

Economic Experts



Robin French
Duke University
7/20/2017

Introduction

1. Rationale

Economic Experts is not like any unit that these gifted middle school students have studied previously. It is likely that they will know some information about economics from their standard course of study and perhaps what they hear at home or on the news. Thus it is the ultimate goal that the skills, content and concepts presented in this unit will be far richer than what they have studied previously. They will study content that they may never see in a standard curriculum. Some of the content they will be exposed to are topics that they might not otherwise see unless they took some type of Economics course in high school or college. Since economics is not considered a core course they will get to experience content that is reserved for elective or advanced classes. It is a great opportunity that they will have access to this content at such a young age. Economics is broad and the content is challenging but it will help these gifted students develop skills that they might not develop in other classes.

A recurring theme in economics is decision making and how decisions influence outcomes. Being decisive and making strong, educated decisions is a skill that does not always come easy to people. Adults with much more life experience even struggle with making the right decision on occasion. This unit will help students develop skills to become better decision makers. They will understand the consequence or reward that could result from a single decision. Students will have a better understanding of how one small decision by one person can affect millions of others. They will also better understand how a single decision they make can have a drastic impact on their life. This content is very advanced and has great depth for students in this course. These are skills not every student really has the opportunity to develop until they have more schooling experience. Economics is an extremely rich discipline with some excellent content for these gifted students to be exposed to.

The concepts in economics are overwhelming and time consuming. There is no way in this unit that the instructor will be able to “cover” as many concepts that economics offers. However, the goal is to really dig deep into a couple of concepts to provide the students with an experience they have not previously had. Economic concepts can be taken in several different directions and the unit was designed with the intention of exploring several of those different directions. The skills, content, and concepts in this unit are important for students to learn

because they have many real life practical applications. It will only help the students grow into knowledgeable and hopefully responsible young adults. They will have great exposure to real life situations and be forced to think critically about things they probably do not contemplate often. It is a great opportunity for these students and forces them to really venture outside their comfort zone in a topic that is somewhat unfamiliar to them.

2. Differentiation for Gifted Learners

Economic Experts was specifically designed for gifted students with differentiation elements sprinkled in for gifted learners. The content as whole throughout the unit was meant for an audience of gifted learners. In one lesson that the content is really differentiated is in the third lesson on Problem Based Learning. The students are assigned with \$15,000 of play money and tasked with investing in a way that will maximize growth. Those are the only real instructions and information they are given. How they choose to allocated that money is entirely up to them. It is extremely open ended and leaves room for lots of creativity as the requirements are very loose. The only requirement is that they must invest it but how they choose to diversify and invest it is up to them.

The unit as a whole is differentiated best for their processing skills. The students will engage in a range of different activities culminating with a simulation. Simulations are one of the best ways to differentiate for gifted learners when it comes to their processing abilities. There is not right or wrong strategy to hold in a simulation and the rules tend to be very open ended. It lends itself to the students have the lots of freedom when it comes to creativity. It will really challenge them to think outside the box as well when trying to advance their team within the simulation. This is easily the best example of processing differentiation within the unit. Students will also experience process differentiation when it comes to the visual thinking strategy and lesson. Their unique and different perspectives and their ability to think critically will vary their experiences when going through this lesson. They might draw different conclusions and different emotions will likely be elicited given their perspectives. When they create their own product their creativity will be certainly be present. Finally, they will have different strategies when they are generating their budget for a specific character from the Great Depression during the Bruner lesson. While they might have the exact same or quite similar budget to a classmate, how they create their budget could look drastically different. They will account for wants and needs and it

is inevitable that theirs will be different from their peers. Complexity of the environment and the character for which they are creating the budget will begin to show. Differentiating the learning processes during this unit came naturally and is really dependent on the student for the type of experience they will have.

Another example of when differentiation was prominently featured in this unit was with the products the students were asked to create. Their creative sides definitely came through when they were tasked with creating their own image representing how choices influenced growth. Though challenged with the same prompt, their products were unique to each artist. Similarly, their personal budgets and proposals in the Performance Task all look drastically different. Again, they were prompted with the same challenge but their creative sides came through brightly. This added elements of depth and complexity that were unique from student to student.

Finally, the learning environment was the last element that was differentiated for the students. This was probably the least differentiated element as the course was already taught and designed for strictly gifted students. Throughout the unit, however, students often worked in small groups or pairs. On occasion the students were allowed to pick their group or partner but most of the time the teacher strategically put the kids into their groups based on their readiness, ability, and what the task was. This was in place so that the kids were maximizing their learning experiences.

3. Describe the population of gifted children for whom the unit is intended

Economic Experts is a unit that has been designed for gifted middle school students who come from relatively stable socioeconomic backgrounds. That said, it is possible for students of less stable socioeconomic backgrounds to be challenged and find success in this unit. All the students, regardless of their socioeconomic status, should have an interest in the broad theme of economics. They might also be interested in math and social studies as those two disciplines have overlapping topics with economics. It is presumed that they will have some background knowledge on economics from their standard course of study. Some may have more specific interests under the umbrella of economics such as supply and demand, trade, recessions, the

stock market, and the different types of financial accounts, among the many other topics typically addressed in economic courses.

The unit was intended for students to be high achieving students in their regular classrooms. Said students should have strong processing and reasoning skills as economics involves many decisions. They should be good at computation and be strong problem solvers because both are characteristics of many successful economists. The students will be challenged to really think outside of the box and stretch beyond their comfort zone when they address some unconventional issues that are not typically addressed in their standard course of study. This unit is not accessible for students of all levels. They will be challenged with problems they are not used to solving and that will require much more thought than they have previously had to put forth in their regular classes. Their experiences in their regular classes are probably lacking when it comes to economics, and perhaps other subjects. They have likely only studied some topics at the surface level and this course will require them to take those experiences further. It is designed for gifted students to help them take the curriculum deeper than an inch. The goal is that by the end of the unit their experiences are fuller and more rich compared to what ordinarily get to experience in their regular classrooms.

Goals and Outcomes

Goal (Concept): To understand the concept of choices.

Students will be able to...

- A. Recognize that choices dictate lifestyle.
- B. Predict outcomes based on choices.
- C. Identify how their choices impact others.
- D. Make calculated choices based on their environment.
- E. Differentiate between good and bad choices.
- F. Positive choices yield growth.

Goal (Process): To quantify needs and wants in life.

Students will be able to...

- A. Prioritize things in their life.
- B. Identify items they can and cannot live without.
- C. Create a budget based on their needs and wants.
- D. Examine how their needs and wants change over time.

Goal (Content): To understand what life was really like with unemployment and limited resources during the Great Depression.

Students will be able to...

- A. Describe what life was like for different citizens during the Great Depression.
- B. Evaluate how lifestyles of particular groups of people were different during the Great Depression.
- C. Analyze how events impacted the economy and contributed to the Great Depression.
- D. Examine what life would be like living on a fixed income.

All of these goals, along with others sprinkled in the throughout the unit, are tied back to North Carolina state standards for middle school economics. All of the examples above, and the theme that they tend to follow, are tied to two state standards that fall in the seventh and eighth grade curriculums. The goals above exemplify the two standards, 7.E.1.4 and 8.E.1.3, beautifully. The standard for seventh grade touches on how personal financial decisions

influence one's quality of life while the standard for eighth grade touches on how the quality of life is impacted by personal finance choices. The examples above, and other goals not explicitly outlined, tie perfectly to these standards. They also all tie the concept and essential understanding of the unit together wonderfully, choice influences growth.

Assessment Plan

Students will be assessed informally and formally throughout the unit using different forms of assessment strategies. Depending on the task or assignment that the students are challenged with and how they respond will be indicative of their understanding. Two obvious measures will be in their discussions (formative) and the products (summative) they are able to come up with. The teacher will be able to learn a lot about their knowledge and understanding through formal class discussion but also through circulating and hearing their discussions. Conversations are in some way a part of every task or assignment the students will be faced with throughout the unit. While they are revealing, they are simply one measure of evidence and do not represent full comprehensive understanding. For the student who contributes little to a class discussion or simply says “I agree” with a particular peer, has not demonstrated convincing understanding through his conversation. For all students, but especially ones who are like this, the actual products will be most revealing.

As students work through the week they will be assessed each day with small tasks that will build to the overarching Performance Task (see below). While these are not necessarily for a grade, they are formative in that they directly correspond to the topic from the day. If the student is successfully able to complete the task with detail and evidence suggesting they understand the material, then it will be obvious to the teacher they are progressing as hoped. If they struggle to complete the assignments or need tremendous assistance, perhaps they are not comprehending the content all that well. Tasks vary in complexity and creativity and range from pictures to calculations based on a scenario. For example, one assessment will be for them to recreate a drawing at the end of the VTS lesson students are challenged to create an image of how choice influences growth based on the Great Depression. Students who are able to represent people making decisions in some capacity and what that leads to is a good start. If the student is able to show that a poor decision yields a consequence and a good decision yields growth, then they are well on their way to understanding the lesson.

Examples of assessment are endless. Another example comes with the Bruner lesson when the students are challenged to create a budget with a fixed income based on a real person from the Great Depression. Students had different situations and different dollar amounts. Students who understand this lesson and its content are able to devise different budget plans based on the different incomes. They are able to consider the wants and needs of the person and

how much money they are able to work with. It was more challenging when the situation was more complex or the income was stretched extremely thin. The students responded with different budgets and even recreated some when they were told a resource was not available.

The students worked on small formative and summative assessments throughout the unit to build to the culminating Performance Task. While I do not have copies of their work since they took their folders home, it was compelling to see how they allocated their \$1,000. They were asked to write it out in budget form and explain their motives and rationale for the decisions they made. Each had different arguments and brought in different perspectives but they encompassed many different aspects of the economy. The task they were challenged with is outlined below.

Performance Task

Have you ever wanted or needed something but were told by a parent you could not have it because it was too expensive? Or perhaps a parent told you that money did not grow on trees so you were responsible for purchasing whatever it was that you wanted so badly. Managing money comes with a lot of responsibility and for many, a lot of stress as well. It would be nice if money did grow on trees but unfortunately that is not how the market operates.

So what happens when it is a down day on Wall Street or when the economy enters a recession? You have a client who has just inherited \$1,000 from his great grandmother during the Great Depression. This is huge considering the time period and financial hardship that so many working class people felt. Your job is to play the role of a financial advisor for this client to devise a plan that determines the best use for this \$1,000.

Things to possibly consider are the fact that investors are scared and do not trust the market. There is widespread trust issues across the country. There are often bank runs and people were desperately searching for food and jobs. Personal debt was accruing and life was not all that glamorous. Given the situation, a bank may or may not be the best option depending on your insight. Perhaps this client has many unpaid debts. You will need to help your client prioritize and investigate his wants and needs. Together you will analyze his personal budget to determine the most effective way use this \$1,000. How would you recommend this client use this \$1,000 gift?

The assignment is to draw up a plan for your client and his newly inherited \$1,000 and make sure it is used in the best possible way. Remember, money was not easy to come by during the Great Depression as a member of the working class.

Lesson Plans

TEACHER NAME		Lesson #
Robin French		1
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategy	Social Studies	6-8 (SPARK Camp)
CONCEPTUAL LENS		LESSON TOPIC
Choice		Great Depression
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>8.E.1.1 – Explain how conflict, cooperation, and competition influenced periods of economic growth and decline (ex. economic depressions and recessions)</p> <p>8.E.1.2 -- Use economic indicators (ex. GDP, inflation, and unemployment) to evaluate the growth and stability of the economy of North Carolina and the United States.</p> <p>8.E.1.3 – Explain how quality of life is impacted by personal financial choices (ex. credit, savings, investing, borrowing and giving)</p>		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to “uncover” the Essential Understanding)
Choice influences growth.		How does choice influence growth?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<p>Students will know...</p> <ul style="list-style-type: none"> - The Great Depression and recessions are economic crises that have global effects - The role a government and its citizens play in an economic crisis → scared investors sold many assets leading to the crash of the stock market. - The choice to sell off many stocks led to negative growth (a decline) in the stock market - Consumers spent less because they had less and many turned to food stamps and or were desperately looking for work - The choice not to invest or consume was in part due to lack of resources → this led to years of hardship and a weak economy - The United States began to recover from the Great Depression with Roosevelt’s New Deal in the mid-1930s. - The Great Depression began when the stock market crashed on what later became known as Black Tuesday. There are several theories that exist as to what caused the Great Depression including a bank collapse a smaller government expenditures leading to unemployment. 		<p>Students will be able to...</p> <ul style="list-style-type: none"> - Analyze causes of the Great Depression and other major recessions - Analyze effects of the Great Depression and other major recessions - Propose solutions to stopping or preventing future recessions through collaborative problem solving techniques - Examine multiple perspectives (such as but not limited to empathy, compassion, etc.) related to people who have experienced economic hardship. - Evaluate how choices impacted people during the Great Depression - Use creative problem solving strategies to express emotion during the Great Depression

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>What types of pictures did you draw? How did you decide what to draw? What meaning does your drawing have to you? How did this make you feel? What meaning do you want others to get from your drawing? What do you think an artist wants others to know by what is included in his/her artwork? What did you reveal about society (the world in which you live) through your artwork? How could one interpretation of the picture change one's perception? What is revealed about what makes you happy? What did you draw to demonstrate something that made you really happy? How much choice do the people in the photo really have? How could the choices of investors change the feelings in this picture? What is growth? How is growth represented in the picture? How are choice and growth related? How does choice influence growth?</p>	<p>What do you think is going on in this picture? What do you see that makes you say that? What else can you find in this picture? Who are the people in this picture? What do you think the people in this picture are feeling? How do you feel about the choices people had in this picture? What evidence or reasoning do you have to support your belief of what is happening in this picture? How are the people in this picture behaving? What emotions does this picture elicit in you? What other elements are shown in the picture? How much choice do the people in the photo have? How do the citizens feel about their choice? How do the citizens feel about their growth? How do their choices lead to growth? How might they use their feelings about choice to gauge their growth? What is the relationship of how choice influences growth and this image? How does choice influence growth?</p>	<p>What positions do the people in the picture hold? What are the differences between the characters in the picture? What does the picture tell us about economic difficulties? Why do you say that? What period of history is revealed in this picture? What other scenes in history remind you of this picture? How is history reveal through economic recessions? If you were in this picture, how would you feel? What does this picture tell us about economic crises? How were the choices forced by circumstance or consciously decided? How much choice did people really have during the Great Depression? How could we have stopped the Great Depression from happening? What choices could the citizen make to avoid the event in this photograph from reoccurring? How has history repeated itself from this picture? What other images or pictures from the Great Depression era could capture the message intended by the photographer? What do you think the photographer wants audiences to take away from this image? How does choice influence growth?</p>

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	Student perspectives and their ability to think critically allow them to have different experiences using the VTS model.	Products are unique to their creators.	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

When students enter the classroom, their warm up will be the following:

Draw a picture of something that makes you really happy.

While the students are settling into their seats and completing their warm-ups, the teacher is entering attendance and carefully observing his/her students. The teacher brings the class back together after about 10 minutes of drawing time, and asks the pre-lesson questions of the students.

Pre-Lesson Questions

What types of pictures did you draw?

How did you decide what to draw?

What meaning does your drawing have to you?

How did this make you feel?

What meaning do you want others to get from your drawing?

What do you think an artist wants others to know by what is included in his/her artwork?

What did you reveal about society (the world in which you live) through your artwork?

How could one interpretation of the picture change one's perception?

What is revealed about what makes you happy?

What did you draw to demonstrate something that made you really happy?

How much choice do the people in the photo really have?

How could the choices of investors change the feelings in this picture?

What is growth?

How is growth represented in the picture?

How are choice and growth related?

How does choice influence growth?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

After a discussion about the students' photos the teacher shifts the lesson to begin talking about the Great Depression. She asks the following:

Raise your hand if you have heard of the Great Depression.

What can you tell me about the Great Depression?

What do you think it was like to live during the Great Depression?

The teacher will have a brief discussion with the students about the Great Depression and tell the students they are going to examine a photograph taken during the Great Depression depicting what life was like.

The teacher then reveals this photo:



Photo obtained from Wikipedia.

While this photo is displayed on the Smart Board, the students will analyze it in silence, trying to capture as many different details in the photo as possible. They will have a few minutes, maybe 3 to really observe it.

Note: The students have been studying economic recessions such as the Great Depression so they are familiar with some of the effects it had on people as well as some of the facts such as what a bank run is.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After the students have had a few minutes of observation (3-4), the teacher will proceed with the during-lesson questions. During this time, students will be able to answer the questions and pose new ones of each other. They can comment, agree, respectfully disagree, and have a civil discussion with their peers. The teacher can participate but also must facilitate a conversation of respect.

During Lesson Questions

What do you think is going on in this picture?
What do you see that makes you say that?
What else can you find in this picture?
Who are the people in this picture?
What do you think the people in this picture are feeling?
How do you feel about the choices people had in this picture?
What evidence or reasoning do you have to support your belief of what is happening in this picture?
How are the people in this picture behaving?
What emotions does this picture elicit in you?
What other elements are shown in the picture?
How much choice do the people in the photo have?
How do the citizens feel about their choice?
How do the citizens feel about their growth?
How do their choices lead to growth?
How might they use their feelings about choice to gauge their growth?
What is the relationship of how choice influences growth and this image?
How does choice influence growth?

Students should be able to identify that this is a bank run and has lots of people who were greatly impacted by the Great Depression. They should recognize that this was a stressful and chaotic time of uncertainty for so many people.

Elaborate: *Allow students to use their new knowledge and continue to explore its implications. At this stage, students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.*

Students will be divided into groups of no more than 3 to ensure that each student has a voice. In their small groups, the students will discuss the post-lesson questions. They are encouraged to respectfully disagree with their peers or ask follow-up questions. The idea is the students can have a productive and meaningful conversation.

Post-Lesson Questions

What positions do the people in the picture hold?
What are the differences between the characters in the picture?
What does the picture tell us about economic difficulties?
Why do you say that?
What period of history is revealed in this picture?
What other scenes in history remind you of this picture?
How is history revealed through economic recessions?
If you were in this picture, how would you feel?
What does this picture tell us about economic crises?
How were the choices forced by circumstance or consciously decided?
How much choice did people really have during the Great Depression?
How could we have stopped the Great Depression from happening?
What choices could the citizens make to avoid the event in this photograph from reoccurring?
How has history repeated itself from this picture?
What other images or pictures from the Great Depression era could capture the message intended by the photographer?
What do you think the photographer wants audiences to take away from this image?
How does choice influence growth?

After 10-15 minutes of small group discussions, the teacher will bring the group back together as a whole. They will continue the conversations they started in their small groups. Again, the students will be encouraged to respectfully disagree or ask follow-up questions. The teacher will ask

as the facilitator and can assist with follow up questions.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

The teacher recaps the lesson before having the students complete the following task:

As a conclusion, the students will be given a blank piece of paper. They are instructed to illustrate what they would do and or how they would feel if they were one of the people in the photograph. They are allowed, but not required, to include words. *Students are instructed to illustrate a situation of how choice influences growth.*

Students will be assessed by their ability to convey their emotions, whether it is a picture, words, or a combo, of how they would feel if they were one of the people in this phot.

The image for VTS:



Economic Experts

Monday June 19, 2017

What makes you happy?

- ▶ Your task is to draw a picture of an activity or something that makes you happy. It can be **ANYTHING**. Be creative!

Pre-Lesson Questions

- ▶ What types of pictures did you draw?
- ▶ How did you decide what to draw?
- ▶ What meaning does your drawing have to you?
- ▶ How did this make you feel?
- ▶ What meaning do you want others to get from your drawing?
- ▶ What do you think an artist wants others to know by what is included in his/her artwork?
- ▶ What did you reveal about society (the world in which you live) through your artwork?
- ▶ How could one interpretation of the picture change one's perception?
- ▶ What is revealed about what makes you happy?
- ▶ What did you draw to demonstrate something that made you really happy?

The Great Depression

- ▶ What do you know about the Great Depression?
- ▶ What do you think it was like to live during the Great Depression?
- ▶ <http://www.nbcnews.com/video/today-in-history/21409475#21409475>



Pre-Lesson Questions about the Image

- ▶ How much choice do the people in the photo really have?
- ▶ How could the choices of investors change the feelings in this picture?
- ▶ What is growth?
- ▶ How is growth represented in this picture?
- ▶ How are choice and growth related?
- ▶ How does choice influence growth?

Questions

- ▶ What do you think is going on in this picture?
- ▶ What do you see that makes you say that?
- ▶ What else can you find in this picture?
- ▶ Who are the people in this picture?
- ▶ What do you think the people in this picture are feeling?
- ▶ How do you feel about the choices people had in this picture?
- ▶ What evidence or reasoning do you have to support your belief of what is happening in this picture?
- ▶ How are the people in this picture behaving?
- ▶ What emotions does this picture elicit in you?
- ▶ What other elements are in shown in the picture?

Questions (con't.)...

- ▶ How much choice do the people in the photo have?
- ▶ How do the citizens feel about their choice?
- ▶ How do the citizens feel about their growth?
- ▶ How do their choices lead to growth?
- ▶ How might they use their feelings about choice to gauge their growth?
- ▶ What is the relationship of how choice influences growth and this image?
- ▶ How does choice influence growth?

Group Questions

- ▶ What positions do the people in the picture hold?
- ▶ What are the differences between the characters in the picture?
- ▶ What does the picture tell us about economic difficulties?
- ▶ Why do you say that?
- ▶ What period of history is revealed in this picture?
- ▶ What other scenes in history remind you of this picture?
- ▶ How is history reveal through economic recessions?
- ▶ If you were in this picture, how would you feel?
- ▶ What does this picture tell us about economic crises?
- ▶ How were the choices forced by circumstance or consciously decided?
- ▶ How much choice did people really have during the Great Depression?
- ▶ How could we have stopped the Great Depression from happening?
- ▶ What choices could the citizens make to avoid the event in this photograph from reoccurring?
- ▶ How has history repeated itself from this picture?
- ▶ What other images or pictures from the Great Depression era could capture the message intended by the photographer?
- ▶ What do you think the photographer wants audiences to take away from this image?
- ▶ How does choice influence growth?

Final Task

- ▶ It is your turn to be the artist again. You are to illustrate a situation of how choice influences growth.

TEACHER NAME		Lesson #
Robin French		2
MODEL	CONTENT AREA	GRADE LEVEL
Bruner	Economics	6-8 (SPARK Camp)
CONCEPTUAL LENS		LESSON TOPIC
Choice		Economics
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>7.E.1.4 – Explain how personal financial decision-making impacts quality of life (ex. credit, savings, investing, borrowing, and giving)</p> <p>8.E.1.3 – Explain how quality of life is impacted by personal financial choices (ex. credit, savings, investing, borrowing and giving)</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding?)</i>
Choice influences growth.		How does choice influence growth?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know...</p> <ul style="list-style-type: none"> - Life during the Great Depression was challenging - Citizens during the Great Depression had to make difficult decisions - Choices dictate lifestyle - Some situations are out of their control - Their actions influence others similar to other people’s action influencing them - It is possible to save money - Effectively managing money represents financial growth and stability - Growth is attainable even during difficult times - Positive choices yield growth 		<p>Students will be able to...</p> <ul style="list-style-type: none"> - Prioritize wants and needs during the Great Depression - Develop a plan for what they would do if they were living during the Great Depression - Examine what life would be like living with a minimal amount of money each week - Quantify and prioritize their wants and needs to make informed decisions about what they could live without - Assess their life as if they were a particular character during the Great Depression - Differentiate between good and bad choices - Analyze outcomes resulting from bad decisions - Evaluate growth based on decisions that were made
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

<p>What represents growth? How can you grow as an individual? What did people choose to do for fun during the Great Depression? What are some methods people of the Great Depression used to save money? How did unemployment impact people of the Great Depression? How did the closing of banks impact people of the Great Depression? What are some methods people used to try and find employment during the Great Depression? How does choice dictate lifestyle? How does choice influence growth?</p>	<p>What did you observe people of the Great Depression doing for fun in the video? How did people of the Great Depression in the video save money? How did people of the Great Depression in the video find work? What was a typical day for a child of the Great Depression like, as portrayed by the video? How did people choose to respond to the lack of resources or employment during the Great Depression? How was growth affected due to the lack of resources during the Great Depression? How did people feel during the Great Depression? How do limited resources and unemployment during the Great Depression impact growth? How did people feel about their choices during the Great Depression?</p>	<p>What did you learn about the growth people who lived during the Great Depression? How is your life different from someone who lived during the Great Depression? How is your life similar to someone who lived during the Great Depression? How did you choose which activities and materials you could live without if you were on a strict budget like those during the Great Depression? How would you choose to live your life if you were part of the upper class during the Great Depression and money was not an issue? How would you choose to live your life if you were part of the lower class during the Great Depression and it was difficult for you to find money? How would you help your family during the Great Depression? How might you spend money differently moving forward in the present day? How does choice influence growth?</p>
---	---	---

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	<p>Students work with an open-ended problem-solving experience in how they choose to live as a specific person during the Great Depression.</p>		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

As the students enter the room, there will be a prompt on the board that they students will be instructed to answer. They will have 5-7 minutes to work independently on the prompt.

Prompt: Describe what a perfect day looks like to you from start to finish. You may want to include things such as: where you are, what you had to eat, what you were doing, what you were wearing, who you were with, what the weather was like, how you were feeling throughout the day, etc. There are no requirements. You are simply detailing your ideal day from beginning to end.

After time is called, students will have the opportunity to share some of their thoughts and some of the activities they chose to write about. Include some connecting questions from what they wrote to the actual pre-lesson questions? Ex. What did you do for fun?

The teacher then asks the pre-lesson questions.

What represents growth?

How can you grow as an individual?

What did people choose to do for fun during the Great Depression?

What are some methods people of the Great Depression used to save money?

How did unemployment impact people of the Great Depression?

How did the closing of banks impact people of the Great Depression?

What are some methods people used to try and find employment during the Great Depression?

How does choice dictate lifestyle?

How does choice influence growth?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students will begin by creating a class list of things they need in their everyday lives. The teacher will record this list on the board. After a brief class discussion, the teacher shows a short video (<https://www.youtube.com/watch?v=gkAfjRoINCl>) detailing a day or week in the life of families who lived during the Great Depression. After the video, the teacher refers the students to reread their ideal day independently. Students will also be asked to read an article (<https://www.elderweb.com/book/appendix/1930-great-depression/>) depicting an actual worker during the Depression. After the reading the class will revisit their list of wants and needs to live their lives. They will compare their own lists to what people had during the Great Depression and modify their list accordingly.

Students are then divided into groups. The teacher tells the students they are traveling back in time and are going to live life as a worker during the Great Depression, hoping not to lose their job. They will have to consider what is important to them and what they can perhaps sacrifice since they will not be able to afford everything. They will have to work with a stricter budget and determine what is most important to them. They will move around to different stations to generate a typical day in the life of a particular person from the Great Depression. They will find that some of the characters are more well off than some of the others. While they are working, they will be given a price sheet and budget chart to help calculate their weekly expenses. The teacher will also interject with the during lesson questions to remind the students about choice and growth.

Station 1

You work in manufacturing and earn \$17 per week. You feel lucky to have a job but you have a wife and 3 kids at home.

Station 2

You are doctor earning \$60 per week. You are extremely lucky because you are making more than the average person. Business has slowed some though, with many patients opting not to bring their children to the doctor unless the situation is severe. You have a wife and 4 kids at home.

Station 3

You are a young newlywed and you were just laid off. You and your wife want to start a family but you are desperately searching for a job and currently have no income.

Station 4

You are an investor who has taken all of your money out of the stock market. You have no confidence in the banks, like most people, but you need to devise a plan for what to do with your money.

As students rotate through the stations, they are traveling with paper and pencil taking notes and brainstorming with each other what a typical day in the life of one of these 4 people looks like.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After completing the rotations, students have one final debrief with their group. A class discussion is held about all 4 characters and what their lives may have looked like.

The post-lesson questions are then asked.

What did you learn about the growth people who lived during the Great Depression?

How is your life different from someone who lived during the Great Depression?

How is your life similar to someone who lived during the Great Depression?

How did you choose which activities and materials you could live without if you were on a strict budget like those during the Great Depression?

How would you choose to live your life if you were part of the upper class during the Great Depression and money was not an issue?

How would you choose to live your life if you were part of the lower class during the Great Depression and it was difficult for you to find money?

How would you help your family during the Great Depression?

How might you spend money differently moving forward in the present day?

How does choice influence growth?

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students are to work independently to write a modified day in the life agenda for their lives. The difference from the opening prompt is now they are working with a weekly budget of \$20. They have to consciously choose what aspects of their current life they could survive without. They should consider all aspects and offer suggestions for what they might do to get a job to have a higher weekly budget.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students' ticket out the door is to answer the following question: how does choice influence growth?

Resources (in order as they appear) ...

Budget Sheet

Sample Price Sheet

Article

	Food Budget	Miscellaneous Budget	Transportation Budget
Items (list them)			
Total Monthly Cost			

	Food Budget	Miscellaneous Budget	Transportation Budget
Items (list them)			
Total Monthly Cost			

1932 - 1933 Price List

Mooreville, Indiana

* All of these prices were taken from issues of the Mooreville (Indiana) Times, 1932-1933.

 Food			
Product	Brand Name	Sold in Units of	Price per Unit
Apples	Jonathans/Baldwins	3 lbs.	\$0.10
Apples	Jonathan/Cooking	5 lbs.	\$0.19
Apple butter		1 lb. jar	\$0.10
Applesauce		2 No. 2 cans	\$0.19
Bacon	Slab	1 lb.	\$0.13
Bacon	Sliced	1/2 lb.	\$0.19
Baking Powder	Crystal Brand	1 lb.	\$0.05
Bananas		1 lb.	\$0.15
Beans	Country Club With Pork	4 No. 2 cans	\$0.25
Beets	Avondale	3 No. 2 cans	\$0.25
Bran Flakes	Kellogg	25 oz.	\$0.10
Bread	Grandmother's Quality	1 lb. loaf	\$0.05
Bread, Sliced		1 lb. Loaf	\$0.08
Brown Sugar		1 lb.	\$0.05
Butter		1 lb.	\$0.24
Cabbage	New Texas	1 lb.	\$0.10
Cabbage		3 lb	\$0.10
Candy Bar	Milky Way	3 bars	\$0.10
Carrots	New Texas	2 bunches	\$0.15
Cauliflower		1 head	\$0.23
Celery	Medium Sized	2 stalks	\$0.15
Cheese		1 lb.	\$0.19
Cherries	Pitted	2 No. 2 cans	\$0.29
Chili	Country Club Con Carne	2 No. 2 cans	\$0.25
Chuck Roast		1 lb.	\$0.10
Chuck Roast	Prime cut	1 lb.	\$0.13
Coffee	Maxwell House	1lb.	\$0.32
Coffee	8 O'clock	1 lb.	\$0.19
Coffee	Del Monte	1 lb.	\$0.30

Coffee	Bokar	1 lb.	\$0.27
Corn	Standard Pack	1 No. 2 can	\$0.05
Corn	Del Monte	3 No. 2 cans	\$0.29
Corn	Butter Kernel	2 No. 2 cans	\$0.29
Corn	Country Club Fancy	2 No. 2 cans	\$0.25
Corn Meal		5 lbs.	\$0.10
Cranberries	Eatmore	2 lbs.	\$0.25
Cream Cheese	Wisconsin Fresh	1 lb.	\$0.15
Eggs		1 dozen	\$0.15
Fish		1 lb.	\$0.19
Flour	Gold Medal	24 lb. Sack	\$0.63
Flour	Sunnyfield Pancake	20 ounce package	\$0.05
Frankfurters		1 lb.	\$0.10
Frankfurters	All Meat	1 lb.	\$0.13
Ginger Snaps		3 lbs.	\$0.25
Grapefruit	Florida	6 grapefruit	\$0.25
Grapefruit	Texas Fancy Seedless	6 grapefruit	\$0.25
Green Beans	Clifton	2 No. 2 cans	\$0.15
Green Onions		3 bunches	\$0.10
Ham		1 lb.	\$0.08
Ham	Fresh Delivered	1 lb.	\$0.15
Hamburger		1 lb.	\$0.10
Hamburger	Fresh Delivered	1 lb.	\$0.15
Hominy	Avondale	2 No. 2 cans	\$0.15
Jell-O		3 packages	\$0.20
Ketchup	Quaker Maid	3 - 14 ounce bottles	\$0.29
Kool-Aid	Kool-Aid, various flavors	1 package	\$0.05
Kraut	Avondale	2 big cans	\$0.15
Lemons		1 dozen	\$0.15
Lettuce	Fancy Iceberg	2 heads	\$0.19
Lettuce	Large	1 head	\$0.10
Lima Beans	Clifton	3 No. 2 cans	\$0.25
Macaroni		6 - 8 ounce pkgs	\$0.25
Milk, Evaporated	White House	3 tall cans	\$0.20
Milk, Regular		1 quart bottle	\$0.25
Navy Beans		10 lbs.	\$0.24
Navy Beans	Best Quality	10 lbs.	\$0.29

Oats	Quick Cook	2 large pkgs	\$0.25
Oats	Economy	3.5 lbs.	\$0.10
Oleo		1 lb.	\$0.10
Onions, Yellow		3 lbs	\$0.17
Oranges	Sunkist California	1 dozen	\$0.29
Oranges	Juicy Florida	2 dozen	\$0.29
Oranges	Florida	1 dozen	\$0.15
Oysters		1 quart	\$0.45
Oysters		1 can	\$0.15
Peaches	Del Monte	3 No. 2 cans	\$0.50
Peanut Brittle		1 lb.	\$0.15
Peanut Butter		2 lbs.	\$0.15
Peanut Butter	Sultana	1 lb. Glass jar	\$0.10
Peas	Country Club	1 No. 2 can	\$0.15
Peas	Standard Pack	3 No. 2 cans	\$0.25
Pineapple	Country Club Sliced	2 No. 2 cans	\$0.25
Pineapple	Large	1 pineapple	\$0.19
Pork Chops		1 lb.	\$0.08
Pork Chops	Fresh Delivered	1lb.	\$0.15
Potatoes		15 lbs.	\$0.15
Preserves	Ann Page Strawberry	16 ounce jar	\$0.15
Prunes	Kroger's Delicious	6 lbs.	\$0.25
Pumpkin	Country Club	2 big cans	\$0.15
Red Beans	Scott County	3 No. 2 cans	\$0.20
Red Beans		1 No. 2 can	\$0.05
Rice		5lbs.	\$0.15
Rice	Blue Rose Fancy	5 lbs.	\$0.19
Roast Beef		1 lbs.	\$0.10
Roast Beef	Fresh Delivered	1 lb.	\$0.15
Salad Dressing	Rajah	1 quart jar	\$0.25
Salmon	Alaska Pink	2 tall cans	\$0.25
Salt	Granulated	1 lb.	\$0.73
Sausage		3 lbs.	\$0.20
Sausage	Fresh Delivered	3 lb.	\$0.25
Soap	Proctor & Gamble	10 bars	\$0.32
Soap	P & G White Naphtha	8 bars	\$0.25
Soap	Super Suds	3 packages	\$0.20

Soap	Palmolive	3 cakes	\$0.20
Soup, Tomato	Campbell's	3 cans	\$0.19
Spaghetti		6 - 8 ounce pkgs	\$0.25
Spaghetti	Encore Cooked	4 cans	\$0.25
Spinach	Country Club	2 No. 2 cans	\$0.25
Spinach	Fresh	1 lb.	\$0.05
Spinach	New Texas	1 lb.	\$0.05
Steak, Loin/Round		1 lb.	\$0.20
Steak, Loin/Round	Fresh Delivered	1 lb.	\$0.25
Strawberries		1 box	\$0.19
Sugar		10 lb. Cloth sack	\$0.47
Sugar	Godchaux Cane	25 lb. Bag	\$1.23
Sweet Potatoes	Avondale	2 No. 2 cans	\$0.25
Swiss Steak		1 lb.	\$0.19
Tea	Bon Marie Herbal	1 package	\$1.00
Tomatoes	Standard Pack	4 tomatoes	\$0.25
Turnips		2 lbs.	\$0.05
Turnips		4 lb.	\$0.10
Vanilla Extract	Imitation	2 - 3 ounce bottles	\$0.15



Cars & Accessories

Product	Brand Name	Sold in Units of	Price per Unit
Cabriolet	Chevrolet	1 new car	\$16.08/month
Coach	Chevrolet	1 new car	\$14.66/month
Coupe	Chevrolet	1 new car	\$14.09/month
Engine, 4-cylinder	Factory rebuilt	1 engine	\$37.50
Engine, V-8	Factory rebuilt	1 engine	\$40.00
Gasoline		1 Gallon	\$0.15
Heater, Installed	Otwell	1 car heater	\$6.95
Lubrication	Complete	1 lubrication	\$0.75
Lubrication	Complete	12 lubrications	\$5.00
Model-T, 1923	Ford	1 used car	\$275.00
Motor Oil		1 quart	\$0.15
Motor Oil		1 gallon	\$0.50
Phaeton	Chevrolet	1 new car	\$14.66/month
Pickup, Half-ton	Ford	1 new pickup	\$12.52/month

Sedan	Chevrolet	1 new car	\$16.08/month
Six	Chevrolet	1 new car	\$13.52/month
Sport Coupe	Chevrolet	1 new car	\$15.23/month
Sport Roadster	Chevrolet	1 new car	\$13.80/month
Super-Six	Essex	1 new car	\$22.06/month
Tires	Goodyear All-weather	Set of 4	\$6.35
Tune-Up	Complete	1 tune-up	\$4.95
V-8 Sedan	Ford	1 new car	\$17.36/month
Wash & Grease		1 wash & 1 grease	\$1.50
Water Heater	Hadees	1 water heater	\$9.95



Entertainment

Product	Brand Name	Sold in Units of	Price per Unit
Basketball	Mooreville H. S.	1 child admission	\$0.15
Basketball	Mooreville H. S.	1 adult admission	\$0.25
Basketball	Mooreville H. S.	1 child season pass	\$0.75
Basketball	Mooreville H. S.	1 adult season pass	\$1.50
Circus, Traveling	In Mooreville	1 admission	\$0.25
Dancing Lessons	Private	1 couple lesson	\$1.00
Dancing Lessons	Private	1 single lesson	\$0.75
Dancing Lessons	Class	1 couple lesson	\$0.50
Dancing Lessons	Class	1 single lesson	\$0.35
Music Lessons	Private	1 lesson	\$0.50
Swimming Pool	Mooreville	1 admission	\$0.10
Theatre	Ritz In Mooreville	1 admission	\$0.10
Theatre	Prewitt In Plainfield	1 child admission	\$0.10
Theatre	Prewitt In Plainfield	1 adult admission	\$0.25



Clothes & Accessories

Product	Brand Name	Sold in Units of	Price per Unit
Bathrobe	Ladies	1 robe	\$4.90
Belt	Men's	1 belt	\$1.00
Boots	Men's	1 pair	\$2.98
Coloring, Hair		1 coloring	\$0.25
Dress	Ladies'	1 dress	\$1.00
Facial	Plain	1 facial	\$0.25

Galoshes	Ladies'	1 pair	\$1.69
Gown	Ladies' Flannel	1 gown	\$0.75
Haircut		1 haircut	\$0.25
Hose	Ladies' Rayon	1 pair	\$0.50
Hose	Ladies' Rayon	3 pair	\$1.00
Hose	Ladies' Silk	1 pair	\$1.50
Jacket	Men's/Boy's	1 jacket	\$1.98
Manicure		1 manicure	\$0.25
Overalls	Men's	1 pair	\$1.50
Overcoat	Men's	1 coat	\$18.50
Permanent		1 permanent	\$3.00
Shampoo		1 shampoo	\$0.25
Shirt	Men's Work	1 shirt	\$0.65
Shirt	Men's Dress	1 shirt	\$1.00
Shoes	Ladies'	1 pair	\$3.50
Socks	Boy's/Girl's	1 pair	\$0.50
Socks	Men's/Ladies'	1 pair	\$0.75
Sweater, wool	Ladies'/girl's	1 sweater	\$1.00
Tie	Men's	1 tie	\$1.00



Furniture & Appliances

Product	Brand Name	Sold in Units of	Price per Unit
Bed & Springs	Used	1 bed	\$3.25
Broom	House	1 broom	\$0.29
Chair	Steamer	1 chair	\$0.95
Chair	Deck	1 chair	\$1.45
Chair	Lawn	1 chair	\$0.95
Curling Iron	Electric	1 curling iron	\$1.10
Dishes	G.E. 16-piece set	1 set	\$0.89
Dresser	Arvin Used	1 dresser	\$3.50
Fan	Electric	1 fan	\$5.00
Heater	American Beauty Electric	1 heater	\$7.75
Heating Pad	NU-TYPE Electric	1 heating pad	\$3.50
Iron	Electric	1 iron	\$8.95
Lamp	Aladdin Mantle	1 lamp	\$2.98
Lamp	Boudoir	1 lamp	\$0.35

Lamp	Table	1 lamp	\$0.75
Light Bulbs	"15,25,40,50,60 Watt"	3 light bulbs	\$0.25
Percolators	Electric	1 percolator	\$3.50
Radio	G.E. Compact	1 radio	\$69.50
Razor	Electric	1 razor	\$2.95
Refrigerator		1 refrigerator	\$99.50
Rocker	Large Solid Oak	1 rocker	\$7.50
Rug Brooder	Used	1 rug	\$8.50
Screen Door		1 door	\$0.98
Sewing Machine	Singer	1 sewing machine	\$23.95
Stove	Monarch	1 stove	\$7.95
Stove	3-Burner Oil	1 stove	\$15
Stove	G.E. Electric	1 stove	\$124.50
Toaster	Hot Point Electric	1 toaster	\$2.50
Vacuum Cleaner	Maytag Electric	1 vacuum	\$30
Waffle Iron	Electric	1 waffle iron	\$6.50
Washer	Electric	1 washer	\$59.50
Washer	Automatic	1 washer	\$67.50



Miscellaneous

Product	Brand Name	Sold in Units of	Price per Unit
Diet Pills	Ju-Van	20 capsules	\$1.00
Doll		1 doll	\$1.95
Evergreen	3-4 ft.	1 tree	\$1.49
Frying Pan		1 pan	\$1.75
Hose, Garden		50 foot hose	\$2.25
Matches	Kitchen	6 boxes	\$0.20
Milk of Magnesia		1 bottle	\$0.57
Polish, Cedar Oil		1 bottle	\$0.10
Postage Stamp	U.S. ground postage	1 stamp	\$0.03
Postcard	U.S. postcard w/ postage	1 postcard	\$0.01
Sled, Snow		1 sled	\$6.95
Toothbrush	West's	1 toothbrush	\$0.50
Toothpaste	West's	1 bottle	\$0.25



Housing

Dwelling	Type	Cost
Tenement Building	2 Bedroom, 1 Bath	\$12.00/month rent
Apartment Building	2 Bedroom, 1 Bath	\$19.00/month rent
House, Bungalow	2 Bedroom, 1 Bath	\$35.00/month mortgage
House, Two-Story	3 Bedroom, 2 Bath	\$45.00/month mortgage

Article: 1930: The Great Depression

Source: <https://www.elderweb.com/book/appendix/1930-great-depression/>

1930: The Great Depression

Summary: Reminiscences of the Great Depression by a factory worker

Henry Boucher, French Canadian mill worker, Woonsocket, MA

Narratives from: [American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940.](#)

Reminiscence of the Great Depression

“After the honeymoon we returned to our jobs, I to the mill and Alice to her job in the Rubber shop where she made \$24 a week. After we had settled down I became ambitious for the first time in my life. We talked it over and figured out a budget by which we could save \$20 every week. We planned to save this amount every week for the next twenty years, by which time we would be worth \$20,000. Then we intended to buy a farm and spend the rest of our life in peace and quiet, never again to worry about a job, slack times, or the necessity to answer the mill bell. It was a beautiful dream and we tried to make it a reality. On the second anniversary of our marriage we had \$2,500 in the bank, \$500 more than we had planned on. We were living in a comfortable and modern home in a residential district. The furniture was paid for and we did not owe a cent to anyone. We were also the proud possessors of a Ford car that was nearly paid for.

“During our third year of married life in 1925, a son was born to us. He was named Henry in honor of my father-in-law. A few months previous to the birth of our son, my wife gave up her job in the factory, but as I had had a promotion to ‘warp-starter’ and was making \$50 a week we were able to continue saving \$20 every week. The next year we became the parents of a daughter, whom we named Marie. From this time on I was unable to save \$20 a week but put in the bank some money every payday. After the birth of our second son, Homer, in 1927, my wife became ill and needed medical attention. Because of this I was unable to save any money, for the Doctor’s bills used up whatever surplus money we had.

“In 1928 work in the mills began to slacken and I was laid off. After being out of work for two months I secured employment in the Saranac mill as a weaver. At this job I received \$40 a week, but I believed that in a short time I would again find employment as warp-starter. The next year conditions were worse and I was without work for three months. My wife and I were not worried about the future, as we believed that the mills would be slack for only a short period, as they were in 1921. So we lived on what I made and did not touch the \$3,500 that we had in the bank. I was without work for six months in 1930 and we were forced to use some of the money that we had saved. But I was in a better position than most of my friends who were buying houses and were unable to meet their payments. My brother Peter was caught in this condition and as the bank was going to foreclose on his house I loaned him \$500. I knew that he, a cutter in the Rubber Shop, making \$70 a week, would be able to repay me as soon as his work picked up. Then without warning the Rubber Shop closed down and moved out of the city, throwing 1,500 people out of work. The next year, 1931, the bottom dropped out of everything and we were forced to use up most of our savings. In only one way, was I fortunate, and that was that I had no more Doctor’s bills to pay, as my wife was well again. The bank foreclosed on my brother’s house and my \$500 was gone. My father died in July and after the funeral my mother came to live with me. She did not live long after my father but died in October, 1931. As neither my father nor mother believed in life insurance, all of their children contributed to the cost of the funerals. I was unable to find work and spent the entire year hanging around the streets. By the end of 1931 my bank balance was less than \$500 and going down rapidly.

“In September, 1932 I reached the end of my resources. I was desperate, with a wife and three children to support I was unable to find work of any kind. All of my friends were in the same predicament. Finally I had to go on relief, and what a relief that was! I shall always remember my experience while trying to get relief from the city. I went down to City Hall and registered at the Poor Department. After looking me up they gave me a pass to obtain food. But in order to receive the food I had to stand in line on Main Street with every passerby staring at me.

“One day I stood in a line that blocked one side of Main Street for four hours before I received a small bag of flour and two pounds of dried peas. Of course my family was unable to live on what I received from the Poor Department so I was continually moving to cheaper tenements until at last I was living in a basement on Social Street. The same type of tenement that I was born in. The home that I had taken such pride in was broken up and the fine furniture that my wife and I had worked for we had to sell to second-hand furniture dealers. It is not correct to say that I sold the furniture because the money that I received for it was so little that it was almost equivalent to giving it away. But my children had to have food and clothing. The rent had to be paid and coal to be bought.

“There was a soup kitchen on Social Street and my son would go down there with a pail and bring home some soup. This helped out the small amount of food that I received from the Poor Department and kept my family from actual starvation. My family was very poor when I was a child and when work in the mills was slack we would not have much to eat but in Woonsocket never before was it necessary for anyone to have to go to a public Soup kitchen in order not to starve.

“In 1934 I obtained employment as a weaver in the Montrose mill. I worked steady the whole year except for a few weeks when the mill was closed by a strike. But working conditions had changed. They were as different as day and night from the working conditions of the 1920 to 1930 period. The pay had been greatly reduced and the amount of work per man had been increased. I had been making \$40 a week as a weaver operating two looms. Now I am operating six looms on the same material and only making \$24 a week. I am lucky that I am working on fine worsted cloth because in some mills on coarser cloth, the weavers now operate from eight to twenty-four looms for \$24 a week. Apparently the only thing that a textile worker can rely upon in these times is that the mill owner will never suffer lower profits as long as he can transfer the burden upon his employees.

“In 1935 I was again laid off and the money that I had made in 1934 was soon used up, then back to the relief I went. Since that time I have worked about six months in each year, and being unable to support my family when I am not working, I usually spend the rest of the year on the relief. The last place that I worked was in the Montrose as a weaver, in the Spring of 1938. I worked here for four months but I knew that it would not last forever.

“One morning I left my house and as I entered the weave shop I could sense the tension that seemed to be in the air. The looms clattered, the men moved about. The belts and pulleys whirred. A typical weave room interior. But on this Friday morning there was something lacking. No one was talking, there was no laughter. Joseph Boyce, who worked next to me, did not raise his head from his work to call a greeting, nor did he ask me how I intended to spend the weekend, as he was wont to do. Everyone was silently working, busy with their thoughts. For about a week past there had been rumors that the work in the mill was getting slack. Only three days ago six spinners were laid off and the rumor was that eight weavers would lose their jobs this afternoon. I was, in length of service, one of the youngest weavers in the mill and I believed that I would be one of the first to be laid off. But there was nothing sure about it. Sometimes an old hand, whom the boss disliked was laid off and a newcomer kept. This uncertainty kept every weaver under a strain until they knew just who was to get the bounce. So they continued to work hard and silently until lunch time, for this was one day that no one wanted to make a mistake and have the foreman's attention called to him. While eating lunch the weavers could talk of nothing but who was to be laid off. While the newcomers believed that they would be the first to go, many of the old-timers remembered how they had spoiled yards of cloth and how displeased the boss had been with them. They wondered if he would remember the many times that he had bawled them out and take revenge by letting them go. So in this frame of mind the weavers started the afternoon shift.

“This afternoon the foreman of the weave room did not walk around the room as he was accustomed to do, and it was nearly the close of the afternoon before he stepped from his office. Instantly, the eyes of all the weavers were upon him, watching where he was going, and each man hoping that the foreman would not come to him with the sad news. I saw the foreman turn to a weaver and start talking to him. They talked for a few minutes while everyone in the room watched. The foreman then turned away and approached another weaver. The first weaver spread his arms out wide in a gesture and everyone then knew that the foreman was laying off help. All eyes then turned to the foreman, watching to see who was being laid off. I watched the slow progress of the foreman as he went from man to man, telling them the bad news. He was now at the next loom and I prayed that I might be spared. But it was not to be, for the foreman slowly walked over to me and said, ‘You know what I have to say. I have a list of men who are to be laid off and your name is on it. They are laying off in every room of the mill and if more work don’t come in the rest of the weavers will be out next week. This is no reflection upon your work, which has been good; and I’ll be glad to hire you back just as soon as the work picks up.’ I replied, ‘Well, I guess all the fellows here are in the same boat that I’m in. All of us are broke. This will mean plenty of hardship for my family. After eating good for the past five months, the first few meals of that relief canned Corn beef is going to be hell for the kids. But thanks for your offer to rehire me when the work picks up. I’ll certainly be glad to get back to work.’ The foreman then returned to his office and the weavers gathered into a group asking each other what the boss said to them. The men who were laid off now that the tension had been broken, began to joke and one said, ‘Will Johnny Ryan, the Director of Public Aid be glad to see me? Like hell he will. The last time I was on relief I had to haunt him in order to get any commodities. Every time he turned around I would be at his elbow asking for something.’ Another said, ‘This loafing is all right in some ways but I’ll always blame the last lay off for the twins my wife had.’ I said, ‘I wonder how long I’ll have to wait for my unemployment compensation checks. The last time I had to wait ten weeks before I got the first one and then the amount was wrong.’ And so for a few minutes they joked and talked of the future. They then returned to work.

“My mind was not on my looms. I was thinking of the greatly lowered standard of living that my family would have to endure while I was out of work. I thought of my new radio that I was paying one dollar a week on. That would soon be taken back by the dealer. And then there was the dreadful ordeal of informing my wife and children that I had been laid off. I knew that there would be no handiness or laughter in my home this night. How could I support my family on the six or seven dollars a week that I would receive from a relief? How long would I be without work this time? I stood there thinking these gloomy thoughts, not caring how my looms ran. What did I care now if a ‘smash’ or dropped thread was made in the cloth? Let some one else worry about that. At bell time I made a bundle of my overalls and silently slipped out of the mill. I started walking home wishing that the road was twice as long so that I would not have to face my family so soon.

“When I reached home my wife saw by the sorrowful look upon my face that something had gone wrong and she asked, ‘What is the matter Henry?’ I replied, ‘The same old thing. I’m laid off and don’t know when I’ll go back.’ Across my wife’s face an expression of fear flashed but she quickly rallied and said. “Well, you can’t help that, so stop looking as though you were at your own wake. We have been on relief before and we’re still alive so sit down and eat your supper. You’ll feel better then.” I sat down at the table but could eat very little. All this time the children, seated around the table, had been listening to the conversation and looking at me with wide staring eyes. Only too well did they know what this meant, less food, no new clothes, no money to go to the movies, peeking through the window curtains when someone knocked upon the door, to see if it was a bill collector, moving to a less desirable tenement in short, misery for everyone in the family. After supper I was unable to stand the silence and gloom that seemed to settle over the house so I put on my coat and said, ‘Alice, I’m going down to the corner for a minute.’ My wife, knowing full well where I was going said, ‘Make sure you come home sober.’ So, leaving the house I hurriedly walked to ‘Fats’ saloon. In there, men would be talking upon every subject. There would also be jokes and laughter and for a few hours I could forget that my next pay would be the last one that I would receive for a long time.

“The next day I applied for my unemployment compensation and because of waiting for these checks I was unable to go on the relief for two months. By this time I was completely broke, so for the next few months we struggled along on the six dollars a week that I received from the relief. But week by week we were going deeper in debt for rent, electricity, and many other small bills. One morning a Deputy Sheriff handed me an eviction notice and

departed. And there I sat, in the kitchen, alone, forlorn and in despair. It was the morning of November 25, just one month before Christmas, and in my hand I held the notice from the court to evacuate the tenement that I occupied. This was not the first eviction notice that I had ever received. During the past ten years, the deputy Sheriffs had worn a path to my door delivering eviction notices, writs of attachment and liens on my pay. How could I break the news to my wife, when she returned from a visit to a neighbor's house? Where could we go? When you are on relief and only receive six dollars a week it is impossible to support a family and pay rent. The landlords did not care to rent a tenement to families on relief as they could not be sure of their rent. So most of them were demanding their rent in advance. If I could find a tenement, where could I borrow the three dollars for the first week's rent? What a Christmas was in store for my children! As I sat there alone with my thoughts the door opened and my wife walked in. Without talking I handed her the eviction notice. She knew what it was. She had seen many of them since 1930. Silently she laid it down and started to prepare dinner, each of us wondering where we could find a tenement.

"A knock on the door. We looked at each other. What more trouble was coming to us? Good news had been absent from our lives for more than ten years. My wife slowly and listlessly walked to the door and opened it.

There stood Adrian Bonin, with a broad smile upon his face and he said, 'O boy, Henry, I have fine news for you. The boss wants for you to come to work tomorrow morning. The mill has a big order. We'll work all winter.'

"The next morning I was at the mill gates an hour before bell time. There I found all of my fellow workers and I joined in their conversation. Each asked the other what they had been doing during the lay off and what were they going to do with their first pay? But under all this jesting every one of us knew that when the order was finished in a few months, we would again be laid off, to tramp the streets while we collected our unemployment compensation checks and then back on relief we would have to go until the mill started running full time again. We had gone through this routine many times in the past ten years and each one of us knew that he would go through it many times in the future.

Economic Experts

Tuesday June 20, 2017

Do Now

- ▶ In your folders, describe what a perfect day looks like to you from start to finish. You may want to include things such as: where you are, what you had to eat, what you were doing, what you were wearing, who you were with, what the weather was like, how you were feeling throughout the day, etc. There are no requirements. You are simply detailing your ideal day from beginning to end.

Discussion/Pre-Lesson Questions

- ▶ What represents growth?
- ▶ How can you grow as an individual?
- ▶ What did people choose to do for fun during the Great Depression?
- ▶ What were some methods people of the Great Depression used to save money?
- ▶ How did unemployment impact people of the Great Depression?
- ▶ How did the closing of banks impact people of the Great Depression?
- ▶ What are some methods people used to try and find employment during the Great Depression?
- ▶ How does choice dictate lifestyle?
- ▶ How does choice influence growth?

List of Daily Needs

- ▶ <https://www.youtube.com/watch?v=gkAfjRolNCI>
- ▶ Reread your ideal day and compare it to what you saw in the video
- ▶ Independently read article about a worker during the Great Depression
- ▶ How should we modify our class list of daily needs?

Stations!

- ▶ More details to follow...

Post-Lesson Questions

- ▶ What did you learn about the growth people who lived during the Great Depression?
- ▶ How is your life different from someone who lived during the Great Depression?
- ▶ How is your life similar to someone who lived during the Great Depression?
- ▶ How did you choose which activities and materials you could live without if you were on a strict budget like those during the Great Depression?
- ▶ How would you choose to live your life if you were part of the upper class during the Great Depression and money was not an issue?
- ▶ How would you choose to live your life if you were part of the lower class during the Great Depression and it was difficult for you to find money?
- ▶ How would you help your family during the Great Depression?
- ▶ How might you spend money differently moving forward in the present day?
- ▶ How does choice influence growth?

Modify your typical day.

- ▶ We are going to recreate our typical day as if we were living during the Great Depression. Keep in mind that you are working with a fixed budget of \$20. Keep this question in mind as you make adjustments, how does choice influence growth?

TEACHER NAME		Lesson #
Robin French		3
MODEL	CONTENT AREA	GRADE LEVEL
Problem Based Learning	Economics	6-8 (SPARK Camp)
CONCEPTUAL LENS		LESSON TOPIC
Choice		Economics
LEARNING OBJECTIVES (from State/Local Curriculum)		
7.E.1.4 – Explain how personal financial decision-making impacts quality of life (ex. credit, savings, investing, borrowing, and giving)		
8.E.1.3 – Explain how quality of life is impacted by personal financial choices (ex. credit, savings, investing, borrowing and giving)		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Choice influences growth.		How does choice influence growth?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
Students will know... <ul style="list-style-type: none"> - The value and importance of investing from a young age - Interest rates impact personal wealth and growth - Long term consequences of not investing any money or waiting until later in life to begin saving - Why saving money is a good practice - What implications saving money will have in the long run - Different types of investment account and savings accounts - The difference between a high risk stock and a low risk stock - A bullish market versus a bearish market 		Students will be able to... <ul style="list-style-type: none"> - Make informed decisions about how much money to invest and when to invest it - Determine what types of accounts or stocks to invest their money in - Predict how much money they will have in the future if they begin saving at a specific age - Buy and sell stocks on the real stock market - Estimate their wealth under certain situations, i.e. a recession - Analyze how making difficult decisions can influence a situation - Understand that the right decision or best decision is not necessarily the easiest one - Understand that sacrificing a need or want at a young age could yield to long term benefits - Quantify wants and needs
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

<p>Why do people begin to save for retirement in their late teens or early twenties? What challenges do young people have when trying to save for their future? Why is detrimental if someone waits until later in life to begin saving for the future? How does the stock market operate? What risks do investors and people face when choosing how to invest their money? What is an interest rate? What is growth? How do you quantify wants and needs? How do your needs and wants change over time? How do your decision making skills change as you go through life? How does choice influence growth?</p>	<p>What types of accounts did you invest your money in? Why did you select a particular type of account over something else? How did you decide to allocate your money? What benefits do you think will happen from investing your money the way you did? How is your money being safeguarded? How are you at risk of losing money? How will you recover if you lose more money than anticipated? What will you do with your money if it exceeds your growth expectations? What steps did you take to make these decisions? What strategies did you use to make your decisions? How does choice influence growth?</p>	<p>Why it is necessary to save for retirement earlier rather than later? How might your quality of life be impacted from your financial decisions? How will you rebound if the stock market crashes? What was the most difficult investment decision you made? Why? What is your philosophy when it comes to investment? What is your preferred investment option and why? What would you do if you lived through a historical recession, such as the Great Depression? How would you recommend someone invest their \$15,000? How did you choose to invest your \$15,000? How did you make choices that lead to financial growth? How does choice influence growth?</p>
--	---	---

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>Each group will invest their \$15,000 differently, thus the task will be challenging to see who has the best proposition for maximizing growth of the money.</p>		<p>Each proposal for maximizing growth will be extremely different based on the investment tactics and decisions of each group.</p>	<p>The teacher will create the groups based on readiness and academic abilities.</p>

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Begin Class by...

- Playing the song "If I had a million dollars" → while this is playing the students will answer the prompt on the board: "If you had a million dollars, what would you do with it?"
- Showing the students two clips from Biz Kids
 - o <http://bizkids.com/episode/saving-and-investing-for-your-future>
 - o <http://bizkids.com/clip/saving-and-investing>
- These two clips are created by kids and teens demonstrating some basic information about saving money. They talk about some of the different types of accounts available and why it is important to save money.
- Then have the students brainstorm a list of things they would want to use with their invested money in the long run. Encourage them to think about the big picture and think into their adulthood for what they might need or want to use their money for.
- Have a class discussion about their lists.
- Ask the pre-lesson questions.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Problem Engagement

You have been gifted \$15,000 at your high school graduation. Despite temptations to use that money right away, your challenge is to make that money grow. You must decide how you are going to allocate the \$15,000 to maximize its growth in 20 years.

Inquiry and Investigation

Students will work collaboratively in their small groups, no more than 3 students. They must address the following to help them solve the problem:

- a. What do you already know about the problem?
- b. What do you need to know in order to solve the problem?
- c. Discuss possible resources.
- d. Assign tasks and responsibilities; set deadlines.
- e. Research the knowledge and data that will support your solution.

Students must determine how they want to invest their \$15,000 in order to maximize its growth. How they choose to allocate their money is entirely up to them. Students will be allowed to use a calculator and computers as their main resources.

Problem Definition

After spending some time collaborating during the inquiry and investigation, each group will come to a consensus to identify the solution to the problem. They will present their solution(s) and explanations to the class.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Problem Resolution

After allowing a significant amount of time to collaborate, the teacher will lead a class discussion about the different solutions. Since students were given no guidelines, other than they had to invest their \$15,000, solutions to how they will invest the money will vary greatly. The teacher should make the breakdown of each group's money allocation visible to the class whether it be on the Smart Board or if the kids display it on a poster board.

Each group had different methods for allocating their money. The only consistency is that each group began with \$15,000 and that hits to the stock market (both rises and falls) were felt by all.

During the group discussion, students will notice the impact that is had on the \$15,000 by investing in the different types of stocks. For example, the gains were likely greater and the falls likely more devastating in a high risk stock.

Teacher will ask the during-lesson questions.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Problem Debriefing

Teacher will review important elements of the investment:

1. High risk vs low risk stock
2. The different types of investment options: stocks, bonds, IRAs, roth IRAs, money markets, CDs, etc.

The students will pick their preferred investment option, and explain the pros and cons to that option.

Students will reflect on their learning and how choice influences growth.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will be assessed formatively throughout the lesson by their explanations and discussions within their small groups and the whole class. They will also be assessed by their responses and level of understanding of their preferred investment option and their ability to address the question, how does choice influence growth?

Economic Experts

Wednesday June 21, 2017

Do Now

- ▶ If you had 1 million dollars, what would you do with it?
Brainstorm in your folders.

Biz Kids Videos

- ▶ <http://bizkids.com/episode/saving-and-investing-for-your-future>
- ▶ <http://bizkids.com/clip/saving-and-investing>

Pre-Lesson Questions

- ▶ Why do people begin to save for retirement in their late teens or early twenties?
- ▶ What challenges do young people have when trying to save for their future?
- ▶ Why is detrimental if someone waits until later in life to begin saving for the future?
- ▶ How does the stock market operate?
- ▶ What risks do investors and people face when choosing how to invest their money?
- ▶ What is an interest rate?
- ▶ What is growth?
- ▶ How do you quantify wants and needs?
- ▶ How do your needs and wants change over time?
- ▶ How do your decision making skills change as you go through life?
- ▶ How does choice influence growth?

The Challenge

- ▶ You have been gifted \$15,000 at your high school graduation. Despite temptations to use that money right away, your challenge is to make that money grow. You must decide how you are going to allocate the \$15,000 to maximize its growth in 20 years.

Directions

- ▶ Students will work collaboratively in their small groups, no more than 3 students. They must address the following to help them solve the problem:
 - ▶ What do you already know about the problem?
 - ▶ What do you need to know in order to solve the problem?
 - ▶ Discuss possible resources.
 - ▶ Assign tasks and responsibilities; set deadlines.
 - ▶ Research the knowledge and data that will support your solution.
- ▶ Students must determine how they want to invest their \$15,000 in order to maximize its growth.

Research, Solve, Share

- ▶ What types of accounts did you invest your money in?
- ▶ Why did you select a particular type of account over something else?
- ▶ How did you decide to allocate your money?
- ▶ What benefits do you think will happen from investing your money the way you did?
- ▶ How is your money being safeguarded?
- ▶ How are you at risk of losing money?
- ▶ How will you recover if you lose more money than anticipated?
- ▶ What will you do with your money if it exceeds your growth expectations?
- ▶ What steps did you take to make these decisions?
- ▶ What strategies did you use to make your decisions?
- ▶ How does choice influence growth?

Performance Task



Post Lesson Questions

- ▶ Why it is necessary to save for retirement earlier rather than later?
- ▶ How might your quality of life be impacted from your financial decisions?
- ▶ How will you rebound if the stock market crashes?
- ▶ What was the most difficult investment decision you made? Why?
- ▶ What is your philosophy when it comes to investment?
- ▶ What is your preferred investment option and why?
- ▶ What would you do if you lived through a historical recession, such as the Great Depression?
- ▶ How would you recommend someone invest their \$15,000?
- ▶ How did you choose to invest your \$15,000?
- ▶ How did you make choices that lead to financial growth?
- ▶ How does choice influence growth?

TEACHER NAME		Lesson #
Robin French		4
MODEL	CONTENT AREA	GRADE LEVEL
Simulation	Economics	6-8 (SPARK Camp)
CONCEPTUAL LENS		LESSON TOPIC
Choice		Economics
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>7.E.1.4 – Explain how personal financial decision-making impacts quality of life (ex. credit, savings, investing, borrowing, and giving)</p> <p>8.E.1.3 – Explain how quality of life is impacted by personal financial choices (ex. credit, savings, investing, borrowing and giving)</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding?)</i>
Choice influences growth.		How does choice influence growth?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
Students will know that... <ul style="list-style-type: none"> - Balancing a budget presents many challenges - Taking risks can lead to great reward as well as substantial losses - Living expenses begin to add up - Saving money is challenging, particularly in times of economic crisis - Money is a sensitive topic - The stock market fluctuates - Balancing a budget involves being responsibility - Needs and wants are not the same thing 		Students will be able to... <ul style="list-style-type: none"> - Evaluate and develop a budget - Respond to an economic crisis - Quantify personal needs and wants - Implement problem solving and reasoning - Trade goods - Develop alternate methods to gaining resources - Differentiate between wants and needs - Make informed and conscious decisions about their money - Use problem solving skills to overcome obstacles
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

<p>What is a budget? What does a balanced budget look like? What does balance mean? How do you create a budget? How can you grow a budget? What is debt? How do you plan to have choice within a budget? How can you earn money? What expenses do you have in your life? What can you not choose to live without? What can you choose to live without? How does choice hinder growth? How does choice influence growth?</p>	<p>Why is it a good idea to have a budget? What is difficult about planning a budget? What challenges are you presented with when you do not have enough funds? What are possible solutions for balancing a budget? Why is it important to find balance in your life and budget? What factors must you consider when planning a budget? How are your budgets and lifestyle choices related? What choices must you consider when you are planning your budget? What factors are out of your control when you are planning your budget? How does choice hinder growth? How does choice influence growth?</p>	<p>How did you effectively or ineffectively balance your budget? What is meant by having a balanced budget? What obstacles were you faced with when planning and subsequently balancing your budget? What factors could you choose to control in your budget? What factors could you not control in your budget? What responsibilities come with managing money? How did you feel when you were in debt? How do you think others felt when you were not struggling financially? What can you change about your lifestyle? What responsibilities come with balancing a budget? How does choice hinder growth? How does choice influence growth?</p>
---	--	---

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	<p>Students will experience essential understanding and concept through participation in a simulation.</p>	<p>Students developed their own personal budgets using information based on their interests.</p>	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

When students enter the room, they will see the following image on the board. They will then be prompted to answer the questions, if money does not grow on trees, then where does it come from?



**If money
doesn't
grow on
trees,
then why
do banks
have
branches?**

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

The teacher asks the pre-lesson questions.

- What is a budget?
- What does a balanced budget look like?
- What does balance mean?
- How do you create a budget?
- How can you grow a budget?
- What is debt?
- How do you plan to have choice within a budget?
- How can you earn money?
- What expenses do you have in your life?
- What can you not choose to live without?
- What can you choose to live without?
- How does choice hinder growth?
- How does choice influence growth?

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

Students will read the article "5 Big Reasons Budgets Fail" (<http://money.usnews.com/money/personal-finance/articles/2015/09/11/5-big-reasons-budgets-fail>). When they finish reading the article they will work with a partner to answer the following questions:

- Why is it good to plan a budget?
- What is challenging about planning a budget?
- What aspects of your life must you consider to effectively plan a budget?
- What are things you enjoy in your life that you could not live without?
- What are things in your life that you could live without if you had to?
- How are your budget and lifestyle related?
- Who is responsible when a budget does not balance?

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

The students are broken into teams of 4 and are assigned one of 4 roles (teacher, doctor, manufacturer, railroad worker) from the Great Depression. They will receive their budget cards (attached in this lesson) and will quickly learn they might make more or less than another team. They will be asked to fill in the final column of their budget sheet and answer the following questions as a team.

1. How much does the head of your household earn each year?
2. Assuming you can continue saving as much as designated by your budget, how much money will you have saved in ...
 - a. 2 years?
 - b. 3 years?
 - c. 4 years?
 - d. 5 years?
 - e. 10 years?
3. What is your monthly food budget? (Divide the annual food budget by 12)
4. What is your monthly miscellaneous budget?
5. What is your monthly transportation budget?

Students will be asked to create a budget (from the price list) of all their expenditures in the month. They are not allowed to go over budget and they must factor in transportation.

	Food Budget	Miscellaneous Budget	Transportation Budget
Items (list them)			
Total Monthly Cost			

Students will be asked to repeat this cycle several times as we work through the years of the late 1920s and 1930s. The teacher will give scenarios that impact their budget and they will have to recreate their budget using the outline above. Students can begin to barter and trade with other teams or try and negotiate with the moderators of the simulation.

Possible Scenarios:

- Stock market crash in 1930 → you have lost 3 years of your life savings, recalculate your budget
- Stock market crash in 1932 → you have lost 5 years of your life savings; recalculate your budget
- Your refrigerator has stopped working and needs to be replaced, how will you come up with the \$99.50 it costs to purchase a new one? Can you get away without purchasing a new one? If you do not purchase a new one what kind of food will you purchase? You can pay \$30 to have it replaced but you will likely have to pay \$99.50 with 1-2 years.
- Your car needs 4 new tires and an oil change.
- Your car needs a brand new engine.
- Your washing machine needs to be replaced.
- You want to invest in a vacuum cleaner because a cleaner house helps your allergies.
- You get laid off
- You don't lose your job but you receive a salary cut in 1932
- You have been reduced to part time employment, earning 2/3 of your current salary
- Your child gets sick and needs to see the doctor
- Bank run! People flock to the bank and the money you had saved is no longer at your disposal.
- You and your spouse welcome a new baby.
- Job available (1). You must provide convincing evidence for why your family should be awarded this job and not an opposing family.
- Your dog rips up the sofa and it needs to be replaced.

These are possible scenarios that the teacher and simulation moderator can interject at any given point. The students will be challenged to respond and overcome some of the many obstacles people of the Great Depression faced. Students will recalculate their budget using the chart above. They will be provided with a model price list of food, supplies, and other expenses in their life. How they allocate their money is up to them but they must remain within budget. Students are encouraged to be creative and find other ways to obtain resources.

The teacher asks the during lesson questions throughout the simulation.

Why is it a good idea to have a budget?
 What is difficult about planning a budget?
 What challenges are you presented with when you do not have enough funds?
 What are possible solutions for balancing a budget?
 Why is it important to find balance in your life and budget?
 What factors must you consider when planning a budget?
 How are your budgets and lifestyle choices related?
 What choices must you consider when you are planning your budget?
 What factors are out of your control when you are planning your budget?
 How does choice hinder growth?
 How does choice influence growth?

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

The teacher will evaluate the students' knowledge based on how they respond to the different scenarios thrown at them. The teacher asks the post-lesson questions before the students engage in an independent writing activity.

How did you effectively or ineffectively balance your budget?
 What is meant by having a balanced budget?
 What obstacles were you faced with when planning and subsequently balancing your budget?
 What factors could you choose to control in your budget?
 What factors could you not control in your budget?
 What responsibilities come with managing money?
 How did you feel when you were in debt?
 How do you think others felt when you were not struggling financially?
 What can you change about your lifestyle?
 What responsibilities come with balancing a budget?
 How does choice hinder growth?
 How does choice influence growth?

Students will also be asked to answer the following questions, independently, as a closing activity.

1. What challenges were you faced with when managing a budget?
2. How will you use this activity when you work to manage a budget in the future?
3. What did you learn about your needs versus your wants?
4. How does choice influence growth?

Resources (in order that they appear) ...

Role Cards
 Sample Price Sheet
 Budget Grid
 Article

Role: Teacher, **Salary:** \$1, 400

Budget Item	Budget Percent	Dollar Amount
Food	30%	
Clothing	15%	
Housing	30%	
Medical Care	4%	
Transportation	10%	
Miscellaneous	6%	
Savings	5%	
Total	100%	\$1,400

Role: Doctor, **Salary:** \$3,100

Budget Item	Budget Percent	Dollar Amount
Food	30%	
Clothing	15%	
Housing	30%	
Medical Care	4%	
Transportation	10%	
Miscellaneous	6%	
Savings	5%	
Total	100%	\$3,100

Role: Railroad Worker, **Salary:** \$2,500

Budget Item	Budget Percent	Dollar Amount
Food	30%	
Clothing	15%	
Housing	30%	
Medical Care	4%	
Transportation	10%	
Miscellaneous	6%	
Savings	5%	
Total	100%	\$2500

Role: Manufacturer, **Salary:** \$1,300

Budget Item	Budget Percent	Dollar Amount
Food	30%	
Clothing	15%	
Housing	30%	
Medical Care	4%	
Transportation	10%	
Miscellaneous	6%	
Savings	5%	
Total	100%	\$1,300

Items (list them)	Food Budget	Miscellaneous Budget	Transportation Budget

Total Monthly Cost			

	Food Budget	Miscellaneous Budget	Transportation Budget
Items (list them)			
Total Monthly Cost			

Article: 5 Big Reasons Budgets Fail

Author: Geoff Williams

Source: <http://money.usnews.com/money/personal-finance/articles/2015/09/11/5-big-reasons-budgets-fail>

1932 - 1933 Price List

Mooreville, Indiana

* All of these prices were taken from issues of the Mooreville (Indiana) Times, 1932-1933.

 Food			
Product	Brand Name	Sold in Units of	Price per Unit
Apples	Jonathans/Baldwins	3 lbs.	\$0.10
Apples	Jonathan/Cooking	5 lbs.	\$0.19
Apple butter		1 lb. jar	\$0.10
Applesauce		2 No. 2 cans	\$0.19
Bacon	Slab	1 lb.	\$0.13
Bacon	Sliced	1/2 lb.	\$0.19
Baking Powder	Crystal Brand	1 lb.	\$0.05
Bananas		1 lb.	\$0.15
Beans	Country Club With Pork	4 No. 2 cans	\$0.25
Beets	Avondale	3 No. 2 cans	\$0.25
Bran Flakes	Kellogg	25 oz.	\$0.10
Bread	Grandmother's Quality	1 lb. loaf	\$0.05
Bread, Sliced		1 lb. Loaf	\$0.08
Brown Sugar		1 lb.	\$0.05
Butter		1 lb.	\$0.24
Cabbage	New Texas	1 lb.	\$0.10
Cabbage		3 lb	\$0.10
Candy Bar	Milky Way	3 bars	\$0.10
Carrots	New Texas	2 bunches	\$0.15
Cauliflower		1 head	\$0.23
Celery	Medium Sized	2 stalks	\$0.15
Cheese		1 lb.	\$0.19
Cherries	Pitted	2 No. 2 cans	\$0.29
Chili	Country Club Con Carne	2 No. 2 cans	\$0.25
Chuck Roast		1 lb.	\$0.10
Chuck Roast	Prime cut	1 lb.	\$0.13
Coffee	Maxwell House	1lb.	\$0.32
Coffee	8 O'clock	1 lb.	\$0.19
Coffee	Del Monte	1 lb.	\$0.30

Coffee	Bokar	1 lb.	\$0.27
Corn	Standard Pack	1 No. 2 can	\$0.05
Corn	Del Monte	3 No. 2 cans	\$0.29
Corn	Butter Kernel	2 No. 2 cans	\$0.29
Corn	Country Club Fancy	2 No. 2 cans	\$0.25
Corn Meal		5 lbs.	\$0.10
Cranberries	Eatmore	2 lbs.	\$0.25
Cream Cheese	Wisconsin Fresh	1 lb.	\$0.15
Eggs		1 dozen	\$0.15
Fish		1 lb.	\$0.19
Flour	Gold Medal	24 lb. Sack	\$0.63
Flour	Sunnyfield Pancake	20 ounce package	\$0.05
Frankfurters		1 lb.	\$0.10
Frankfurters	All Meat	1 lb.	\$0.13
Ginger Snaps		3 lbs.	\$0.25
Grapefruit	Florida	6 grapefruit	\$0.25
Grapefruit	Texas Fancy Seedless	6 grapefruit	\$0.25
Green Beans	Clifton	2 No. 2 cans	\$0.15
Green Onions		3 bunches	\$0.10
Ham		1 lb.	\$0.08
Ham	Fresh Delivered	1 lb.	\$0.15
Hamburger		1 lb.	\$0.10
Hamburger	Fresh Delivered	1 lb.	\$0.15
Hominy	Avondale	2 No. 2 cans	\$0.15
Jell-O		3 packages	\$0.20
Ketchup	Quaker Maid	3 - 14 ounce bottles	\$0.29
Kool-Aid	Kool-Aid, various flavors	1 package	\$0.05
Kraut	Avondale	2 big cans	\$0.15
Lemons		1 dozen	\$0.15
Lettuce	Fancy Iceberg	2 heads	\$0.19
Lettuce	Large	1 head	\$0.10
Lima Beans	Clifton	3 No. 2 cans	\$0.25
Macaroni		6 - 8 ounce pkgs	\$0.25
Milk, Evaporated	White House	3 tall cans	\$0.20
Milk, Regular		1 quart bottle	\$0.25
Navy Beans		10 lbs.	\$0.24
Navy Beans	Best Quality	10 lbs.	\$0.29

Oats	Quick Cook	2 large pkgs	\$0.25
Oats	Economy	3.5 lbs.	\$0.10
Oleo		1 lb.	\$0.10
Onions, Yellow		3 lbs	\$0.17
Oranges	Sunkist California	1 dozen	\$0.29
Oranges	Juicy Florida	2 dozen	\$0.29
Oranges	Florida	1 dozen	\$0.15
Oysters		1 quart	\$0.45
Oysters		1 can	\$0.15
Peaches	Del Monte	3 No. 2 cans	\$0.50
Peanut Brittle		1 lb.	\$0.15
Peanut Butter		2 lbs.	\$0.15
Peanut Butter	Sultana	1 lb. Glass jar	\$0.10
Peas	Country Club	1 No. 2 can	\$0.15
Peas	Standard Pack	3 No. 2 cans	\$0.25
Pineapple	Country Club Sliced	2 No. 2 cans	\$0.25
Pineapple	Large	1 pineapple	\$0.19
Pork Chops		1 lb.	\$0.08
Pork Chops	Fresh Delivered	1lb.	\$0.15
Potatoes		15 lbs.	\$0.15
Preserves	Ann Page Strawberry	16 ounce jar	\$0.15
Prunes	Kroger's Delicious	6 lbs.	\$0.25
Pumpkin	Country Club	2 big cans	\$0.15
Red Beans	Scott County	3 No. 2 cans	\$0.20
Red Beans		1 No. 2 can	\$0.05
Rice		5lbs.	\$0.15
Rice	Blue Rose Fancy	5 lbs.	\$0.19
Roast Beef		1 lbs.	\$0.10
Roast Beef	Fresh Delivered	1 lb.	\$0.15
Salad Dressing	Rajah	1 quart jar	\$0.25
Salmon	Alaska Pink	2 tall cans	\$0.25
Salt	Granulated	1 lb.	\$0.73
Sausage		3 lbs.	\$0.20
Sausage	Fresh Delivered	3 lb.	\$0.25
Soap	Proctor & Gamble	10 bars	\$0.32
Soap	P & G White Naphtha	8 bars	\$0.25
Soap	Super Suds	3 packages	\$0.20

Soap	Palmolive	3 cakes	\$0.20
Soup, Tomato	Campbell's	3 cans	\$0.19
Spaghetti		6 - 8 ounce pkgs	\$0.25
Spaghetti	Encore Cooked	4 cans	\$0.25
Spinach	Country Club	2 No. 2 cans	\$0.25
Spinach	Fresh	1 lb.	\$0.05
Spinach	New Texas	1 lb.	\$0.05
Steak, Loin/Round		1 lb.	\$0.20
Steak, Loin/Round	Fresh Delivered	1 lb.	\$0.25
Strawberries		1 box	\$0.19
Sugar		10 lb. Cloth sack	\$0.47
Sugar	Godchaux Cane	25 lb. Bag	\$1.23
Sweet Potatoes	Avondale	2 No. 2 cans	\$0.25
Swiss Steak		1 lb.	\$0.19
Tea	Bon Marie Herbal	1 package	\$1.00
Tomatoes	Standard Pack	4 tomatoes	\$0.25
Turnips		2 lbs.	\$0.05
Turnips		4 lb.	\$0.10
Vanilla Extract	Imitation	2 - 3 ounce bottles	\$0.15



Cars & Accessories

Product	Brand Name	Sold in Units of	Price per Unit
Cabriolet	Chevrolet	1 new car	\$16.08/month
Coach	Chevrolet	1 new car	\$14.66/month
Coupe	Chevrolet	1 new car	\$14.09/month
Engine, 4-cylinder	Factory rebuilt	1 engine	\$37.50
Engine, V-8	Factory rebuilt	1 engine	\$40.00
Gasoline		1 Gallon	\$0.15
Heater, Installed	Otwell	1 car heater	\$6.95
Lubrication	Complete	1 lubrication	\$0.75
Lubrication	Complete	12 lubrications	\$5.00
Model-T, 1923	Ford	1 used car	\$275.00
Motor Oil		1 quart	\$0.15
Motor Oil		1 gallon	\$0.50
Phaeton	Chevrolet	1 new car	\$14.66/month
Pickup, Half-ton	Ford	1 new pickup	\$12.52/month

Sedan	Chevrolet	1 new car	\$16.08/month
Six	Chevrolet	1 new car	\$13.52/month
Sport Coupe	Chevrolet	1 new car	\$15.23/month
Sport Roadster	Chevrolet	1 new car	\$13.80/month
Super-Six	Essex	1 new car	\$22.06/month
Tires	Goodyear All-weather	Set of 4	\$6.35
Tune-Up	Complete	1 tune-up	\$4.95
V-8 Sedan	Ford	1 new car	\$17.36/month
Wash & Grease		1 wash & 1 grease	\$1.50
Water Heater	Hadees	1 water heater	\$9.95



Entertainment

Product	Brand Name	Sold in Units of	Price per Unit
Basketball	Mooreville H. S.	1 child admission	\$0.15
Basketball	Mooreville H. S.	1 adult admission	\$0.25
Basketball	Mooreville H. S.	1 child season pass	\$0.75
Basketball	Mooreville H. S.	1 adult season pass	\$1.50
Circus, Traveling	In Mooreville	1 admission	\$0.25
Dancing Lessons	Private	1 couple lesson	\$1.00
Dancing Lessons	Private	1 single lesson	\$0.75
Dancing Lessons	Class	1 couple lesson	\$0.50
Dancing Lessons	Class	1 single lesson	\$0.35
Music Lessons	Private	1 lesson	\$0.50
Swimming Pool	Mooreville	1 admission	\$0.10
Theatre	Ritz In Mooreville	1 admission	\$0.10
Theatre	Prewitt In Plainfield	1 child admission	\$0.10
Theatre	Prewitt In Plainfield	1 adult admission	\$0.25



Clothes & Accessories

Product	Brand Name	Sold in Units of	Price per Unit
Bathrobe	Ladies	1 robe	\$4.90
Belt	Men's	1 belt	\$1.00
Boots	Men's	1 pair	\$2.98
Coloring, Hair		1 coloring	\$0.25
Dress	Ladies'	1 dress	\$1.00
Facial	Plain	1 facial	\$0.25

Galoshes	Ladies'	1 pair	\$1.69
Gown	Ladies' Flannel	1 gown	\$0.75
Haircut		1 haircut	\$0.25
Hose	Ladies' Rayon	1 pair	\$0.50
Hose	Ladies' Rayon	3 pair	\$1.00
Hose	Ladies' Silk	1 pair	\$1.50
Jacket	Men's/Boy's	1 jacket	\$1.98
Manicure		1 manicure	\$0.25
Overalls	Men's	1 pair	\$1.50
Overcoat	Men's	1 coat	\$18.50
Permanent		1 permanent	\$3.00
Shampoo		1 shampoo	\$0.25
Shirt	Men's Work	1 shirt	\$0.65
Shirt	Men's Dress	1 shirt	\$1.00
Shoes	Ladies'	1 pair	\$3.50
Socks	Boy's/Girl's	1 pair	\$0.50
Socks	Men's/Ladies'	1 pair	\$0.75
Sweater, wool	Ladies'/girl's	1 sweater	\$1.00
Tie	Men's	1 tie	\$1.00



Furniture & Appliances

Product	Brand Name	Sold in Units of	Price per Unit
Bed & Springs	Used	1 bed	\$3.25
Broom	House	1 broom	\$0.29
Chair	Steamer	1 chair	\$0.95
Chair	Deck	1 chair	\$1.45
Chair	Lawn	1 chair	\$0.95
Curling Iron	Electric	1 curling iron	\$1.10
Dishes	G.E. 16-piece set	1 set	\$0.89
Dresser	Arvin Used	1 dresser	\$3.50
Fan	Electric	1 fan	\$5.00
Heater	American Beauty Electric	1 heater	\$7.75
Heating Pad	NU-TYPE Electric	1 heating pad	\$3.50
Iron	Electric	1 iron	\$8.95
Lamp	Aladdin Mantle	1 lamp	\$2.98
Lamp	Boudoir	1 lamp	\$0.35

Lamp	Table	1 lamp	\$0.75
Light Bulbs	"15,25,40,50,60 Watt"	3 light bulbs	\$0.25
Percolators	Electric	1 percolator	\$3.50
Radio	G.E. Compact	1 radio	\$69.50
Razor	Electric	1 razor	\$2.95
Refrigerator		1 refrigerator	\$99.50
Rocker	Large Solid Oak	1 rocker	\$7.50
Rug Brooder	Used	1 rug	\$8.50
Screen Door		1 door	\$0.98
Sewing Machine	Singer	1 sewing machine	\$23.95
Stove	Monarch	1 stove	\$7.95
Stove	3-Burner Oil	1 stove	\$15
Stove	G.E. Electric	1 stove	\$124.50
Toaster	Hot Point Electric	1 toaster	\$2.50
Vacuum Cleaner	Maytag Electric	1 vacuum	\$30
Waffle Iron	Electric	1 waffle iron	\$6.50
Washer	Electric	1 washer	\$59.50
Washer	Automatic	1 washer	\$67.50



Miscellaneous

Product	Brand Name	Sold in Units of	Price per Unit
Diet Pills	Ju-Van	20 capsules	\$1.00
Doll		1 doll	\$1.95
Evergreen	3-4 ft.	1 tree	\$1.49
Frying Pan		1 pan	\$1.75
Hose, Garden		50 foot hose	\$2.25
Matches	Kitchen	6 boxes	\$0.20
Milk of Magnesia		1 bottle	\$0.57
Polish, Cedar Oil		1 bottle	\$0.10
Postage Stamp	U.S. ground postage	1 stamp	\$0.03
Postcard	U.S. postcard w/ postage	1 postcard	\$0.01
Sled, Snow		1 sled	\$6.95
Toothbrush	West's	1 toothbrush	\$0.50
Toothpaste	West's	1 bottle	\$0.25



Housing

Dwelling	Type	Cost
Tenement Building	2 Bedroom, 1 Bath	\$12.00/month rent
Apartment Building	2 Bedroom, 1 Bath	\$19.00/month rent
House, Bungalow	2 Bedroom, 1 Bath	\$35.00/month mortgage
House, Two-Story	3 Bedroom, 2 Bath	\$45.00/month mortgage

5 Big Reasons Budget Fail

[Making a budget](#) is easy compared to following it. Maybe that's why so few people even bother creating one.

For instance, last year's Consumer Financial Literacy Survey from the National Foundation for Credit Counseling found that 2 out of 5 adults have a budget and keep close track of their spending – meaning 3 out of 5 adults say, "No thanks, not for me." A 2013 Gallup poll made a similar conclusion, finding that 2 out of 3 Americans don't budget. And you probably have your own anecdotal evidence, whether from personal experience or just seeing friends and family struggle, indicating what everyone knows: Budgeting is right up there with dieting, training for a marathon and learning to juggle.

But why is [following a budget so hard](#)? Let's count the ways ...

1. Budgets restrict you. You are a caged bird. You are a country under a dictatorship. You are an overpriced sandwich. In other words, you want to be free. Budgets try to control your spending, and perhaps you don't want to be controlled.

"People struggle following a budget because it is restrictive and time consuming," says Peter Lazaroff, a wealth manager with Plancorp, a wealth management firm in St. Louis. "Traditional budgeting forces you to make every decision as if you live in a spreadsheet. But guess what? You don't live in a spreadsheet."

"The tough part of budgeting is that you just never know what will come up," says Bianca Lee, owner of White Rose Marketing Solutions in New York City. "And something always comes up. The girlfriend's trip to Mexico, a speeding ticket, vet bills for the cats ... It's impossible to plan for everything, and if it were possible, it would make for a super boring existence."

None of this means that it's fruitless to attempt to budget, but clearly, you have to come up with something that works for you, your lifestyle and your income.

2. You lack financial education. It isn't your fault; [blame your school](#). According to the Council for Economic Education's biennial survey, last released in 2014, 17 states currently require that students at public high schools take a personal finance class before graduation, but only six states actually *test* the students on personal finance concepts. Sad as this is, it's a huge improvement on previous years; before the recession, hardly any state mandated personal finance classes in schools. But, still, plenty of children are currently not being taught the basics of personal finance like budgeting, which translates into adults who still don't know how to budget.

Brian Kearney, a public relations specialist in New York City, is brave enough to admit: "I'm a 24-year-old recent college graduate who is pretty awful at staying on any type of budget. Ever since I got my first job at a fast-food restaurant when I was 14, I was bad with money. I was never taught how to budget, and honestly don't even know where to begin in creating one to this day."

One of Kearney's least advisable purchases came when he was 16 years old, and he spent \$250 on a pair of jeans.

"I had a reputation in high school that I was trying to uphold," he says. Kearney now throws his then 16-year-old self under the bus, saying his purchase was "very foolish. That was almost my entire paycheck."

Kearney says he is much more careful now, putting a sum of money from every paycheck into a PayPal account "that I have a debit card for, which is designated as my spending account. The remaining money remains in my bank account, and I make every effort not to touch it."

Still, Kearney admits that for the most part, "My method of budgeting today consists of winging it."

3. You're too emotional. Don't feel bad. Just about everyone is [too emotional to maintain a budget](#). You almost have to reach into a TV series to think of people, albeit fictional ones, who budget well. Think: Spock from "Star Trek," or Sheldon from "The Big Bang Theory."

"Budgets are made with logic. Purchase decisions are made with emotion. We buy things based on how we think they will make us feel. So budgets and spending are incompatible," says a sympathetic Martin Hurlburt, the Salt Lake City co-founder of T.M. Wealth Management, which also has an office in New York City.

That budgeting and spending are incompatible doesn't mean you can't budget successfully, Hurlburt says. But everyone has a unique money personality, he says, and it helps to understand how yours works.

"Without addressing this primary issue, most plans are doomed to fail as soon as they are written. Because they don't address what drives our money choices," Hurlburt says.

4. You don't think enough about the purchases you're making. Many people are guilty of this, obviously, but one area consumers often fall short in is not considering the [time value of money](#), according to Justin Kumar, senior portfolio manager at Arlington Capital Management, a wealth management firm in Arlington Heights, Illinois.

"Let's say you earn \$50,000 on a regular 40-hour per week schedule," Kumar says; that's 2,000 hours a year, and you're earning about \$25 an hour, before taxes, he adds.

"So, for example, if you want to upgrade your smartphone to the next model that costs \$400, that would mean you're spending the equivalent of two full eight-hour work days on that phone," he says. "If more people thought in terms of the labor it takes to earn money, then they would likely be more cognizant of how they spend money since it equates to a time factor."

5. Your budget hasn't yet given you a reason to follow it. Carrie Krawiec is a licensed marriage and family therapist in Troy, Michigan, and while you might wonder what she knows

about budgets, she specializes in helping families troubleshoot problems – and many families have money-related dilemmas.

A lot of the successful budgets she sees have solid reasons for existing. People are trying to budget so that they can [put money aside for a vacation](#), retirement or college. But the budgets that consistently fail are the ones that aren't specific or realistic.

"In many cases people set vague, unreachable goals. When they cannot achieve them or do not see progress happening, they become hopeless and give up or think their efforts do not matter," she says.

In other words, if your budget were a person, would it be the president, or a football coach or maybe the captain of a ship? Or is your budget a shady looking fellow with body odor?

All budgets attempt to be leaders. And if your budget is a good leader, you'll want to follow it.

[Making a budget](#) is easy compared to following it. Maybe that's why so few people even bother creating one.

For instance, last year's Consumer Financial Literacy Survey from the National Foundation for Credit Counseling found that 2 out of 5 adults have a budget and keep close track of their spending – meaning 3 out of 5 adults say, "No thanks, not for me." A 2013 Gallup poll made a similar conclusion, finding that 2 out of 3 Americans don't budget. And you probably have your own anecdotal evidence, whether from personal experience or just seeing friends and family struggle, indicating what everyone knows: Budgeting is right up there with dieting, training for a marathon and learning to juggle.

But why is [following a budget so hard](#)? Let's count the ways ...

1. Budgets restrict you. You are a caged bird. You are a country under a dictatorship. You are an overpriced sandwich. In other words, you want to be free. Budgets try to control your spending, and perhaps you don't want to be controlled.

"People struggle following a budget because it is restrictive and time consuming," says Peter Lazaroff, a wealth manager with Plancorp, a wealth management firm in St. Louis. "Traditional budgeting forces you to make every decision as if you live in a spreadsheet. But guess what? You don't live in a spreadsheet."

"The tough part of budgeting is that you just never know what will come up," says Bianca Lee, owner of White Rose Marketing Solutions in New York City. "And something always comes up. The girlfriend's trip to Mexico, a speeding ticket, vet bills for the cats ... It's impossible to plan for everything, and if it were possible, it would make for a super boring existence."

None of this means that it's fruitless to attempt to budget, but clearly, you have to come up with something that works for you, your lifestyle and your income.

2. You lack financial education. It isn't your fault; [blame your school](#). According to the Council for Economic Education's biennial survey, last released in 2014, 17 states currently require that students at public high schools take a personal finance class before graduation, but only six states actually *test* the students on personal finance concepts. Sad as this is, it's a huge improvement on previous years; before the recession, hardly any state mandated personal finance classes in schools. But, still, plenty of children are currently not being taught the basics of personal finance like budgeting, which translates into adults who still don't know how to budget.

Brian Kearney, a public relations specialist in New York City, is brave enough to admit: "I'm a 24-year-old recent college graduate who is pretty awful at staying on any type of budget. Ever since I got my first job at a fast-food restaurant when I was 14, I was bad with money. I was never taught how to budget, and honestly don't even know where to begin in creating one to this day."

One of Kearney's least advisable purchases came when he was 16 years old, and he spent \$250 on a pair of jeans.

"I had a reputation in high school that I was trying to uphold," he says. Kearney now throws his then 16-year-old self under the bus, saying his purchase was "very foolish. That was almost my entire paycheck."

Kearney says he is much more careful now, putting a sum of money from every paycheck into a PayPal account "that I have a debit card for, which is designated as my spending account. The remaining money remains in my bank account, and I make every effort not to touch it."

Still, Kearney admits that for the most part, "My method of budgeting today consists of winging it."

3. You're too emotional. Don't feel bad. Just about everyone is [too emotional to maintain a budget](#). You almost have to reach into a TV series to think of people, albeit fictional ones, who budget well. Think: Spock from "Star Trek," or Sheldon from "The Big Bang Theory."

"Budgets are made with logic. Purchase decisions are made with emotion. We buy things based on how we think they will make us feel. So budgets and spending are incompatible," says a sympathetic Martin Hurlburt, the Salt Lake City co-founder of T.M. Wealth Management, which also has an office in New York City.

That budgeting and spending are incompatible doesn't mean you can't budget successfully, Hurlburt says. But everyone has a unique money personality, he says, and it helps to understand how yours works.

"Without addressing this primary issue, most plans are doomed to fail as soon as they are written. Because they don't address what drives our money choices," Hurlburt says.

4. You don't think enough about the purchases you're making. Many people are guilty of this, obviously, but one area consumers often fall short in is not considering the [time value of money](#), according to Justin Kumar, senior portfolio manager at Arlington Capital Management, a wealth management firm in Arlington Heights, Illinois.

"Let's say you earn \$50,000 on a regular 40-hour per week schedule," Kumar says; that's 2,000 hours a year, and you're earning about \$25 an hour, before taxes, he adds.

"So, for example, if you want to upgrade your smartphone to the next model that costs \$400, that would mean you're spending the equivalent of two full eight-hour work days on that phone," he says. "If more people thought in terms of the labor it takes to earn money, then they would likely be more cognizant of how they spend money since it equates to a time factor."

5. Your budget hasn't yet given you a reason to follow it. Carrie Krawiec is a licensed marriage and family therapist in Troy, Michigan, and while you might wonder what she knows about budgets, she specializes in helping families troubleshoot problems – and many families have money-related dilemmas.

A lot of the successful budgets she sees have solid reasons for existing. People are trying to budget so that they can [put money aside for a vacation](#), retirement or college. But the budgets that consistently fail are the ones that aren't specific or realistic.

"In many cases people set vague, unreachable goals. When they cannot achieve them or do not see progress happening, they become hopeless and give up or think their efforts do not matter," she says.

In other words, if your budget were a person, would it be the president, or a football coach or maybe the captain of a ship? Or is your budget a shady looking fellow with body odor?

All budgets attempt to be leaders. And if your budget is a good leader, you'll want to follow it.

Economic Experts

Thursday June 22, 2017



**If money
doesn't
grow on
trees,
then why
do banks
have
branches?**

Pre-Lesson Questions

- ▶ The teacher asks the pre-lesson questions.
- ▶ What is a budget?
- ▶ What does a balanced budget look like?
- ▶ What does balance mean?
- ▶ How do you create a budget?
- ▶ How can you grow a budget?
- ▶ What is debt?
- ▶ How do you plan to have choice within a budget?
- ▶ How can you earn money?
- ▶ What expenses do you have in your life?
- ▶ What can you not choose to live without?
- ▶ What can you choose to live without?
- ▶ How does choice hinder growth?
- ▶ How does choice influence growth?

Article - 5 Big Reasons Budgets Fail

- ▶ Why is good to plan a budget?
- ▶ What is challenging about planning a budget?
- ▶ What aspects of your life must you consider to effectively plan a budget?
- ▶ What are things you enjoy in your life that you could not live without?
- ▶ What are things in your life that you could live without if you had to?
- ▶ How are your budget and lifestyle related?
- ▶ Who is responsible when a budget does not balance?

Scenarios

- ▶ Stock market crash in 1930 → you have lost 3 years of your life savings, recalculate your budget
- ▶ Stock market crash in 1932 → you have lost 5 years of your life savings; recalculate your budget
- ▶ Your refrigerator has stopped working and needs to be replaced, how will you come up with the \$99.50 it costs to purchase a new one? Can you get away without purchasing a new one? If you do not purchase a new one what kind of food will you purchase? You can pay \$30 to have it replaced but you will likely have to pay \$99.50 with 1-2 years.
- ▶ Your car needs 4 new tires and an oil change.
- ▶ Your car needs a brand new engine.
- ▶ Your washing machine needs to be replaced.
- ▶ You want to invest in a vacuum cleaner because a cleaner house helps your allergies.
- ▶ You get laid off
- ▶ You don't lose your job but you receive a salary cut in 1932
- ▶ You have been reduced to part time employment, earning 2/3 of your current salary
- ▶ Your child gets sick and needs to see the doctor
- ▶ Bank run! People flock to the bank and the money you had saved is no longer at your disposal.
- ▶ You and your spouse welcome a new baby.
- ▶ Job available (1). You must provide convincing evidence for why your family should be awarded this job and not an opposing family.
- ▶ Your dog rips up the sofa and it needs to be replaced.

Budget

- ▶ How much does the head of your household earn each year?
- ▶ Assuming you can continue saving as much as designated by your budget, how much money will you have saved in ...
 - ▶ 2 years?
 - ▶ 3 years?
 - ▶ 4 years?
 - ▶ 5 years?
 - ▶ 10 years?
- ▶ What is your monthly food budget? (Divide the annual food budget by 12)
- ▶ What is your monthly miscellaneous budget?
- ▶ What is your monthly transportation budget?

	Food Budget	Miscellaneous Budget	Transportation Budget
Items (list them)			
Total Monthly Cost			

During Lesson Questions

- ▶ Why is it a good idea to have a budget?
- ▶ What is difficult about planning a budget?
- ▶ What challenges are you presented with when you do not have enough funds?
- ▶ What are possible solutions for balancing a budget?
- ▶ Why is it important to find balance in your life and budget?
- ▶ What factors must you consider when planning a budget?
- ▶ How are your budgets and lifestyle choices related?
- ▶ What choices must you consider when you are planning your budget?
- ▶ What factors are out of your control when you are planning your budget?
- ▶ How does choice hinder growth?
- ▶ How does choice influence growth?

Post-Lesson Questions

- ▶ How did you effectively or ineffectively balance your budget?
- ▶ What is meant by having a balanced budget?
- ▶ What obstacles were you faced with when planning and subsequently balancing your budget?
- ▶ What factors could you choose to control in your budget?
- ▶ What factors could you not control in your budget?
- ▶ What responsibilities come with managing money?
- ▶ How did you feel when you were in debt?
- ▶ How do you think others felt when you were not struggling financially?
- ▶ What can you change about your lifestyle?
- ▶ What responsibilities come with balancing a budget?
- ▶ How does choice hinder growth?
- ▶ How does choice influence growth?

Closing Activity

- ▶ What challenges were you faced with when managing a budget?
- ▶ How will you use this activity when you work to manage a budget in the future?
- ▶ What did you learn about your needs versus your wants?
- ▶ How does choice influence growth?

Unit Resources

Boucher, H. (2017). *Reminiscence of the Great Depression by a factory worker*. Retrieved from

<https://www.elderweb.com/book/appendix/1930-great-depression/>

Hillestad, K. (2014). *The Great Depression simulation* [Prezi]. Retrieved from

https://prezi.com/ohpf_wx8bezb/the-great-depressionsimulation/?utm_campaign=share&utm_medium=copy

Lee, J. (Writer) (2017). Young entrepreneur: the inventor and investor. [Biz kids] Retrieved from

<http://bizkids.com/episode/saving-and-investing-for-your-future>

Margo Karlin. Great Depression budget plan simulation. Retrieved from

<http://margokarlin.weebly.com/great-depression-budget-plan-simulation.html>

The National Archives. (2014) [Groups of depositors in front of the closed American Union Bank, New York City April 26, 1932]. Black Tuesday: 85 Years Gone By. Retrieved from <https://unwritten-record.blogs.archives.gov/2014/10/29/black-tuesday-85-years-gone-by/>

[Reading Through History]. (2015, November 25). *History brief: daily life in the 1930s* [Video file]. Retrieved from <https://www.youtube.com/watch?v=gkAfjRoINCI>

Williams, G. (2015, September 11). 5 big reasons budgets fail. Retrieved from

<https://money.usnews.com/money/personal-finance/articles/2015/09/11/5-big-reasons-budgets-fail>

(2017). B.K. hosts: saving and investing. [Biz kids]. Retrieved from

<http://bizkids.com/clip/saving-and-investing>