Integration (activity/worksheets)
Pools, Trusts, and Monopolies (Bill Gates activity)
Trust-busting and Anti-Trust Laws

Friday
The Panic of 1873
The Rise of Big Business (video 27 minutes) Captains of Industry or Robber
Barons? : The Story of Carnegie, Rockefeller, and J.P. Morgan
Unions and Sweat Shops

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Fig. 13. Curriculum: Economics, U.S. History, and the Stock Market
Course Schedule for July 23rd - 27th, 2001

Monday
- History of the Stock Market
- How the Stock Market Works (vocabulary)

Tuesday
- Stock Market Game (activity)

Wednesday
- Stock Market Crash of 1929
- The Great Depression: Inflation/Recession/Depression (activity)
- FDR & The New Deal (FDIC)

Thursday
- What does farming have to do with the economy?
- Farming Game (activity)
- Open Discussions and Debates

Friday
- Course review
- Course evaluations
- Review of course activities with parents

Fig. 13. Curriculum: Economics, U.S. History, and the Stock Market