

Building Financial Literacy: Activities for Middle Grades Social Studies



- :: Resources*
- :: Support Documents*
- :: Effective Teaching Strategies*
- :: Alignment with the NC Social Studies Standard Course of Study*



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Introduction To Financial Literacy In The Middle Grades

Financial Literacy legislation states that “Both the standard course of study and the Basic Education Program shall include the requirement that the public schools provide instruction in personal financial literacy for all students during the high school years.” Financial Literacy means an ability to understand macroeconomic issues, such as how a market economy functions, and microeconomic issues, such as how to prepare a personal budget for oneself. These skills are necessities in navigating the world in which we live. They are essential in understanding personal decision-making in one’s monetary future, North Carolina and United States taxation, and comprehending economic differences throughout the world.

The NC Social Studies Standard Course of Study for the Middle Grades incorporates financial literacy in its goals and curriculum. The development and usage of these skills in grades 6-8 provides students with a foundation for success in high school and in all endeavors in life. In grades 6 and 7 students continue their geographic study of the continents of South America, Europe, Africa, Asia, and Australia. In so doing, they also develop the ability to see how people interact with their environment, allocate scarce goods and resources, and better their quality of life. All of these aspects apply economic principles. In studying the creation and development of NC in grade 8, students examine how economic issues have impacted the history of the state. Therefore, developing financial literacy is an integral portion of the middle grades Social Studies curriculum.

These middle grades Financial Literacy lessons are designed to demonstrate to students the role of economic concepts in the daily lives of people throughout the world and over historic time periods. They do not solely focus on the “nuts and bolts” of balancing a checkbook. Instead these lesson plans provide students with real world examples of how government policies, international trade, and technological opportunities have affected the economic conditions of individuals and their communities. Questions that students will address include:

- What are fair wages?
- Should injustice in the past be addressed by financial compensation today?
- How much is personal liberty worth?
- How much should and why should our government tax us?
- How does my consumption of goods and services affect the economies of the world?

By providing a historic emphasis with the application of mathematical skills, students can see the relevance of larger issues and their impact upon individuals.

Special thanks to Oris Jones, Middle School Education in Wake County, for her hard work and diligence in contributing to this document.

Lesson Plans are organized by grade level as follows:

6th Grade: Europe and South America

The first set of lessons may be used individually or as part of an in-depth unit on a comparison of market economies with command economies through the example of Ford Motor Company's experiences in the US and Nazi Germany during World War Two.

Secondly, a review game is provided as a culminating activity for the study of South America, applying student knowledge and skills with questions related to the continent's economic conditions.

7th Grade: Africa, Asia and Australia

These lessons are built upon the application of data concerning the economic conditions found around the globe, enabling students to make comparisons between the countries in these continents, the US, and the world. Follow up activities include the exploration of how items students themselves have purchased affect and are part of global trade.

8th Grade: North Carolina: Creation and Development of the State

The first unit focuses upon the role of taxation in the American Revolution in which students manage their own money and respond to English and NC policies. The second one concerns the ability of an African-American in Antebellum NC to achieve financial success despite the restrictions placed upon free blacks during the time period.

This set of support documents is designed to supplement the current lessons teachers are already utilizing in their classrooms. These activities can be flexibly used by teachers in and of themselves or as complete units. Teachers are encouraged to modify them as needed to meet the needs and interests of their students. They also include additional resources for extensions, links to further information, and effective teaching practices for effective their implementation. If educators have any questions about these lessons, they may contact Lew Nelson at lnelson@dpi.state.nc.us or Mollie Henderson at mhenderson@dpi.state.nc.us.

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Financial Literacy Lesson Plans for 6th Grade



Bombers roll down Willow Run No. 3 assembly line in February of 1943.
<http://info.detnews.com/history/story/index.cfm?id=73&category=locations>
Used in US Ford and Ford Werke AG Lessons



Soviet Prisoners of War as Nazi Forced Laborers
<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005221>
Used in Getting Paid 55-60 Years Later Lessons

Date:		Subject: 6 th Social Studies NCSCOS Goal and Obj.: 5.03 Explain how the allocation of scarce resources requires economic systems to make basic decisions 7.02 Examine causes and analyze effects of historical events (WW2)	Warm-Up/Bell ringer: Notes for students to copy on Capitalist and Command Economies
Materials Needed	Time – Pacing	Link(s) to Prior Learning: Knowledge of World War Two and the Holocaust through a KWL Chart.	Continuous Assessment - tools/strategies
<p>Ford Motor Company versus Ford Werke during World War Two Worksheet;</p> <p>Pictures of World War II B-24 bombers, a Ford plant from the 1930s - 1940s, picture of a Ford automobile from the same time frame.</p>	<p>1 class period of 45 minutes (1st lesson of the unit)</p>	<p>Purpose/Objective of this lesson</p> <ul style="list-style-type: none"> • Students will be able to describe the differences between Mixed and Command Economies. • Students will also be able to explain how the US economy tried to allocate labor and governmental resources. <p>Teacher Input</p> <ul style="list-style-type: none"> • Provide brief background lecture on WWII and/or lead students through a KWL chart on WWII. After obtaining general information, tell students that this lesson/unit will focus on how the Allies and the Nazis manufactured the equipment needed to fight the war. • Show illustrations on an overhead, from their computer by an aver key, or as handouts to be displayed then passed around. <p>Key Questions</p> <ul style="list-style-type: none"> • How do Command and Mixed Economies differ in producing necessities, like military equipment? • What are 2 strengths in the US Market economy that helped it prepare for war? <p>Strategies for Differentiation</p> <ul style="list-style-type: none"> • Illustrations will help visual learners. • Allow students to work with partners. 	<p>Oral questioning; read aloud</p>
		<p>Class Activity:</p> <p>Guided Practice Have students read the article aloud and ask follow up questions such as:</p> <ul style="list-style-type: none"> • define Mixed and Command Economies, 	

		<ul style="list-style-type: none"> • give an example of the government's involvement in • a Mixed Economy, • what are wages, • why did Ford offer higher wages, • which economy would have the government set the price for a truck? Etc. <p>Independent Practice Students work in pairs or by themselves to answer questions 1-6 from worksheet.</p> <p>Summary/Closure Review Ford / Mixed method of raising wages to attract labor; review US Government's role in guiding the US economy towards a war-footing by spending the resource of taxes on military equipment.</p> <p>Homework</p> <ul style="list-style-type: none"> • Finish unanswered questions. • Write 2-3 predictions of how Nazi Germany's Command Economy will try to allocate labor and build military equipment. 	
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Reflection:

Differentiation					Student Engagement					Higher Order Thinking					Transition				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Notes and Comments:

Resources:

The information on Ford Motor Company and Ford Werke came largely from the following sources:

Billstein, Reinhold ... (et al). Working for the Enemy: Ford, General Motors, and Forced Labor in Germany During the Second World War. New York and Oxford, 2000

Ford Motor Company Archives. Research Findings About Ford – Werke Under the Nazi Regime. Dearborn, 2001

Volkswagon. Place of Remembrance of Forced Labor in the Volkswagon Factory, 2000
This work provides excellent illustrations of wartime Germany and is the company's attempt to honor its victims from World War Two.

http://www.religioustolerance.org/holo_apol.htm

This site provides broad coverage of the forced labor issue and contains up to date information on the payments made by the Foundation for “Remembrance, Responsibility, and the Future.” It has additional links to news coverage of the lawsuits and websites that document the forced labor experience.

<http://en.wikipedia.org/wiki/Slavery>

This site covers the history of Nazi slave labor during the Holocaust. Numerous photos are available to illustrate this topic in the classroom.

<http://www.ushmm.org/>

The United States Holocaust Memorial Museum provides excellent resources for all aspects of the Holocaust.

<http://www-rohan.sdsu.edu/~rgibson/naziford.html> Examines Elsa Iwanowa’s lawsuit against Ford Werke in the US Federal Court in New Jersey.

Use <http://info.detnews.com/history/story/index.cfm?id=73&category=locations> or

http://www.michiganhistorymagazine.com/extra/willow_run/willow_run.html

to find background information and a B-24 being made in Ford’s Willow Run plant before and during WW2. Several photos and colorful paintings are available to demonstrate plant and living conditions as well as the B-24 in production and in combat.

An excellent, straight forward family budget lesson plan for 6th grade can be found here:

<http://www.learnnc.org/lessons/BethCarroll7292002117>

Ford Motor Company versus Ford Werke during World War Two

When you think about buying new shoes (a good) or do some babysitting (a service) you are thinking economically. The word **economy** means how money is made through the making and using of products and services. There are three types of economic systems: Capitalist, Market, and Command. A **Capitalist** or **Market System** has no government involvement in what types of goods are made, how these goods are made, or who should make them. Individual people and companies decide what to buy and sell.

The US has a **Capitalist System** but the government plays a substantial role in how people and companies make and spend their money. This means that the United States has a **Mixed Economic System**. Buyers and sellers determine what goods and services should be produced. However, the US Government influences how goods are made by determining requirements for building permits, seat belts in cars, and which waste products are considered pollution.

In a **Command System** a person has very little influence over what goods and services are available. The government decides what resources to use, where goods should be distributed, how much people and companies should be paid, and even what jobs people should have. Nazi Germany was an example of a **Command Economy**.

During World War Two, Germany drafted nearly 20 million men into its armed forces. The United States drafted over 16 million men. With so many men leaving their jobs to fight, companies had a hard time getting workers to replace them. This activity will ask you to compare how Ford Motor Company in Michigan got workers for its factories and how Ford Werke AG in Nazi Germany got workers for its Cologne factory.

Ford Motor Company in Detroit, Michigan

Nazi Germany began World War Two in 1939 and it conquered 13 Western European countries in 1940. The US Government feared that the war would soon directly threaten the American people. As a result, the US Defense Department received a budget of over \$11 Billion to build the factories and weapons needed to defend the US and other countries.

The Ford Motor Company wanted to build an airplane factory near Detroit, Michigan at Willow Run. This plant would manufacture the B-24 Liberator Bomber for the Defense Department. To attract workers, Ford raised its **wages** (the amount of money people are paid for doing their work). Ford offered wages of 95 cents to \$1.60 an hour to work on the B-24. The US government's war office ordered Ford to hire over 12,000 women for Willow Run to do what was considered a "man's job." A Presidential Order also ended discriminating against African-Americans in defense factories as well. Additionally, the US government built dormitories to house thousands of these new workers. Some con artists sold mobile homes in flood plains to unsuspecting workers. Many workers near Willow Run lost homes and their belongings after hard rains in 1941.

By the end of the war over 8,700 B-24s had been built at Willow Run. Over \$30 Billion worth of war making materials had been built by 350,000 Americans in Detroit. Ford and its competitors Chrysler and General Motors built thousands of tanks, trucks, jeeps, planes, and engines that helped to defeat Hitler's Germany.

1) In a mixed economy the government can try to influence companies and people. How did the US government try to get bombers built in 1940?

2) How did the Ford Company try to get people to come work at its new plant?

3) How did allowing people to sell goods like land and housing cause harm to society?

4) List 3-4 choices Americans had in 1940 about where to work and who to work for.

5) Ford raised its wages between 1937 and 1940-45. Complete the calculations and then fill in the chart with how much Ford paid each worker for a 40 hour week.

	55 cents an hour in 1937	95 cents an hour in 1940-45	\$1.60 an hour in 1940-45
40 Hours			

6) Why did Ford double and even triple its wages? Give 2-3 reasons:

7) In a mixed economy, the government has strong powers. List 2 areas where the US Federal government forced Ford to follow policies it believed were necessary but unpopular.

Date:		Subject: 6 th Social Studies NCSCOS Goal and Obj.: 5.03 Explain how the allocation of scarce resources requires economic systems to make basic decisions 7.02 Examine causes and analyze effects of historical events (WW2)	Warm – Up/Bell ringer: Open textbook to page ? and list 2 countries that Nazi Germany annexed in 1938-39 and 3 countries that they conquered between 1939-42.
Materials Needed	Time – Pacing	Link(s) to Prior Learning: Command and Market Economies	Continuous Assessment - tools/strategies
Ford Werke AG in Nazi Germany	1 class period of 45 minutes (2nd lesson of the unit)	<p>Purpose/Objective of this lesson</p> <ul style="list-style-type: none"> Students will be able to compare a Mixed with a Command Economy. Students will be able to explain how the Nazi Command economy allocated labor and governmental resources. <p>Teacher Input</p> <ul style="list-style-type: none"> Discuss the difference in attitude between people who volunteer or choose a job and people who are forced to do the same job. Show the 2 illustrations of German half-tracks on an overhead, from computer by an aver key, or as handouts to be displayed then passed around. <p>Key Questions</p> <ul style="list-style-type: none"> How did the Nazi Command economy obtain the needed workers to make military equipment? Predict what the long term effects of using forced and slave labor will be on the economy. <p>Strategies for Differentiation</p> <ul style="list-style-type: none"> Allow students to work with partners. Utilize visuals. Modify the assignment as needed for students with writing difficulties, especially #10. 	<p>Show an illustration of a B-24 Bomber and ask students to explain who built and why they worked for Ford.</p> <p>See Guided Practice.</p>
		<p>Class Activity:</p> <p>Guided Practice</p> <ul style="list-style-type: none"> Have students read aloud the article and ask follow up questions such as name willing and unwilling groups that worked in Nazi factories, how did the Nazis obtain Ford's assistance in building military equipment, give an example of mistreatment of 	

		<p>workers, why did workers produce goods for the Nazis against their will, etc.</p> <ul style="list-style-type: none"> • Provide example of how to convert Nazi Reich Marks to US Dollars. <p>Independent Practice Students work in pairs or by themselves to answer questions 1-9 from worksheet.</p> <p>Summary/Closure Review Nazi methods of getting forced and slave labor; conduct an oral review of differences between Nazi Command methods and US Market methods.</p> <p>Homework Finish any unanswered questions. Answer #10 – write a ½ page to a page on the differences between Nazi and US efforts to obtain need labor.</p>	
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Reflection:

Differentiation					Student Engagement					Higher Order Thinking					Transition				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Notes and Comments:

Students will be exposed to the wide variety of religious, ethnic, and national groups which suffered under Nazi rule as well as the Jewish people. Students will gain a greater understanding of why groups did not offer greater resistance when coerced into leaving their homes by Nazis.

Resources:

Use your 6th grade textbook to show a map of Nazi expansion between 1939-42.

Use http://www.goforbroke.org/history/history_historical_timeline_1944.asp for an illustration of Japanese-American soldiers passing a Ford built German half-track during the liberation of France in 1944. This can also offer a starting point for discussion or study of why Japanese-Americans fought for the US when the US interred citizens of Japanese ancestry.

Use <http://history.sandiego.edu/cdr2/WW2Pics2/83143a.jpg> for a pencil sketch of one in action, towing equipment.

<http://en.wikipedia.org/wiki/Slavery>

This site covers the history of Nazi slave labor during the Holocaust. Numerous photos are available to illustrate this topic in the classroom.

<http://www.ushmm.org/>

The United States Holocaust memorial Museum provides excellent resources for all aspects of the Holocaust.

Ford Werke AG in Nazi Germany

Hitler's Nazi party came to power in 1933. To keep power, the Nazis' banned political parties, elections, newspapers, and radio stations that did not support them 100%. As a result, Nazi Germany changed from a **Mixed Economy** to a **Command Economy** between 1933-1942. The Nazi Government took control of what was to be produced, who should produce it, how it was to be made, and how much workers should be paid. A good example of this switch is the Ford Motor Company's plant at Cologne, Germany. They seized almost all of the US Corporations in Germany, except for Ford and General Motors during the late 1930s.

The Ford plant in Cologne was called Ford Werke AG. The Nazi Government asked Ford Werke to stop producing passenger cars and to produce trucks for the army in 1938. US Ford agreed to this change. Perhaps Ford agreed to this request, possible order, because the Nazis had changed Germany's tax and business laws. If Ford and GM had tried to sell the factories or resist these requests in the 1930s, they would have been required to invest their money in another German industry.

Germany declared war on the US shortly after the Japanese attack on Pearl Harbor and seized control of Ford Werke. Twenty million German men served in the military and Hitler did not want German women working outside of their homes. To replace the soldiers, Germany began using prisoners of war to work in their factories. In 1940, Ford Werke chose to employ French Prisoners of War. The Nazis did not have enough prisoners to meet their labor needs so they tried to attract foreign workers but they could not get anywhere near the needed number of immigrants. As the war went on, Western European workers were not allowed to leave when their contract ended and their treatment became significantly worse.

The need for workers (labor) became so great that the German army began forcibly rounding up millions of people from Poland and Russia to work on their farms and in their factories. Nazis believed that people from these countries, called Slavs, were genetically inferior to Germans. The Nazis claimed that Slavs belonged to a "sub-human" race and should not marry or have children with Germans. They also deliberately worked Jews to death to solve part of their labor shortage. Between 1943-45, 40% of the Ford Werke work force consisted of these forced foreign workers.

The Nazi Government's command economy controlled how much Germans, Western Europeans, Poles, Russians, and Jews should be paid. They even decided how many calories a day to feed each racial type, what their housing should be like, and how many guards should watch them. Usually 60% of a worker's wages were kept for taxes, food, and housing. While western workers received regular money, Slavs' wages were usually paid in money that only camp stores would accept. To make people work under these conditions, the Germans used the Gestapo. The Gestapo had the power beat, arrest, imprison, and kill people suspected of not working hard enough.

1) Give 3 examples of how Nazi Germany had a Command Economy.

2) Why did Nazis have to use the Gestapo and German Army to meet its labor needs?

3) Nazi Germany's unit of currency was the Reichmark (RM). In 1939 \$1 was equal to 2.5 RMs. How many cents is each RM worth? _____

4) To attract workers from Western Europe, Nazis offered supposedly the same wages as German workers received. A French man or woman working in Ford Werke was paid RM48 for a 48 hour work week in 1940. This worker would lose 60% of his or her wages to taxes, food, and housing. So multiply his weekly wages by 40% to get his "take home" pay.

Pay = RM _____

5) Divide the take home pay in RMs by 2.5 to get these wages in US dollars. French workers earned \$ _____.

6) Subtract this weekly wage from both of the American's earnings in Question #2. How much more does the American get paid? Use the weekly income for someone earning 95 cents an hour and \$1.60 an hour. _____ or _____

7) Labor was a scarce resource during World War Two. Compare how the Nazi Command Economy tried to obtain enough workers with how the American Mixed Economy tried to do the same. Give 2-4 facts to support your comparison. Answer on a separate sheet of paper.

Date:		Subject: 6 th Social Studies NCSCOS Goal and Obj.: 6.01-03 Describe different levels of economic development and impact on standard of living. 7.02 Examine causes and analyze effects of historical events (WW2)	Warm – Up/Bell ringer: Pop quiz: Have students provide an example of how the Command Economy in Nazi Germany obtained labor, how the Market Economy in the US did the same. Finally, provide a description of a forced laborer and a slave laborer.
Materials Needed	Time – Pacing	Link(s) to Prior Learning: Review Market Economy in the US and Nazi race policies.	Continuous Assessment - tools/strategies
US Ford Motor Company and Nazi Germany	1 class period of 45 minutes (3rd lesson of the unit)	<p>Purpose/Objective of this lesson Students will be able to evaluate the reasons how Market Economies permit private companies to earn profits. Students will be able to identify ways that the Nazi Command Economy system obtained Ford's assistance in building military equipment.</p> <p>Teacher Input Lead students through a discussion of making money at the expense of others. Example: would you dump pollution in a nearby community to save costs? Would you have made a profit by transporting foreign workers or building military equipment for Adolf Hitler?</p> <p>Key Questions</p> <ul style="list-style-type: none"> • Why does a Market Economy allow businesses to make their own decisions? • For what reasons would US businesses cooperate with Hitler's Germany? <p>Strategies for Differentiation Allow students to work with partners or discuss as whole class. Modify writing requirement for #11.</p>	Pop Quiz; Should US companies sell equipment or services to Al – Qaeda? Compare Ford's business dealings with the Nazis during WWII with a company today providing internet access to Osama Bin Laden.
		<p>Class Activity:</p> <p>Guided Practice Have students read aloud and discuss their reactions to the first 2-3 questions.</p> <p>Independent Practice Have students complete yes-no questions 3-10</p> <p>Summary/Closure Review questions and ask students to explain them, providing</p>	

		<p>facts to support their opinions.</p> <p>Homework Answer #11 – write a paragraph on why you agree or disagree with Ford's policy of cooperation with Hitler.</p>	
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Reflection:

Differentiation	Student Engagement	Higher Order Thinking	Transition
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Notes and Comments:

General Resources: the previously described sites of
<http://en.wikipedia.org/wiki/Slavery> and <http://www.ushmm.org/>

US Ford Motor Company and Nazi Germany

During the 1930-40s, as today, the United States had a **Mixed Economy** based on **Capitalism**.

Individual people, companies, and corporations decided what goods and services they should buy and sell. The US Government played a role in determining what goods and services were produced and how they were shared based on its taxes, business regulations, and funding of programs. US Corporations like Ford had a tremendous amount of freedom in how they conducted their business.

Here is a brief history of Ford Motor Company's business relations with Nazi Germany. None of these actions violated any American laws. The US Justice Department examined these decisions in 1943 and again in 1945 and found nothing illegal. As you examine each fact, decide who benefited from the action and why the decision was made. By examining these decisions we can get a better understanding of the differences between a **Mixed Economy** and a **Command Economy**.

Circle Yes or No to express your opinion for the following questions.

In 1933, Adolf Hitler became the Chancellor of Germany and almost immediately made all opposing political parties illegal. His **Anti-Semitism** (prejudice against the followers of Judaism) was well known. Laws greatly restricting what Jewish Germans could do were passed. In 1934, the US Ford Motor Company named Eric Diestel as the Manager of the German Ford factory in Cologne. Nazis complained that he was Jewish because he had a Jewish grandparent. Mr. Diestel was not permitted to attend meetings with the Nazis. In 1938, Mr. Diestel was forced to resign by US Ford, at the same time the Nazis were seizing Jewish property and businesses.

- 1) Mr. Diestel worked as Ford's Manager in Ford Werke for 4 years. Was this enough time to show that his forced resignation was not for Anti-Semitic reasons? YES or NO

Between 1933-1938, Ford Werke's business sales increased 400%. In 1938, the Nazis requested that US Ford permit Ford Werke to switch from making passenger cars to making trucks. These trucks would be used by the German military. Many people around the world were afraid that the Nazis might start a war and were disgusted by their treatment of the Jews.

- 2) Would you have authorized the switch from cars to trucks in 1938? YES or NO
- 3) Would you have tried to sell Ford Werke to the Nazi Government or to another car company so that you would not have to do business with them? YES or NO
- 4) Nazi laws prevented you from taking the money from the sale of Ford Werke out of Germany. Would you be willing to invest the money in another business, one that probably will not earn as much for your stockholders? YES or NO

Germany's **exports** (goods sold in other countries) do not pay for Germany's **imports** (goods bought from other countries.) The Nazis tell you that Ford should bring more pig iron (needed for steel) and rubber (needed for tires) into Germany and sell it to German companies. These companies will use it to make military equipment. (OVER)

- 5) Will you cooperate with Nazis and help them get these raw materials? YES or NO
- 6) Do you believe that providing pig iron and rubber to the Nazis will help Ford Werke when cars are made and sold again? YES or NO
- 7) Do you believe that the Nazis will harm Ford Werke and maybe even seize it if you do not cooperate? YES or NO.

In 1938, Henry Ford was given the "Grand Cross of the German Eagle," the highest German award for a foreigner, on his 75th birthday.

- 8) Would you advise him to accept the award? Do you think getting an award from an anti-Semitic dictator who seems likely to go to war is a good idea? YES or NO

In 1938, Nazi Germany invaded Czechoslovakia and used Ford Werke trucks to transport its army. On September 1, 1939 the Nazis invaded Poland. At the end of 1939, Ford Werke was requested to produce armored troop carriers called "half-tracks." US Ford agreed to have Ford Werke make this kind of military vehicle. Before the US entered the war against Germany, Ford Werke had already made nearly 2,000 "half-tracks" that enable infantry soldiers to keep up with tanks in an attack.

- 9) Would you allow your factory to make military equipment for a nation that is invading other countries? YES or NO

The US government asks US Ford to build 6,000 aircraft engines that will be sold to England. England is the only Western European country still fighting against Nazi Germany by August of 1940. US Ford does not agree to do this and is criticized. US Ford eventually allows England's Ford and Canada's Ford to make these engines.

- 10) US Ford rejected building airplane engines for England in 1940. Which one of these reasons may have been the most important to them? You may choose more than one.
 - a) Insufficient profit in the contract, making cars in the US is a better business.
 - b) This may reduce Ford's business in Germany and in Europe after the war.
 - c) The Nazis might completely take Ford Werke away from US Ford.
 - d) This gets US Ford involved in a war it does not want to participate in.

After Pearl Harbor, Nazi Germany declared war on the US and seized control of Ford Werke. The plant made over 40,000 trucks and 10,000 "half-tracks" for the German army. American soldiers were greatly surprised to see Ford trucks carrying supplies for their enemies. American Ford makes 2,700 tanks, 27,000 tank engines, 8,700 Bombers, 282,000 jeeps, 128,000 trucks, 14,000 "half tracks", and tens of thousands of other pieces of necessary military equipment for the US Army.

- 11) Two US Government investigations found that US Ford broke no laws in its dealings with Nazi Germany between 1933-1942. In a **Market Economy**, companies are allowed to choose what products they will make and who they will make them for. Write a paragraph that explains why you agree or disagree with what US Ford did. Use at least 3-5 facts to defend your opinion.

Date:		Subject: 6 th Social Studies NCSCOS Goal and Obj.: 7.02 Examine causes and analyze effects of historical events (WWII) 13.03 Examine the role of foreign owned business in NC / US.	Warm – Up/Bell ringer: Brief notes on the differences between primary and secondary resources. What the strengths and limitations of each type of resource.
Materials Needed	Time – Pacing	Link(s) to Prior Learning: Continued work with Command and Market Economies during WWII.	Continuous Assessment - tools/strategies
Getting Paid 55-60 Years Later handouts The individual accounts (#1-5) and the CNN (#6) handouts.	1st of 2-3 class periods of 45 minutes. It is not necessary to have completed the prior 3 lessons, but they would be helpful.	<p>Purpose/Objective of this lesson Students will understand the differences in treatment received by workers in Nazi Germany during WWII. Students will be able to compare daily life as a German industrial worker and as an American Ford employee.</p> <p>Teacher Input Review the differences between a primary and a secondary sources of information. Review the role played by the US's superior economic production of military equipment in its victory over Nazi Germany in WW2. Orally review the <u>Facts about Being a forced worker</u> ... portion of the handouts</p> <p>Key Questions</p> <ul style="list-style-type: none"> • How did individuals respond to Command Economy forced labor and Mixed Economy inducements? • Should the US government help European survivors collect wages for work during WWII? Explain. <p>Strategies for Differentiation Student groups will assist each other. Differing ability grouped classes can modify presentation requirements. Teacher can arrange group membership to reflect needs and strengths of the class. Illustrations from the links can assist visual learners.</p>	Show images from previous days and have students describe how they were made, what role they played in WW2, etc.
		<p>Class Activity:</p> <p>Guided Practice Review facts about being a forced foreign worker, a Jewish slave laborer in Nazi Germany, and an American employee. Explain that students will connect this background information with an interview of an individual who actually experienced working during WWII. Explain that students will form into groups and that each group will make a presentation on what their person experienced and how much that German</p>	

		<p>companies today should pay the worker for his or her work during the war.</p> <p>Students will roll a die to determine which group they will join. Students will get in groups and read the account of their person's work experience during WWII. Once students are in groups, lead them through 1-2 examples of the graphic organization of their facts.</p> <p>Independent Practice Groups will complete a graphic organizer on the differences between American employees, forced foreign workers, and Jewish slave laborers. Groups will then read their 1st person account and answer the questions that accompany it.</p> <p>Summary/Closure Ask students to compare their individual's experiences with the general conditions in Nazi Germany.</p> <p><i>Homework</i> Finish questions independently and bring in ideas for the group's presentation.</p>	
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Reflection:

Differentiation	Student Engagement	Higher Order Thinking	Transition
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Notes and Comments:

Resources:

<http://en.wikipedia.org/wiki/Slavery>

This site covers the history of Nazi slave labor during the Holocaust. Numerous photos are available to illustrate this topic in the classroom.

<http://www.ushmm.org/>

The United States Holocaust memorial Museum provides excellent resources for all aspects of the Holocaust.

Getting Paid 55-60 Years Later?

How much time has to pass before money matters or crimes should simply be forgotten? Should forty years be enough time to say “let it go” or should all debts be repaid and all crimes solved no matter how long ago they occurred? Should people today have to pay for crimes that were committed long before they were born? Should companies have to pay for decisions that were beyond their control or for harms they inflicted during wars?

These questions are important to aging Jewish and European workers from World War Two. They were required to do jobs in Nazi Germany for little to no wages and lived in horrifying conditions. They lost control of their lives and were terribly mistreated. The Nazis made money from their efforts and waged war against their homelands. Many of the same companies they worked for when Hitler was in charge of Germany still do business in Germany today. Should these companies pay the elderly men and women who worked and suffered because of them some 60 years ago?

Roll a die to determine what point of view you will have.

- 1) A forced foreign worker from Poland who worked in Germany from 1940-1945
- 2) A recruited French person who worked in Germany between 1940-1945.
- 3) A Jewish slave laborer, who worked in Germany between 1944-45.
- 4) An American worker at a General Motors Aircraft factory between 1943-1945.
- 5) A German manager of the chemical manufacturer IG Farben today.
- 6) An American news reporter writing a news show report on Nazi forced labor.

Get into a group with all the other students who rolled the same number that you did. Read aloud the Facts listed below and the quotes from your person on a separate handout. Answer the questions together.

Each group member must be the secretary and write out the answer to at least one question. Finally, prepare a 2 minute presentation to the class about your person’s life during wartime and his or her point of view on paying for the work done during World War Two.

Facts about forced foreign workers / Jewish slave laborers during World War II

Numbers of Forced Foreign Workers

From 1940 – 1945 Nazi Germany forced 8-12 million foreign **civilians** (people not in the military) and prisoners of war to work on their farms and in their factories.

Nazi Success and Defeat During World War Two

Nazi Germany conquered 14 European countries by 1941 and much of the Soviet Union by 1942. From 1943 on, Germany was generally losing the war and German factories were being bombed by the US and English Air Forces (**over**) night and day. By 1944 Germany was clearly retreating. In May, 1945 the Soviets captured Berlin, Hitler committed suicide, and the war in Europe ended.

Nazi Racial Beliefs

The Nazis believed that your race determined your worth as a person. Germans were part of a “Master Race” that deserved to have other peoples’ lands. Nazis wanted German workers to do the skilled labor while the sub-humans would do the unskilled work. Western Europeans were to be treated with respect and paid the same wages as Germans. They did, however, have to wear a number at work. They were allowed to leave their camps at night, even return home for vacation until 1944.

Eastern Europeans or Slavs were considered “sub-human” and treated far more brutally than Western Europeans. They were identified by a number but their clothes also had to have “P” sewn on them to indicate they were from Poland or “OST” to indicate they were from the Russia/the Soviet Union.

The Jewish people of Europe were targeted for extermination by the Nazis. Nazis believed that the Jewish people had created tremendous economic harm to Germany and were trying to ruin the purity of their “master race.” By 1944, Germany’s need for labor was so great that the Nazis brought Jews back into Germany to be worked to death. To make sure Germans could recognize Jewish workers, the Jews were required to wear a yellow Star of David on their clothing. Over 95% of the Jewish Concentration Camp laborers forced to work on German farms or in factories died.

Work Camp Conditions in Nazi Germany

- German camps beside the factories had terrible sanitation (cleanliness/disease) problems.
- Workers often went without heat, baths, nutritious meals, or decent clothes.
- Camps for Eastern Europeans had barbed wire and guards.
- Working too slowly or complaining got any type of worker beaten or sent to a Gestapo camp.
- Gestapo Camps had torture, severe weight loss, and frequent death.

Use the space below to make a graphic organizer with 3 circles that overlap. List 2-3 facts that show how American employees, forced foreign workers, and Jewish slave laborers were treated differently and what aspects of life were similar during WWII.

#1 Inna Kulagina (Forced Russian Worker from 1942-45)

"I finished the ninth grade. ... I began training as a nurse. ... I could not leave Rostov (hometown) because my parents were old. It was reported how the Jews were being exterminated .. and of course some Russians helped the Germans.

These signs announced that everyone had to go to the Labor Agency, to the Germans. ... anyone who tried to hide would be shot ... We were brought to the train station ... the cars were dirty, without food or water, no bathroom. Three weeks on the train, many people died. ... It was a terrible feeling because we were transported like animals. We arrived in Cologne. They thought we had lice so shaved our heads, but we got lice in Germany.

In the mornings we would line up and (German) farmers and people from the factories would come to "buy" us. ... We would get some bread made from sugar beets. And then some kind of soup, who knows what, water with some cabbage swimming in it. It was very bad and we were hungry the whole time. ... We had to wear "OST" sewed on our chests (meaning sub-humans from the east) ... At night we were locked up and some iron bucket would be set up on the floor, that was our toilet. ... Around the camp there was a barbed wire fence, guard posts everywhere, so that we wouldn't run away. ... I processed spark plugs. ... We worked 12 hour shifts. But Elsa (her friend from Rostov) had to do the heavy work. She drilled openings in the motor hood."

#1 Paying Inna

Roughly speaking, Americans earned a \$1 per hour during World War Two. Therefore, an American working in a factory during WW2 probably earned \$2,000 and \$2,500 and paid about \$400 to \$500 in taxes.

\$1 in 1944 equals just under \$10 today.

German currency was called Reichmarks (RM) and 2.5 Reichmarks = \$1 or RM1 = 40 cents.

1. Why did Inna work for the Nazis who had invaded her country?

2. Would you have wanted to work under the conditions that Inna did? YES or NO - Why:

3. A female Russian worker was paid RM .3 to RM .8 per hour for industrial work. What was the most she could earn if she worked 48 hours a week in 1942? _____
What was the least she could earn in 1944 for a 60 hour work week? _____

- 4) The German firm kept 60% of her wages for taxes, food, and housing.
How much did she get to keep each week? Most in 1942: _____
Least in 1944: _____

5) Inna was not paid in RMs but in camp money that could not be spent anywhere else. Does this number and type of money seem reasonable compared to an American factory worker's wages? YES or NO Why:

6) If Inna were suing Nazi Germany for forced labor during the war, how much should she demand for approximately 7,000 hours of work between 1942-44? Show how you came up with this number.

7) Now multiply the amount you believe Inna should be paid for what happened to her by 10 to convert 1944 dollars to today. _____

8) Should Inna be compensated for pain and suffering? If so how much should she demand?
\$ _____

Give 3 reasons to support your demand:

9) How much do you think the German Government and German companies paid Inna?

10) Prepare a presentation to the class which will let them know what Inna's life was like, why she is suing the Nazi's, and what you think she deserved. Compare Inna's life to that of the others using the Facts About Being a Foreign Worker Page.

#2 Yvon Thibaut (French Recruited Worker 1942-45)

"I got a notice from the "Recruitment Office," I was drafted to go to Germany as a forced laborer. They told me there that if I didn't go, my father or brother would have to go in my place. Because I didn't want that, I went to Germany.

I was maltreated (treated badly), and today I still bear the visible signs of it. ... They told me We were paid like the Germans, like the German workers who worked on the assembly line, those who were ranked as assistant workers ... We made good money. ... We could get and send letters, but there was a censor. When my parents got letters they were all marked up in blue ... the letter could still be read, but it was controlled and read, no doubt about that."

"There was also sabotage (deliberately breaking equipment). There were prisoners of war who worked on the machines. Now and then one of them would come to me and say: Do you want to take an hour off? Oh, of course! Good, but don't say anything. And he would take a bit of sand and throw it in the gears of the machine ... and two or three minutes later it went crr, clack! And it was over. And then we would say oh kaput machine (the machine has stopped in German) ... The German Engineers never figured out why my machine wasn't working."

The Russians and Poles couldn't leave the camp so we would switch clothes with them. I would put on the prisoner's clothes and one of them would take mine. Then he could go out and I would stay there. ... The number on the uniform had to be right."

#2 Paying Yvon

Roughly speaking, Americans earned a \$1 per hour during World War Two.

Therefore, an American working in a factory during WW2 probably earned \$2,000 and \$2,500 and paid about \$400 to \$500 in taxes.

\$1 in 1944 equals just under \$10 today. German currency was called Reichmarks (RM) and 2.5 Reichmarks = \$1 or RM1 = 40 cents.

1) Was Yvon a recruited worker? Was it his choice to work for the Nazis? YES or NO - Why:

2) Would you have wanted to work under the same conditions that Yvon did? YES or NO - Why:

3) A skilled French worker was paid RM1 to RM1.7 per hour for industrial work.

What was the most he could earn if he worked 48 hours a week in 1942? _____

What was the least he could earn in 1944 for a 60 hour work week? _____

- 4) The German firm kept 60% of his wages for taxes, food, and housing. How much did he get to keep each week?
Most in 1942: _____
Least in 1944: _____
- 5) Does this number seem reasonable compared to an American factory worker's wages? YES or NO
Why:

- 6) If you were suing Nazi Germany for forced labor during the war, how much would you demand for approximately 7,000 hours of work between 1942-44? Show how you came up with this number.

- 7) Now multiply the amount you believe Yvon should be paid for what happened to him by 10 to convert 1944 dollars to today. _____
- 8) Should Yvon be compensated for pain and suffering? If so how much would you demand?
\$ _____
- Give 3 reasons to support your demand:

- 9) How much do you think the German Government and German companies paid Yvon?

- 10) Prepare a presentation to the class which will let them know what Yvon's life was like, why he is suing the Nazi's, and what you think he deserved. Compare Yvon's life to that of the others using the Facts About Being a Foreign Worker Page.

#3 Mirjam Blits (Sent from the Concentration Camp of Auschwitz to Volkswagon plant in 1944)

“The following day, we had to get up at four o'clock. The others, who had already been working for four months, showed us that there was a large room with washing facilities on the opposite side of the hall... Fixed washbasins with hot and cold water. ... After we had enjoyed the wonderful luxury of being able to wash from head to foot, we had to return to our room. There we had to stand in an absolutely perfect line, one behind the other. Then bread was handed out to us, 450 grams, sliced with a lump of butter and a piece of meat spread. What bliss! ...

... Now, from half past six in the morning till half past six in the evening, in the December cold and without gloves, our group had to salvage pieces of iron from the bombed factory. It was horrible. But I still kept up my optimism. The iron had to be gathered together from piles of rubble ... the war could not last much longer. ...

We spent entire nights in the air raid shelters. We spent hours and hours in the cramped holes, and we always sang. The shelter doors had to remain locked, and there was only a peep-hole for the SS, who now and then had to see that everything was alright. That is why we were able to sing.

Then we cleaned parts of the machine with grease. It was really very simple work, but I still suffered from it as never before. It was night shift. Exhausted and weak from lack of food, I fought with myself not to fall asleep, which could happen because of the monotonous work. I was afraid of the severe punishment if I were caught sleeping.”

#3 Paying Mirjam

Roughly speaking, Americans earned a \$1 per hour during World War Two.

Therefore, an American working in a factory during WW2 probably earned \$2,000 and \$2,500 and paid about \$400 to \$500 in taxes.

\$1 in 1944 equals just under \$10 today. German currency was called Reichmarks (RM) and 2.5 Reichmarks = \$1 or RM1 = 40 cents.

- 1) Why did Mirjam work for the Nazis who were exterminating Jewish people in death camps and had invaded her country?

- 2) Would you have wanted to work under the conditions that Mirjam did? YES or NO - Why:

- 3) Mirjam describes the factory as “bliss” which means happiness in comparison with Auschwitz. Why do you think she said this? What does this tell us about her personality if she can see something positive in these circumstances? Give 3 or more facts to answer these 2 questions.

- 5) If Mirjam were suing Nazi Germany for forced labor during the war, how much should she demand for approximately 400 days of 10-12 hours of work between 1944-45? Show how you came up with this number. _____
- 6) Now multiply the amount you believe Mirjam should be paid for what happened to her by 10 to convert 1944 dollars to today. _____
- 7) Should Mirjam be compensated for pain and suffering? If so how much should she be paid for the agony of what she went through? \$ _____

Give 3 reasons to support your demand:

- 8) How much do you think the German Government and German companies paid Mirjam?

- 9) Prepare a presentation to the class which will let them know what Mirjam's life was like, why she is suing the Nazi's, and what you think she deserved. Compare Mirjam's life to that of the others using the Facts About Being a Foreign Worker Page.

#4 Mary (no last name) working for General Motors from 1940-45

“My name is Mary and I work at General Motors. I'll never forget the first time I saw the inside of the Motors. I'd never seen anything like that before. It was a huge, big room. Everything was so massive. I was 19 years old. I had been working as a sewer for 14 cents an hour. I started at GM at 97 cents an hour sewing cushions for army trucks. That was in 1940. The job could be monotonous. As I did those cushions I kept thinking this will bring my fiancé home quicker. That's the important part. You are there for the war effort. I wake up every day and think I hope he's alright.

I transferred into the aircraft division at GM after I got married in 1943. They won't let you work in the sewing room if you're married. Quite a few women keep their marriages a secret and don't wear their rings at work. Married women are allowed to work in the aircraft division. I'm working on a lathe, burring, polishing and buffing metal parts. We'd talk and share tips about where you could get things like nylon stockings and butter that were rationed. When the supervisor came into the room, we had a code to warn everyone. We had to look busy when he saw us.

Before I got married I was giving my entire pay packet to my father. He would give me back money for clothes and other things I needed. My family really needed the money because my Dad is sick and can't work. We had to pay the doctor's bills and the hospital bills for his operation. I'm still helping out and my younger sister has started working at the Motors. Luckily, my parents have a big Victory Garden and they grow most of the food they need for the family.

Things are very different in the aircraft division. We all wear blue coveralls. Working here is dirty and often physically hard. Management makes us wear bandanas because they say that the machines could scalp us. None of us is too happy about wearing them. I work with men now. In the sewing room, we hardly saw a man except for our supervisor. The fellows I work with are mostly all right. Some of them gave me a hard time while I was learning to operate the lathe, but now they leave me alone. The job is a lot more interesting and I like working with tools.”

#4 Mary's Choices

Roughly speaking, Mary earned \$1 per hour during World War Two.

Therefore, an American working in a factory during WW2 probably earned \$2,000 and \$2,500 and paid about \$400 to \$500 in taxes.

\$1 in 1944 equals just under \$10 today. German currency was called Reichmarks (RM) and 2.5 Reichmarks = \$1 or RM1 = 40 cents

- 1) America had a **Mixed Economy** during World War Two. Brainstorm 3 or more choices Mary had in working.

- 2) In pure **Capitalism**, the government does not try to influence what goods are made and what services are provided. If America had pure **Capitalism** in 1940 the US Department of Defense would not have ordered Ford, General Motors, etc. to hire women to work in their factories. Why did the US government order this? Give 2-3 reasons in your answer.

- 3) President Franklin Delano Roosevelt ordered the US defense industries, like Ford and General Motors, to hire African-American workers. Compare how the US handled race with how Nazi Germany dealt with race.

- 4) Do you think Mary was a productive worker? YES or NO: Provide 3 reasons

- 5) Use the Facts page to compare working in Nazi Germany with working in the US during World War Two. Are there any similarities? List 3 differences.

- 6) Examine the Facts page and your answer in question 5. Which country is more likely to educate all of its citizens and offer the highest standard of living?

- 7) Prepare a presentation to the class which will let them know what Mary's life was like and why she is not suing Ford Motor Corporation. Compare Mary's life to that of the others using the Facts About Being a Foreign Worker Page.

#5 Carl Krauch: Deputy Director of Ford Werke during the war and a lawyer for the chemical manufacturer IG Farben after the war.

He made the first statement. The remaining statements come from other German company representatives between the 1950s-1990s.

- A) "I do not accept the claim that an unusual number of KZ camp prisoners (Jewish slave laborers) who were employed by industry therefore died. (German records actually showed that 95% died) On the contrary, the people were happy when they got into industrial companies because they received reasonable care and a chance to survive, which was not granted to them in the KZ extermination camps, as is well known."
 - B) "There is no profit in working someone to death. Perhaps this was an attempt to save these people, so they could be kept working longer." From the German company Siemens, which manufactures chemicals in the US today.
(Profit means the amount of money a company makes after all of its expenses are subtracted. For example, a cd selling for \$10 and costing \$6 to make and sell creates a \$4 profit.)
 - C) "In a giant corporation – I think Krupp (ammunition maker) employed a half-million people – it can't be avoided, especially given the language difficulties and the stress of war, and the bombing, that a supervisor or a foreman may sometimes resort to blows (hit a worker)."
 - D) "I think the time for feelings of guilt and pangs of conscience, it's time to forget all that, now finally."
 - E) "Forced labor in the Third Reich (official name for Nazi Germany): Volkswagon intends to do justice to a historic obligation through public education and charity. No legal possibility for individual workers is possible. The legal successor to the Third Reich is the German Government. Under the laws that apply now, compensation claims (being paid for work during World War Two) can only be paid by the German Government."
- 1) Use the Facts About Foreign Workers page to give 3 reasons (wages, work conditions, etc) why Jewish slave laborers would not be "happy" in working for IG Farben during World War Two as statement A claims:

- 2) Read statement B then explain how working a Jewish slave laborer to death met Nazi Racial goals.

Roughly speaking, Americans earned a \$1 per hour during World War Two. Therefore, Americans working in factories during WWII probably earned between \$2,000 and \$2,500 and paid \$400 to \$500 in taxes. \$1 in 1944 equals just under \$10 today. German currency was called Reichmarks (RM) and 2.5 Reichmarks = \$1 or RM1 = 40 cents.

3) Jewish slave labor was unpaid in 1944-45. Jewish laborers were usually required to work a 10 hour day for 6 Reich Marks (RM). Convert RM6 to dollars: _____
 Subtract this amount from the \$10 that an American worker would be paid: _____
 Does this amount represent a substantial daily **profit**? _____

4) In statement C the spokesman from Krupps says that only a little bit of abuse happened in their factory. Use the Facts page to explain why this is grossly inaccurate. Give 3 reasons.

5) Statement D says that 54 years is long enough for German companies to stop feeling guilty about forced foreign workers and the Jewish Holocaust. If this company has not paid their WWII workers, should they be allowed to forget about them? Give 3 reasons to support your answer.

6) Read statement E and decide if the spokesman is correct. Should compensation money come from the German government, the German companies, both, or none of them? Give 2 reasons to support your conclusion.

7) Write down what you think each group paid to the forced workers and Jewish laborers. You can write zero as your group's estimate.

	Forced Foreign Workers	Jewish Slave Laborers
German Government		
German Companies		
Total Amount Paid (if any)		

#6 You are a Television News Reporting Team for CNN preparing a story.

Each of you should read one of the 5 different handouts or the Facts page and take 2-3 notes on what the most important points in each are. Each group member then shares their facts with the group.

Everyone will help prepare a TV presentation on the "Getting Paid after 54 Years" story. Three group members will put on a television news report for the class.

#1 should briefly explain what working for the Nazis was like.

#2 should briefly explain the difference between America's Mixed Economy and the Nazi's Command Economy.

#3 should tell the class how the issue was finally settled in 1999.

The facts for #3 to announce to the class.

The German Government today is a democracy and Germany has had a **Mixed Economy** since the end of World War Two. The German Government announces that it is creating the German Foundation for "Remembrance, Responsibility, and the Future."

The German Government will contribute 5 billion Deutsch Marks (about \$4.6 billion) to the fund. German companies will contribute another 5 billion Deutsch Marks.

German companies set up this fund partly because their businesses operating in the US faced damaging law suits. In exchange for setting up the fund, the US Government agreed not support any law suits against German companies by forced foreign workers or slave laborers.

In 1995, 11 US citizens were awarded \$2.1 million each for being forced foreign workers.

Inna and Yvon will be awarded approximately \$2,200 for their time as forced foreign laborers in Nazi Germany.

Mirjam will receive \$7,000 for surviving the inhumane work conditions of being a Jewish slave laborer in Nazi Germany.

Date:		Subject: 6 th Social Studies NCSCOS Goal and Obj.: 7.02 Examine causes and analyze effects of historical events (WWII) 13.03 Examine the role of foreign owned business in NC / US.	Warm – Up/Bell ringer: Ask students to write down 2 ways the Nazi linked economic policies with their racial beliefs.
Materials Needed	Time – Pacing	Link(s) to Prior Learning: Continued work with Command and Market Economies during WWII.	Continuous Assessment - tools/strategies
Getting Paid 55-60 Years Later handouts The individual accounts (#1-5) and the CNN (#6) handouts.	2nd of 2-3 class periods of 45 minutes	<p>Purpose/Objective of this lesson Students will understand the how Nazi racial and religious policies affected worker treatment during WWII. Students will be able to compare daily life as a German industrial worker and as an American.</p> <p>Teacher Input Teacher will work with each group, checking for understanding and how each group will present its material.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • Explain why the type of economy the worker lived in affected his/her experiences. • Explain how Nazi racial ideology, enforced by its Command Economy, affected the experiences of its workers. <p>Strategies for Differentiation Students work in groups and assist one another. Students can participate in preparing for or leading the presentation, creating artwork, etc.</p>	Show images from previous days and have students describe how they were made, what role they played in WWII, etc.
		<p>Class Activity:</p> <p>Guided Practice Teacher will provide examples of a factually strong, well expressed presentation. Students can brainstorm additional ideas. Continue to monitor progress of the groups.</p> <p>Independent Practice</p> <ul style="list-style-type: none"> • Students will finish their group's presentation. • Students will evaluate the 1st presentation. • Groups/s will begin their presentations. <p>Summary/Closure</p>	

		<p>Review elements of a strong presentation for the groups that have not yet presented.</p> <p>Homework</p> <p>Finish presentation roles; brainstorm 2-3 reasons why the descendants of Native Americans and African-American should or should not receive similar financial compensation.</p>	
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Reflection:

Differentiation	Student Engagement	Higher Order Thinking	Transition
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Notes and Comments:

Resources:

Date:		Subject: 6 th Social Studies NCSCOS Goal and Obj.: 7.02 Examine causes and analyze effects of historical events (WW2) 13.03 Examine the role of foreign owned business in NC / US. 9.01 Describe contemporary political, economic, ... issues and their impact on the community.	Warm – Up/Bell ringer: Review what makes for an effective presentation.
Materials Needed	Time – Pacing	Link(s) to Prior Learning: Continued work with Command and Market Economies during WW2.	Continuous Assessment - tools/strategies
Getting Paid 55-60 Years Later handouts The individual accounts (#1-5) and the CNN (#6) handouts.	3rd class period of 45 minutes	Purpose/Objective of this lesson Students will understand the differences in treatment received by workers in Nazi Germany during WW2. Students will be able to compare daily life as a German industrial worker and as an American. Teacher Input Teacher will question each group after its presentation and ask follow up questions to the class as to whether or not justice was served fairly by the payments made to the different types of workers. Teacher should have the whole class discuss the actual payments made to American and European workers in Nazi Germany. Finally, time permitting, help guide the discussion of reparations for the descendants of Native Americans or African-American slaves in the US. Key Questions <ul style="list-style-type: none"> • Did the amount of money paid to Nazi victims solve the past injustices? If these financial payments did not, what would? • (Time permitting) Why the US Government should or should not pay reparations to Native Americans for seized lands and African-American slaves for their labor, pain, and suffering. Strategies for Differentiation Groups will assist each other; members will play different roles in preparing the presentation and in presenting it.	Have students evaluate the presentations of the other groups and provide feedback on this unit.

	<p>Class Activity:</p> <p>Guided Practice Review what makes for an effective presentation and have students rate each group's efforts.</p> <p>Independent Practice</p> <ul style="list-style-type: none"> • Have students respond to the differing amount of money paid to forced foreign laborers, forced US laborers, and Jewish slave labor. Why are the amounts different? Do they agree or disagree and why? • Time permitting have students list their reasons for or against payments made to the descendants of Indians and slaves. Brainstorm non-financial methods as well. <p>Summary/Closure Good citizens are required in all types of economies and societies.</p> <p>Homework None or needed preparation for the next unit.</p>	
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Reflection:

Differentiation	Student Engagement	Higher Order Thinking	Transition
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Notes and Comments:

Resources:

Date:		Subject: 6 th Social Studies NCSCOS Goal and Obj.: Goals 4,5,6,7,11,13	Warm – Up/Bell ringer: Game rules for students to read while teacher discusses them.
Materials Needed	Time – Pacing	Link(s) to Prior Learning: This activity is a review of the major economic and, to a lesser extent, geographic objectives concerning the continent of South America.	Continuous Assessment - tools/strategies
Rules, maps, and questions for 7-8 concurrent games.	1-2 games in 40 minute class, followed by teacher led review	<p>Purpose/Objective of this lesson Review geographic, political, and cultural aspects of South America with an emphasis on how they are affected by economic factors.</p> <p>Teacher Input Teacher will have students prepared for this culminating or review activity. Teacher may want to modify questions to reflect content and activities that have been emphasized in class.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • How have the political, geographic, and cultural aspects of the region affected economic growth? • What are the primary economic and geographic factors that determine the quality of life in the 13 South American countries? <p>Strategies for Differentiation Have students work in pairs, allow them to use notes, modify the questions to better permit student success.</p>	See game questions
		<p>Class Activity:</p> <p>Guided Practice Review game rules and expectations for behavior. Have students pick partners and set up 4-5 games. Teacher resolves any disputes that the umpire requests assistance on.</p> <p>Independent Practice Students play, using their notes to assist in understanding and recall if needed.</p> <p>Summary/Closure Teacher leads whole class review, discusses any questions or comments that arise. Have students assess their preparedness, do they know the material and understand the concepts or is additional re-teaching needed?</p>	

		<p>Homework Study for test or enjoy a well deserved break and prepare for Europe.</p>	
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Reflection:

Differentiation					Student Engagement					Higher Order Thinking					Transition				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Notes and Comments:

Resources:

For comprehensive, additional resources for teaching grades 4-7 Social Studies, including South America: <http://www.chass.ncsu.edu/livinginourworld/resourcecenter.htm>

Financial literacy: South American Review Game with an Emphasis on its Economy

Game Board: Take an unlabeled political map of South America and divide it into 20 numbered spaces. Label the Northwest corner of the map start and finish, dividing Columbia into spaces #1 and #20. You can modify the number of spaces to lengthen or shorten the amount of time required to complete the game.

Objective: Be the first team to cover all 20 spaces.

Participants: 3-4 teams of two for each map/board. Allow each team to have their notebooks. Have one person be the umpire who will read the questions and verify the answers. Time permitting, have a second person be the umpire for the next game.

Turns: If a team answers a question correctly, they advance 2 spaces, only 1 if they must consult their notes. Allow no more than one minute to find answers in notes or solve the problem. There is no penalty for missing the question.

Some Questions will allow the team to advance to a geographic location, capital, or a country if they can identify the space where the noted location can be found on the board without using their notes. If they cannot correctly identify the space, they should move back one space. They may choose not to move to that space if they have already passed it.

Winning teams could be rewarded with candy, test points, homework pass, etc.

The Questions: Included are 48 questions that review the political, geographic, and cultural aspects of the countries of South America with an economic emphasis. Questions can be read straight from the sheets, with the answers in bold, or cut into separate strips to ensure variety in the order they are asked. Please feel free to modify any of these questions or to incorporate any of your own to reflect the wide variety of resources you have used to teach this material.

People move within countries and immigrate to foreign countries for increased economic opportunity or to escape poverty, war, and or persecution. The campesinos of this country are fleeing the rebellions, the “drug wars” of the countryside, or to obtain better jobs in urban areas. Which country are they moving within?

Columbia

Move ahead to the space with Suriname in it.

Trade along this river is less than you might expect, given its size and length of over 4000 miles. Name the river:

Amazon

Move ahead to the country which has its capital in Montevideo.

This country has the highest standard of living in South America, with a per capita income of \$12,460. Its chief exports include: cars, chemicals, oil, beef, textiles, and minerals like uranium. Which country is it?

Argentina

Move to Rio de la Plata.

Brazil's economy today is based on manufacturing, cash crops, the service industries, and exporting minerals. Does this mean that Brazil has a diversified economy or a specialized economy?

Diversified

Move ahead to Tierra del Feugo

The Columbian Exchange brought different crops and livestock to South America and Europe. Give 1 example for each blank in the following statement. Europe introduced _____ to South America while South American resources that were taken back to Europe included _____?

1st blank: Sugar, cattle, horses, etc

2nd blank: potato, tobacco, cotton, corn, cacao, tomatoes, etc

Europeans introduced _____ to South America which killed millions of Native Americans in the 1500s and 1600s.

Diseases such as small pox and measles.

Explain why over 3 million Africans brought to Brazil?

To be used as slave labor to raise the cash crops of sugar and tobacco and mine precious metals.

The Patagonia region of Argentina gets only a small amount of rainfall: which economic activity would you most likely find there?

A) Raising sugar B) herding sheep C) raising grains D) large cities

Herding

Which Brazilian city has over 16 million inhabitants manufacturing vehicles, machinery, electricity, and steel?

Sao Paulo

Move to the Straits of Magellan.

Venezuela's budget for 2005 was 69.3 trillion bolivars. If 2,150 bolivars equal \$1, convert the 69.3 trillion budget into dollars. Round your answer off to the nearest billion. (Hint: a trillion has 9 zeroes)

\$32 Billion

A mild climate with plentiful rainfall leads to which human activity?

A) Mining, B) manufacturing, C) cash crops, D) subsistence farming

Cash Crops

You more likely to find large concentrations of people in Argentina near the:

A) Rio de la Plata, B) Andes, C) Patagonia, D) Rainforest?

Rio de la Plata

Give an example of how European immigrants have changed the culture of Argentina:

Italian words, Catholic religion, architecture, Buenos Aires' wide streets, etc

Venezuela's hydroelectric power comes from which source:

Nuclear, Orinoco River, Amazon River, oil

Orinoco River

Move to the space which has the country with 2 capitals (Bolivia).

Which country is the world's largest exporter of coffee, over 2 billion pounds a year?

Brazil

While most of the world's economies benefited from the drop in oil prices in the 1990s, what country lost a great deal of its income and had to reduce its spending programs for the poor and the unemployed?

Venezuela

Move to the space which has the southern portion of the Andes Mountains in it.

England, Spain, and Portugal transported approximately 6 million slaves to South America. However, when England took over this small country, it abolished slavery and began paying people from India to immigrate here to raise cash crops. Which country is this?

Guyana

Move to the space that has the country which controls the Galapagos Islands.

People from India and Indonesia immigrated to this Dutch colony in South America to raise the cash crops of sugar, cotton, and tobacco. What 3 major religions are practiced in Suriname because of the need for labor?

Christianity, Islam, Hinduism

Both Peru and Ecuador have a small percentage of their population that list themselves as being of African descent. What part of the history for these two countries is different from that of Brazil and the USA that explains such a small number of people of African ancestry?

Slavery

Move to the space that has the port city of Manaus on the Amazon River.

Which nation produces television soap operas for over 60 other countries in Portuguese, and Spanish as well?

Brazil

The Spanish conquered most of South America in the 1500s. As a result, Spanish is the main language and Catholicism is the main religion. Name the man who became the main leader for political independence from Spain in Venezuela and the neighboring countries?

Simon Bolivar

Move to the space which has Machu Picchu.

Which of the following best describes the small number of people of African ancestry in Uruguay?

- A) Few slaves because of the emphasis on raising livestock
- B) Nearly all died of European diseases
- C) They emigrated to Brazil and Argentina
- D) They have a very large population of people with African ancestry

Few slaves because of the emphasis on raising livestock

Move to the space that has the Pampas region in it.

Utilizing natural resources is key part of any country's economy. What country uses the Parana River and the Itaipu Dam to generate 99% of its energy needs through hydroelectric power?

Paraguay

Move to the space with Lake Titicaca.

Why would the Galapagos Islands be considered a financial resource if there is no industry there, little if any agriculture and severely restrictive laws on most forms of transportation?

Tourism

Economic incentives lead many farmers in this country to raise the illegal leaves of this plant because they are worth more than other cash crops. Which country is struggling to control the export of cocaine to the US?

Columbia

During the 1990s Brazil experienced inflation at a rate of 7000% a year. How much would a \$500 mortgage payment on a house cost the next year if it increased 7000%?

\$35,000

As people from Europe voluntarily moved to South America and Africans involuntarily were transported there, they formed families with the existing Native Americans. People who have ancestry from more than one group are called: *campesinos*, *mestizos*, *cordilleras*, or *caudillos*?

Mestizos

Although the countries of South America have experienced many types of governments, they have consistently had market economies in the twentieth – twenty-first centuries. Which is a definition of a market economy?

- A) The government sets all of the rules on how goods and services will be distributed.
- B) The government plays no role in the distribution of goods and services.
- C) People and companies determine how goods and services are distributed with some input from the government
- D) The government and a few companies decide how nearly all the resources and services will be distributed.

Answer is C

Many farmers in South America raise cash crops for export, but many more grow only enough to meet the needs of their own families. This is known as what type of farming?

A) Subsistence, B) commercial, C) sharecropping, or D) subsidized

Subsistence

To maximize profits, Portuguese settlers overworked Native Americans, growing tobacco and sugarcane. This led to the introduction of African slavery in which country in the 1500s?

Brazil

Peru has a literacy rate of 94% but 33% of its people live on the equivalent of \$2 a day. Provide one reason why this high concentration of people living in the capital city of Lima contributes to both of these statistics?

Providing educational services in the city may be easier than in the rural areas, there may not be enough need for labor to fully employ all of the city's residents. Jobs are often in tourism, mining, fishing, and agriculture but may not pay well.

The ability to transport goods greatly strengthens a region's economy. Which Native American empire in the 1400s constructed stone roads and suspension bridges over 2,500 miles, from northern Ecuador to central Chile?

Incan

The geography of this nation varies greatly (mountains, steppe, desert, humid subtropical, etc) which led to differing economic activities. As a result, this country has 23 provincial governments and a federal district, but a much stronger national government. Name the country: _____

Argentina

Bolivia and Ecuador have high rates of poverty. In Bolivia, 34% of the people live on \$2 a day while in Ecuador 41% live on this small amount. Use your notes to give two reasons why income is so low for so many people in these countries. No Penalty for using your notes.

Inequitable distribution of income, undeveloped road/ transportation networks, traditional ways of life, political violence and dictatorships, etc

Cowboys raising cattle plays a large role in Argentina's economy, just as it has in US history. What are Argentina's Cowboys called?

- A) gauchos
- B) estancias
- C) favelas
- D) selvas?

Gauchos

Why would a drought be particularly harmful to Ecuador's economy?

Reliance on agricultural exports

An inter-regional highway and natural gas pipelines will greatly assist this landlocked country obtain imports and export goods more cheaply. Which country in South America hopes to increase trade with Peru and Brazil through these two developments?

Bolivia

Why does nearly 80% of Chile's land have such a low population density?

Andes Mountains are sparsely inhabited.

Chile exports livestock, agriculture, and minerals and has a strong services sector in its economy through its banking and tourism industries. Which one of these numbers best reflects the per capita income for the people of Chile?

\$1,420 \$3,690 \$10,500 \$39,710

\$10,500; answers reflect the GNI PPI for Chad, Ecuador, Chile, and the US respectively.

Give two reasons why Spanish explorers and soldiers came to South America?

They came in search of gold and silver, to find a trade route to Asia, to profit from mining and agricultural production.

Spain and Portugal conquered and governed most of South America between the 1500s and the early to mid-1800s. As a result, these countries generally determined what crops were grown, who mined minerals, and what was imported. Give an example of 2 crops and 2 minerals exported from South America to Europe.

Cotton, sugar, tobacco, cacao, coffee, bananas, gold, silver, copper, etc.

The south of Brazil exports coffee and oranges along which river that flows through Uruguay and Argentina to the Rio de la Plata?

Parana River

The people of Venezuela have a life expectancy of 70 years for men and 77 years for women. This is only slightly below the US life expectancy of 74 for men and 80 for women. What economic and health reasons might explain the similar rates even though the per capita income in the US is nearly 6 times as much (\$39,000 in the US and \$5,760 in Venezuela)

Answers can include strong health care provided by the government, enough doctors to serve the population, nutritious diets, sanitary conditions, etc.

Geographic proximity (what is nearby) plays a key role in imports and exports. Which two countries' economies are heavily influenced by trade with Argentina and Brazil?

Uruguay and Paraguay

Coffee was first grown in Arabia or Ethiopia but brought to South America by European immigrants as part of the Columbian Exchange. Which country is the second largest exporter of coffee, nearly 2 billion pounds annually, and has ports on both the Caribbean Sea and the Pacific Ocean.

Columbia

Listed below are two pairs of exports. Identify the most profitable one in each pair:

Wood or a wooden bureau tobacco or cigarettes

wooden bureau

cigarettes

How does the altiplano affect immigration to Bolivia?

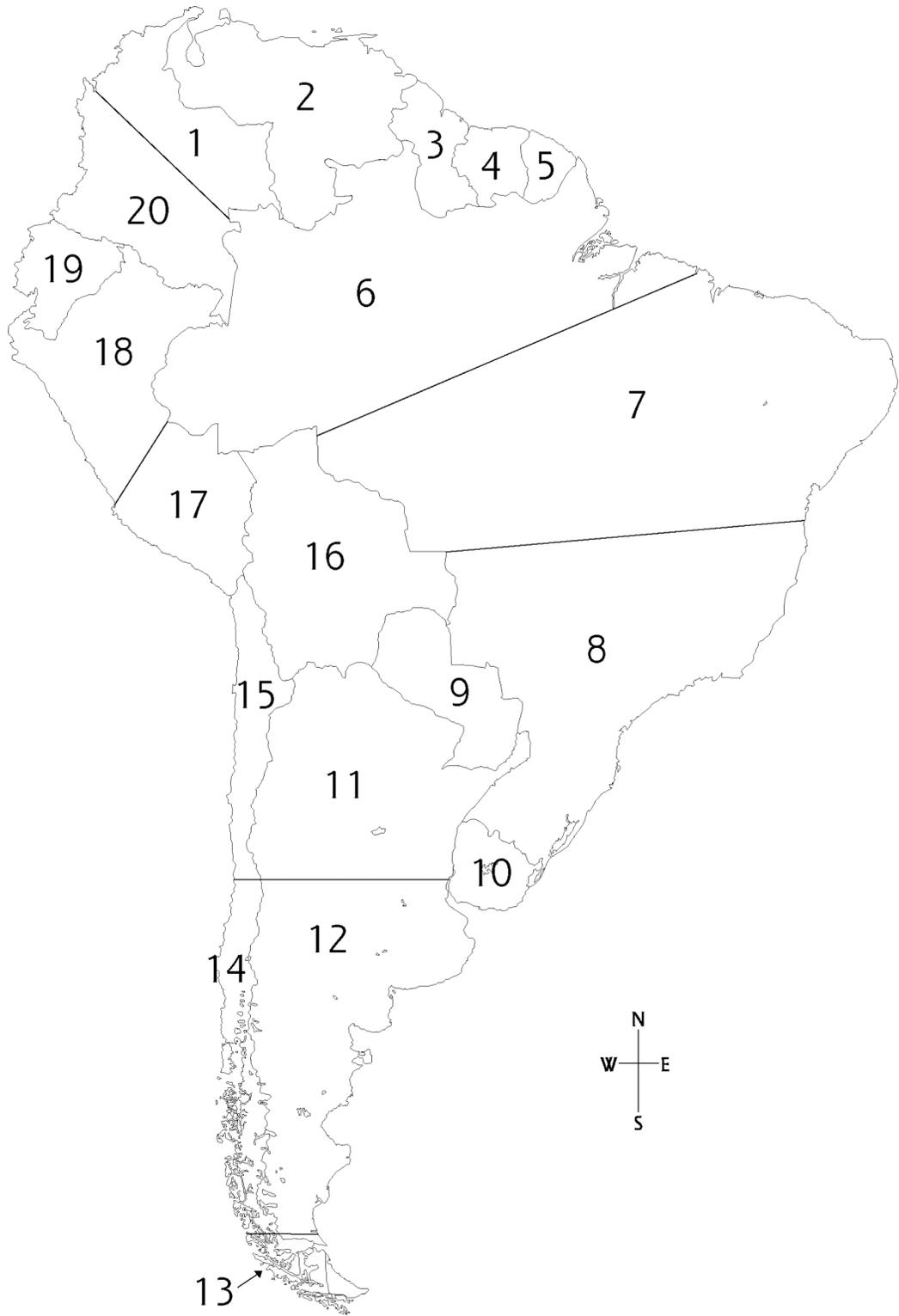
The high altitude of the altiplano probably discourages immigration to Bolivia because of the adjustment to oxygen levels and the colder temperatures. Bolivia's economic conditions also may discourage immigration.

Move to the space that has the country of Paraguay.

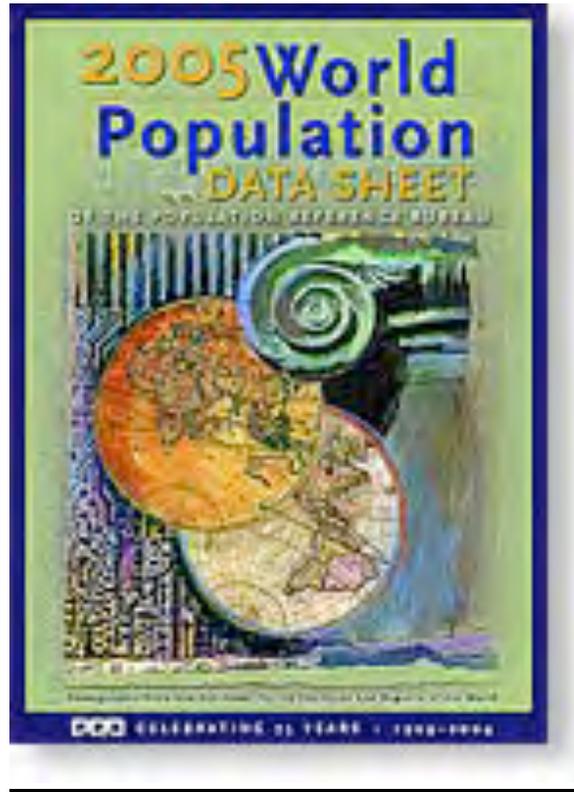
To provide more jobs and exploit natural resources, Brazil and neighboring countries are economically developing the rain forest of the Amazon River basin. Name 2 problems that accompany this growth.

Answers can include: deforestation, soil exhaustion, over grazing, extinction wildlife species, disruption of Native villages, etc.

South America



Financial Literacy Lesson Plans for 7th Grade



<http://www.prb.org/Template.cfm?Section=PRB&template=/ContentManagement/ContentDisplay.cfm&ContentID=12978>

Used in all of the 7th Grade Lessons

Date:		Subject: 7 th Grade Africa, Asia and Australia NCSCOS Goal and Obj.: Goal 4 Objectives 4.01 – 4.02 Goal 13 Objective 13.03	Warm – Up/Bell ringer: Copy the following terms into notes: birth rate, death rate, rate of natural increase, infant mortality rate, life expectancy at birth, and percent urban.
Materials Needed	Time – Pacing	Link(s) to Prior Learning: Math and Geography	Continuous Assessment - tools/strategies
<p>Class set of 2005 World Population Data Sheet of the Population Reference Bureau</p> <p>(17 total pages but it could be reduced to 5 double sided pages of data, cover sheet, and defined terms - possibly laminate for continued use);</p> <p>Each activity can “stand alone” or be done in sequence.</p> <p>1) Profiling a Country Handout</p> <p>Follow Up Activities:</p> <p>2) The World Population Data Sheet at Glance handout.</p> <p>3) Figuring It Out</p>	<p>One 40 minute class or a similar portion of a block period.</p>	<p>Purpose/Objective of this lesson These lessons are adapted from the prb.org website activities.</p> <p>The following are a series of short activities to provide access to the wealth of data on the world, regions, and individual countries.</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Acquire information about the key population characteristics of a country, by using the World Population Data Sheet. • Organize population information about a country. • Compare and contrast population characteristics of selected countries. <p>Teacher Input Ask geographic questions about the population characteristics of a country. Before beginning this lesson, you may want to consider how some of the information will be received in your community. You may want to consider covering the total fertility rate, percent of population with HIV/AIDS, and Percent of Married Women Using Contraception before Xeroxing a class set of the 2005 World Population Data Sheet.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • How do various economic characteristics of a country affect its quality of life and relations with the rest of the world? • How can the economic features of countries be compared and contrasted with the United States? <p>Strategies for Differentiation: Evaluate which activity best meets student’s abilities; vary the number of activities students need to complete; vary</p>	<p>What are the advantages of having a large population? Disadvantages of the same? What can cause a high infant mortality rate? Why are people under 15 and over 65 considered “dependent”? Why do women live longer than men in the US and around the world? How does a country’s wealth affect its infant mortality rate, literacy rate, etc.?</p>

Handout	the number of questions or categories each student should complete; work with partners; etc.
	<p>Class Activity for “Profiling a Country”</p> <p>Guided Practice Teacher should review the 2005 World Pop. Data Sheet with students and have them answer sample questions. What is the population of the world, how many children do not live to their 1st birthday, what percentage of the world’s citizens drink contaminated water, etc. Ask students what each term/category means, how it affects their lives or the conditions in a country. How many would lose relatives if the life expectancy of men was 65 years in their family, etc.</p> <p>Independent Practice Have students answer the Country Profile Categories by themselves or with a partner. Depending upon community expectations, you may want to remove the Comparing Fertility section before Xeroxing it. This activity can be replicated for any of the following countries that you choose.</p> <p>Summary/Closure Review answers. Did any of the information about the US surprise them? What did they learn about their country? What causes the death rate in the US? What could be done to lower it? Why is the death rate in Canada lower than it is in the US? Students may not be aware of Canada’s publicly supported health care system while the US has a mix of private and public health care resources.</p> <p>Homework Interview parents with the following questions: What’s your opinion of the water quality in our community; what’s your opinion of health insurance and Medicare/Medicaid in the US today; list 3 reasons why the US uses nearly 5 times more energy per citizen than the world average and how this benefits the quality life.</p>

Reflection:

Differentiation	Student Engagement	Higher Order Thinking	Transition
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Notes and Comments:

Date:		Subject: 7 th Grade Africa, Asia and Australia NCSCOS Goal and Obj.: Goal 4 Objectives 4.01 – 4.02 Goal 13 Objective 13.03	Warm – Up/Bell ringer: Have a pop quiz, perhaps open note, or these terms from yesterday or copy the following terms into notes: birth rate, death rate, rate of natural increase, infant mortality rate, life expectancy at birth, and percent urban.
Materials Needed	Time – Pacing	Link(s) to Prior Learning: Math and Geography Continuation of previous lesson on world data.	Continuous Assessment - tools/strategies
Class set of 2005 World Population Data Sheet of the Population Reference Bureau 2) The World Population Data Sheet at a Glance handout.	One to two 40 minute classes or the better portion of a block period.	Purpose/Objective of this lesson Have the students compare the economic characteristics of the US with those of other countries The following are a series of short activities to provide access to the wealth of data on the world, regions, and individual countries. This activity can give students an overview of the continents and regions of each for the upcoming year. Teacher Input Ask geographic questions about the population characteristics of a country. Before beginning this lesson, you may want to consider how some of the information will be received in your community. You may want to consider covering the total fertility rate, percent of population with HIV/AIDS, and Percent of Married Women Using Contraception before Xeroxing a class set of the 2005 World Population Data Sheet. Key Questions <ul style="list-style-type: none"> • How do various economic characteristics of a country affect the quality of life of its people and its relations with the rest of the world? • How can the economic features of countries be compared and contrasted with the United States? Strategies for Differentiation Evaluate which activity best meets student’s abilities; vary the number of activities students need to complete; vary the number of questions or categories each student should complete; work with partners; etc.	The same questions from profiling a Country activity: What are the advantages of having a large population? Disadvantages of the same? What can cause a high infant mortality rate? Why are people under 15 and over 65 considered “dependent”? Why do women live longer than men in the US and around the world? How does a country’s wealth affect its infant mortality rate, literacy rate, etc.

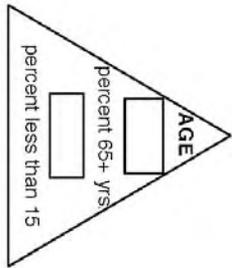
		<p>Class Activity for “Africa, Asia, and Oceania at a Glance”</p> <p>Guided Practice Teacher should briefly review the 2005 World Pop. Data Sheet with students if they have completed the “Country Profile” handout or spend more time on the categories if this is the students’ first exposure to it. Have them answer sample questions such as what is the population of the world, how many children do not live to their 1st birthday, what percentage of the world’s citizens drink contaminated water, etc. Ask students what each term/category means, how it affects their lives or the conditions in a country. How many would lose relatives if the life expectancy of men were 65 in their family, etc.</p> <p>Independent Practice Have students work in pairs of 2-3 to answer the questions for their assigned region of a continent. These regions can include: Northern, Western, Eastern, Middle, and Southern Africa; Western, South Central, Southeast, and East Asia; and Oceania. One student should present the information about their region of a continent to the rest of the class and provide 3 questions as to what they would like to learn about this area. Additionally, the presentation should include what types of items that the average people of the region could afford based on the 2004 GNI PPP per Capita in US\$.</p> <p>Summary/Closure Discuss how the data for differing countries would affect students’ lives.</p> <p>Homework Students could be asked to write 5 of their own questions utilizing this information, write broader “webquest” styled questions and what types of information would be needed to answer them, get current events articles about health or income statistics for a country in the continent being studied, etc.</p>	
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Reflection:

Differentiation					Student Engagement					Higher Order Thinking					Transition				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

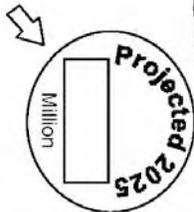
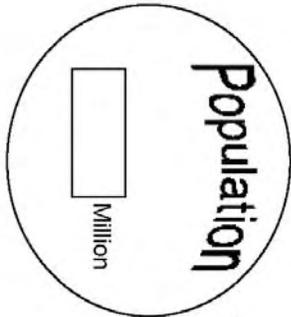
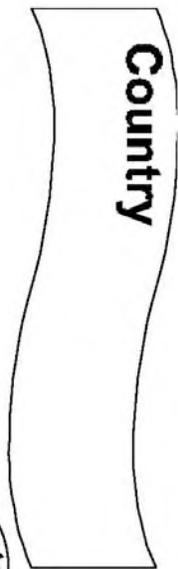
Notes and Comments:

2005 World population Data Sheet can be found at:
http://www.prb.org/pdf05/05WorldDataSheet_Eng.pdf
Additional information and lesson plans may be found at: www.prb.org



Birth Rate
 births per 1,000 pop.

Total Fertility Rate
 children per woman



Birth Rate - Death Rate

= Rate of Natural Increase
 10 percent

Comparing Fertility

Country with Lower

Country with Same

Country with Higher

* Pick one of the fertility indicators; include values.

Comparing Rate of Natural Increase

Country with Lower

Country with Same

Country with Higher

Death Rate
 deaths per 1,000 pop.

Infant Mortality Rate
 deaths per 1,000 live births

Life Expectancy
 years at birth

Comparing Mortality

Country with Lower

Country with Same

Country with Higher

* Pick one of the mortality indicators; include values.

Use the 2005 World Population Data Sheet to answer the following questions.

Name of Continent and region: _____

- 1) What is the world's population in Mid-2005? Write out the full number _____
What is the US population? _____
What is the total population for your continent? _____
What is the population for your region of the continent? _____
What are the three most populated countries in your region?
Country's Name _____ Population _____
Country's Name _____ Population _____
Country's Name _____ Population _____

- 2) Instead of numbers, rates are often used to tell how common an event is. It is usually given as how many per 1,000 people. List the five rates presented in this chart:

- 3) Which country on the continent of _____ has the highest birth rate?
_____. Which has the highest death rate? _____.

- 4) Which country on the continent of _____ has the highest infant mortality rate?
_____. Which has the lowest rate? _____.

- 5) What factors can you think of that cause infant mortality and the death rates to decline? List at least 3 ways to lower these: _____

- 6) Which country has the youngest population, that is the highest percent of the population is under the age of 15? _____ Which country has the oldest population, that is the highest percentage of people over the age of 65? _____

- 7) What does a country need to provide for people under the age of 15 to help them be productive members of society? Give 3 examples:

- 8) Which country has the longest life expectancy for men and women? _____

- 9) Why do you think women live longer than men? Give 2 reasons:

- 10) People living in an urban area are usually considered to be in towns of 2,000 or more citizens while the term rural generally means to be living outside of towns and cities. Which country has the highest percentage of people living in urban areas? _____ Which country has the highest percentage of people living in rural areas? _____
(Subtract the percent urban from 100)
- 11) The Rate of natural Increase for a country is found by subtracting the deaths per thousand from the births per thousand. Which country has the highest Rate of Natural increase? _____.
- 12) Which country has the highest 2004 GNI PPP per Capita income in US\$? _____
Which country has the lowest per Capita income? _____
- 13) Multiply the number the number of people in your family who are 15 years or older by the 2004 per capita income for any country of your choice in your region to gain an average family's income there: _____. Make a list of 10 items that you enjoy today that your regional family could and could not afford (5 for each category).

Date:		Subject: 7 th Grade Africa, Asia and Australia NCSCOS Goal and Obj.: Goal 4 Objectives 4.01 – 4.02 Goal 13 Objective 13.03	Warm – Up/Bell ringer: Have a pop quiz, perhaps open note, or these terms from yesterday or copy the following terms into notes: birth rate, death rate, rate of natural increase, infant mortality rate, life expectancy at birth, and percent urban.
Materials Needed	Time – Pacing	Link(s) to Prior Learning: Math and Geography Continuation of prior lesson on world data analysis.	Continuous Assessment - tools/strategies
Class set of 2005 World Population Data Sheet of the Population Reference Bureau 3) Figuring It Out handout	One to two 40 minute classes or the better portion of a block period.	Purpose/Objective of this lesson Have the students compare the economic characteristics of the US with those of the countries The following are a series of short activities to provide access to the wealth of data on the world, regions, and individual countries. This activity can give students an overview of the continents and regions of each for the upcoming year. Teacher Input Ask geographic questions about the population characteristics of a country. Before beginning this lesson, you may want to consider how some of the information will be received in your community. You may want to consider covering the total fertility rate, percent of population With HIV/AIDS, and Percent of Married Women Using Contraception before Xeroxing a class set of the 2005 World Population Data Sheet. Key Questions <ul style="list-style-type: none"> • How do various economic characteristics of a country affect the quality of life in it and its relations with the rest of the world? • How can the economic features of countries be compared and contrasted with the United States? Strategies for Differentiation Evaluate which activity best meets student’s abilities; vary the number of activities students need to complete; vary the number of questions or categories each student should complete; work with partners; etc.	The same questions from profiling a Country activity: What are the advantages of having a large population? Disadvantages of the same? What can cause a high infant mortality rate? Why are people under 15 and over 65 considered “dependent”? Why do women live longer than men in the US and around the world? How does a country’s wealth affect its infant mortality rate, literacy rate, etc.

		<p>Class Activity for “Figure It Out” Activity</p> <p>Guided Practice Teacher should briefly review the 2005 World Pop. Data Sheet with students if they have completed the “Country Profile” handout or spend more time on the categories if this is the students’ first exposure to it. Class example: have students multiply the US population by its Rate of Natural Increase to obtain the number of people added to the overall population each year. Ask students what an increasing population means for the US in terms of needed schools, roads, jobs, etc.</p> <p>Independent Practice Have students complete the “Figure It Out” handout covering the countries of India and China.</p> <p>Summary/Closure Have students discuss how a country’s population is a resource – the employees to “get the job done” – but also requires a financial investment to enable those people to be productive.</p> <p>Homework Complete the handout if it is not finished. Discuss the issue of a one-child per family law in the US with parents. Write one or more political campaign slogans for or against a one child per family law for India.</p>	
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Reflection:

Differentiation	Student Engagement	Higher Order Thinking	Transition
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Notes and Comments:

2005 World population Data Sheet can be found at: http://www.prb.org/pdf05/05WorldDataSheet_Eng.pdf
Additional information and lesson plans may be found at: www.prb.org

This site is good source for various forms of data, graphs, and population projections and pyramids for the US and other countries. www.census.gov/ipc/www/idpyr.html

Figure It Out

Use the 2005 World Population Data Sheet to answer the following questions

	India	China
Mid-2005 Population		
Rate of Natural Increase		
Total number of people added by 2006		
% of Population under 15 years of age		
Total number of people under the age of 15		
% of Population over the age of 65		
Total number of people over the age of 65		

India has a democratic form of government which means that its' citizens vote for their leaders and have a strong voice in the laws that govern their daily lives. China has a Communist form of government that can impose laws on its citizens without first obtaining their approval.

1) China has a policy that each married couple may have only one child. India has no such legal limit. Multiply India's population by China's rate of natural increase to see the possible impact of a one-child-only law there. India's population: _____ x .6 = _____

2) How many fewer people would India add to its population in 2006 with China's rate?

3) Compare the rate of natural increase in both countries with their percent of people under the age of 15. Does one number affect the other? How so?

4) What types of resources do young people need to grow up to be effective members of the economy? Try to list 5:

5) What types of services do people over the age of 65 need to maintain a high quality of life? Try to list 5.

6) What percent of people in India live on less than \$2 a day (in poverty)?

7) What is the per capita income for India? _____
What is the per capita income in China? _____

8) What would be two disadvantages to reducing the birth rate in India?

9) How do you think most voters in the US would react to a law which limited them to one child per family? Give at least two reasons to support your answer.

10) Imagine that you are an economist trying to advise the Indian government on how to help the country raise many of its people out of poverty. What facts would you use to convince the government and the voters to adopt a one child per family policy? Try to come up with at least three.

Date:		Subject: 7 th Grade Africa, Asia and Australia NCSCOS Goal and Obj.: 5.01, 5.03, and 13.03	Warm – Up/Bell ringer: Imports, Exports, interdependence: Review these terms and have students provide examples in the US or have them define them in their notebooks.
Materials Needed Student inventory of clothes and goods at home and where they were manufactured; a classroom set of atlases and a classroom set of markable world maps (Xeroxed maps of the world are suitable as well).	Time – Pacing Each of the 6 activities can be finished in 20-30 minutes or extended for more in depth discussion.	Link(s) to Prior Learning: Geography & World Trade <i>Lessons have been adapted from prb.org activities.</i> <ol style="list-style-type: none"> 1. Imports - Products or services made outside the U.S. and sold to the consumers within the U.S. 2. Exports - Products or services made in the U.S. and sold to the consumers of other nations. 3. Interdependence - the dependence of one nation on another nation for one or more products or services. 4. Specialized economies: the country relies on only a few items to export for sale 5. Diversified economies: the country has a broad range of goods and services to generate income for itself and its population. 6. GDP: Gross Domestic Product: the value in dollars of all of the final goods and services produced by labor and property in the US. 7. Intermediate goods are things that are produced and then used in the production of other goods and services. Examples can include steel for cars, denim for blue jeans. 8. Final goods are the goods and services sold to consumers. 9. Durable Goods: items that are expected to last 3 years while nondurable will not last that long. Additionally, students may need to review what domestic and international mean. 	Continuous Assessment - tools/strategies Ask students to compare the country of origin for the import with the 2005 World Population data Sheet to see what the per capita income is there.
		Purpose/Objective of this lesson Most students are not aware of their importance as consumers of imported products in our economy. These activities are designed to show the students that imported products literally "touch" the lifestyles and everyday activities of America's youth; to create a genuine interest and a more concrete understanding of what imported products are, where they come from, how they move from import nations to U.S. stores, and why	

		<p>we, as Americans, buy so many imported goods.</p> <p>Teacher Input</p> <ul style="list-style-type: none"> • Complete a home research assignment to identify and list many of the imported products they possess and use each day. • Identify and locate on a world map several nations that supply students with imported products they wear to school each week. • Organize and categorize collected information to identify nations that have specialized and nations that have diversified in the number of products they import to consumers in the U.S. • Recognize possible methods of movement and transportation involved in moving products from the import nation to the U.S. consumer. • Formulate generalizations about why U.S. consumers buy so many imported items when the same items are often available to them on domestic markets. • Describe, through the use of examples, how nations are becoming more and more interdependent upon one another for certain goods and services. • Define and explain GDP, review the differences between an intermediate and a final product, and discuss examples of each. <p>Key Questions</p> <ul style="list-style-type: none"> • How do individual decisions affect the US economy as a whole? • How does international trade affect individuals in the US? <p>Strategies for Differentiation</p> <p>Use visuals, lecture, and written explanations. Allow students to work with partners. While there may be several new terms for students to apply, there is a minimal amount of reading required for each activity.</p>	
		<p>Class Activities:</p> <p>Guided Practice</p> <p>Demonstrate how the activity will be done – for example how to read the product label to determine where the product is made; provide an example using Nike shoes, where they are made and then the various forms of transportation required to move the shoes from Indonesia to NC; and lead the class through a</p>	<p>How does the income level of a country relate to the cost of the product? Do you think that wages are lower or higher in that country than</p>

		<p>comparison of Ford versus Honda cars – why do some consumers purchase an import over an American-made product.</p> <p>Independent Practice Complete one or more of the following activities by oneself, with a partner, or in a small group.</p> <p>Activity One - "The World in Your Closet"</p> <ol style="list-style-type: none"> Using articles of their own clothing and footwear, each student will make a list of all the nations of the world found in their closet and dresser at home. Write the names of the products and the nations that they were manufactured in on a sheet of paper. This can be extended to electronics, cars, toys, etc. Perhaps 5 of each in a variety of categories. Each student must complete this assignment overnight and return it to class the next day. <p>Activity Two - "Wear in the World?" Perhaps begin with tabulating the class' results for the various items and countries.</p> <ol style="list-style-type: none"> Each student is given an atlas and desktop size world map that is markable and erasable. With a marker pen you provide, each student must locate and identify all the nations on their research list. Use the atlas to locate and the pen to mark in addition to the world map to identify. (Xeroxed maps can work as well.) Looking at the marked world map and their atlases, each student will make a chart that categorizes each of the nations by the continent they occupy. Make 6 columns on a sheet of paper and list each nation under the correct continent heading. What continent has the most import nations listed? Which one has the least? Which continent has no nations listed? <p>This activity should be followed with a discussion, with examples, to explain why some countries specialize in the types of products they produce, while other nations are more diversified and produce a great number of different products. Ask the students to identify nations on their lists that they feel are specialized nations and nations they feel are diversified and have them explain their logic.</p>	<p>the US? Textiles were once a major part of the NC economy – were any of these items once made in NC? Why are similar textile products now made in Latin America? Can youths under the age of 15 make this product? What is the minimum wage in the US? How does this correspond with wages in the exporting country of your t-shirt or sweater, etc? Would you pay more for your shoes if they are made in America? If goods made in America cost more, what would you be willing to stop buying in order to afford American –made goods?</p>
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		<p>Activity Three - "How in the World"</p> <p>This activity is fun to do in groups or rows. Four students to a group and one recorder to take notes for each group.</p> <ol style="list-style-type: none"> Using the information in the atlas and their world map, each group will brainstorm the possible methods of movement or transportation that may have been involved in transporting an imported item from the nation of its origin to the closet it now occupies. List step-by-step its route, including foreign and U.S. port cities and specific places it may have passed through. Recorder keeps a list of the steps. Groups will compare and share lists, or steps, on the board. <p>Activity Four - "Why in the World?"</p> <p>This activity is designed as a discussion and analysis of the previous activities. Encourage speculation and brainstorming by all students.</p> <ol style="list-style-type: none"> Whole class question - If these clothes and footwear items are also made in the U.S., why do we Americans buy so many imported products? Brainstorm logical reasons and list the ideas of each group on the board. Have each group describe their statement by using everyday examples. Offer the class this question - How can your group explain this statement - "One nation's imports are another nation's exports." This time have the groups brainstorm among themselves and have each recorder write out a short explanation to offer to the whole class. Compare the findings on the board. <p>Activity Five – "What do We Consume"</p> <p>This activity is similar to "The World in Your Closet" but focus more broadly on all goods and services used by students rather than just articles of clothing. Activities 2-4 can also be used with these items as well. After teaching the definition of GDP (Use http://www.bea.doc.gov/bea/dn1.htm to obtain the current US GDP), have students distinguish between intermediate and final products, perhaps brainstorming examples of their own. Have students make a list of all the goods and services they have used today or throughout a normal day. Begin with bed, toothbrush, soap, etc. Remember to include electricity to power the toaster for their pop tart.</p>	
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		<p>These items form consumer spending, the largest portion of the US's GDP.</p> <p>Activity Six – “What Type of Good or Service did You Use?”</p> <p>Have students use their list of products used throughout the day to learn about types of goods and services. Students will determine if these goods are Durable, nondurable, or a service.</p> <p>Examples can include: newspaper (service or S), toothbrush (nondurable or N), bus ride (S), winter coat (durable or D), t-shirt (N), jewelry (D), gasoline or diesel (N), car insurance (S), car (D), doctor visit (S), computer (D), toaster (D), pop tarts/food (N), etc.</p> <p>Which items need replacing or follow up purchases? Which items will be used for a long time? When people do not have as much disposable income, are they likely to buy new durable goods? With limited funds will consumers limit the services they purchase? When consumers have more money are they likely to buy additional services or replace durable goods?</p> <p>Summary/Closure</p> <p>TYING IT ALL TOGETHER:</p> <ol style="list-style-type: none"> 1. Encourage all students to participate, articulate, speculate, formulate, and explain their ideas, thoughts and answers. 2. Encourage the total sharing of data and information found during research. 3. Design a map quiz that checks the retention of some new nations discovered by the class during Activities One and Two. 4. Design a short answer essay assignment to review and reinforce what imports are, how they get to be in our possession, why we buy so many of them, and how we can use examples to explain world trade interdependence between the nations of the earth. <p>Homework</p> <p>Complete Activity One as homework; study terms and be prepared to take a short quiz on how individual decisions by consumers in the US affect domestic manufacturing and international trade.</p>	
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Reflection:

Differentiation	Student Engagement	Higher Order Thinking	Transition
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Notes and Comments:

Resources:

Use <http://www.bea.doc.gov/bea/dn1.htm> to obtain the current US GDP)

A tremendous number of additional economic lesson plans for ready use or for inspiration can be found at: <http://www.econedlink.org/lessons/index.cfm?SectionName=find>

Lesson plans oriented to high school and college students but suitable for harvesting ideas can be found at: <http://www.prb.org/template.cfm?Section=LessonPlans&Template=/LessonPlans.cfm>

Date:		Subject: 7 th Grade Africa, Asia and Australia NCSCOS Goal and Obj.: 5.01, 5.02, and 11.03	Warm – Up/Bell ringer: Ask students to share the age of the oldest living member of their family or neighborhood. Ask students to guess how many years the average American lives.
Materials Needed	Time – Pacing	Link(s) to Prior Learning: GNP, per capita income, and Life Expectancy. Math: how to construct and interpret a scatter plot	Continuous Assessment - tools/strategies
2005 World Population Data Sheet	One 40 minute period	<p>Purpose/Objective of this lesson Students will be able to analyze economic data and its possible impact on life expectancy.</p> <p>Teacher Input In addition to knowing how large a country's economy is or how fast it is growing, economists like to relate this information to the size of the country's population. Economists divide the total economic production in one year (GNP) by the number of people in the country (the population) to get the amount of production per person, called the GNP per person (or per capita, meaning "per head"). The GNI PPP in the 2005 World population Data Sheet is defined as the amount of goods and services that a person could buy in the US with the per capita income of their country. In China, the GNI PPP is substantially higher than the per capita income because the cost of living is lower than in the US. The opposite is true for Japan, where the GNI PPP is lower because prices tend to be higher in Japan.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • Does income effect life expectancy and if so, how? • How can students evaluate the effect of income on life expectancy? <p>Strategies for Differentiation:</p>	See each section
		<p>Class Activity – “Does Wealth Equal Health?”</p> <p>Guided Instruction Ask students to predict what impact wealth has on life expectancy. Students will probably answer that more money leads to better health care which results in a higher life expectancy. Teacher can next ask students how they can find evidence to substantiate this hypothesis. After students provide answers, the teacher should have the students make a scatter</p>	

	<p>plot with the following countries' data: USA, Nigeria, Zimbabwe, Angola, South Africa, Israel, Iran, India, Vietnam, China, Japan, and Australia.</p> <p>Have students write the GNI PPP for each country in their notes and beside it, write the Life Expectancy – Total.</p> <p>Label one axis Life Expectancy and mark the number of years in 5-10 year intervals. Label the other axis GNI PPP and mark it in \$5,000-10,000 intervals.</p> <p>Demonstrate how the US data would be graphed.</p> <p>Independent Practice Students should record and graph the data for the remaining countries and graph them. Students should determine if the data shows a positive, negative, or no correlation between wealth and life expectancy. Ask students to explain why Bangladesh has a much higher life expectancy than Zimbabwe even though its GNI PPP is lower? Why does China have nearly the same life Expectancy as Saudi Arabia even though its GNI PPP is roughly 1/3 of the Saudi Arabia's? Why is China's life expectancy similar to that in the US even though its citizens earn on average only 1/8th of what citizens in the US earn? Ask students to brainstorm factors that could help to explain life expectancy (literacy levels, number of doctors, diet, hospitals, etc). Have students examine the 2005 Data Sheet to see if any of the other categories might provide information that influences life expectancy.</p> <p>Summary/Closure "Wealth does not always equal health." Discuss why Social studies' hypothesis must be tested just as they are in Science. While national income clearly plays a part in determining life expectancy in a country, other factors like war, disease, nutrition, sanitation, pollution, health practices, etc can also affect this.</p> <p>Homework Formulate 2 or more questions to investigate and what types of information would be needed to answer them.</p>	
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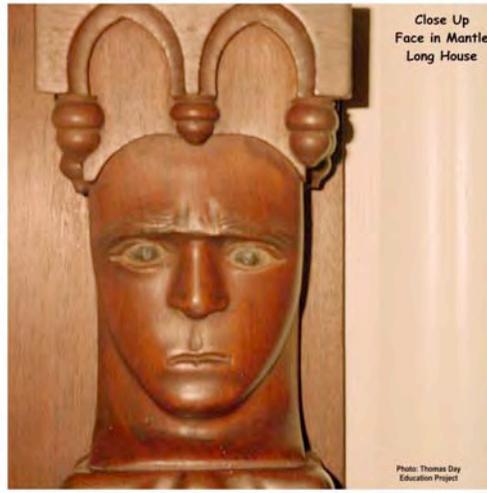
Reflection:

Differentiation	Student Engagement	Higher Order Thinking	Transition
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

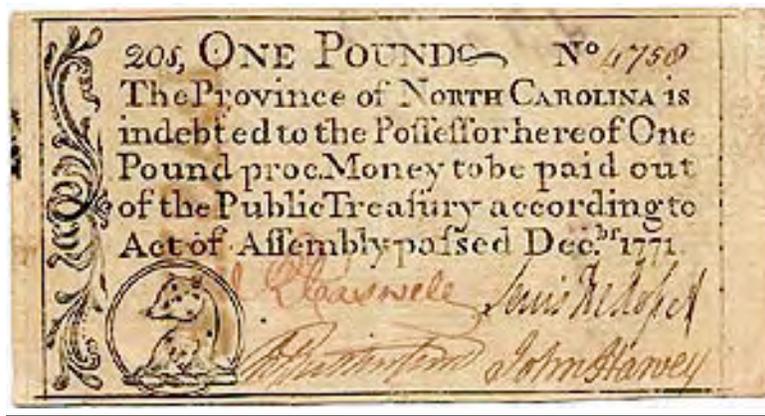
Notes and Comments:

Resources:

Financial Literacy Lesson Plans for 8th Grade



Fire place mantle carving by Thomas Day in Milton, NC
<http://thomasday.net/1.2%20FaceCU.JPG>
Used in "The Thomas Day Mystery" Lesson



1771 Provincial Money in Royal NC
<http://www.coins.nd.edu/ColCurrency/CurrencyText/NC-12-71b.html>
Used in "The Power to Tax Is the Power to Destroy" Lesson Plan

Date:		Subject: 8 th Social Studies NCSCOS Goal and Obj.: 3.02 and 3.04	Warm – Up/Bell ringer: <i>Day 1:</i> How is the National Government assisting the victims of hurricane Katrina in 2005 or another recent natural disaster? How are these services being paid for? Brainstorm answers in notes then discuss. <i>Day 2:</i> Ask students where they are from and why their family moved to NC.	
Materials Needed	Time – Pacing	Link(s) to Prior Learning: NC as the Rip Van Winkle State, slavery in NC		Continuous Assessment - tools/strategies
Migration and Budgeting in NC in 1830 handout. 1830 Budget Making for Moving handout.	Two to three 40 minute class periods.	<p>Purpose/Objective of this lesson Students will analyze the economic conditions in Antebellum NC and the economic opportunities that existed on the expanding frontier of the US.</p> <p>Teacher Input Review the lack of taxes in NC in the Antebellum time period and the corresponding lack of services.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • How do state and national taxes benefit citizens? • Why did NC citizens leave the state in the 1820s and 1830s? <p>Strategies for Differentiation Modify the number of questions to be answered.</p>		Day 2: how does your family's decision to move here compare with NC citizens' decisions to leave this state? Why did they leave their former state, what did NC offer? For those born in-state, have they moved and why?
		<p>Class Activity:</p> <p>Guided Practice Have a whole class discussion of governmental services that citizens in NC receive from the local, state and federal governments. Fill in answers on the “You Get What you Pay for” section of the handout. This activity can be lengthened by asking the students to explain the benefits of their answers, such as food inspectors, welfare, Medicaid, public schools, etc.</p> <p>Secondly, have students review the reasons why NC became known as the Rip Van winkle State. Use the appropriate portions of the textbook to find examples of each area.</p>		Why do we pay taxes? Easy example: How do we benefit from water treatment plants? Harder, how do citizens of NC benefit from \$242 million in tax credits for Dell Inc.'s decision to build a plant in Winston-Salem?

		<p>Independent Practice</p> <p>Have students apply their knowledge of NC's backwards economic conditions by choosing whether to move to Illinois or Mississippi. Students will also need to consider the economic and moral aspects of slavery. Will they keep their slave and use him to earn profits, sell him to earn capital, or free him to follow the principles in the Declaration of Independence?</p> <p>Have students complete the 1830 Budget Making for Moving handout.</p> <p>Summary/Closure</p> <p>Whole class discussion the second day on where students chose to move and why and how they resolved the financial and moral decision in ownership of a slave.</p> <p>Homework</p> <p>Complete the handouts each night.</p>	
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Reflection:

Differentiation	Student Engagement	Higher Order Thinking	Transition
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Notes and Comments:

Resources: link to Governor Easley's announcement that Dell, Inc. is locating a plant in NC.
http://www.ncgov.com/asp/subpages/news_release_view.asp?nrid=1912

You Get What You Pay For

Governments tax their citizens to pay for needed services, like police protection. List as many services as you can that we receive from the **NC** and the **Federal Governments** today.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

NC gained the nickname the Rip Van Winkle State because it fell behind the rest of the US in the economic areas of transportation, education, agriculture, and manufacturing. The lack of revenue from taxes prevented the state government from providing services in these areas. Use your NC History textbook to generate specific examples for each area between the 1820s and 1830s.

Transportation:

Education: _____

Agriculture: _____

Manufacturing: _____

Migration and Budgeting in North Carolina in 1830

The year is 1830. You are living in the Mountain region of North Carolina on a farm that raises wheat and burley tobacco for sale. You are thinking of leaving NC because of its “Rip Van Winkle” reputation with only limited economic and political opportunities. Westerners in NC do not seem to have much political influence on the General Assembly. You have read about two ways to farm that appeal to you, but both involve moving west. Either choice will probably separate you from your parents and kin for quite a while. You have saved \$450 for buying your own land and supplies in another state. Your parents can afford to give you one slave, worth around \$1,200. You can manumit (set him free), sell him to pay for needed tools and land, or work him on your new lands.

By reading the newspapers and the Farmer’s Journal, you’ve learned that you can buy lands from the US government in Illinois; an 80 acre farm there will cost you \$100. Your dad currently grows about 10 bushels of wheat an acre here in the Blue Ridge Mountains. His cash crop brings in less income than this appears because the roads are in such poor condition that it can cost up to half of its value in getting it to market for sale. Further west, you will be able to grow double that, 20 bushels per acre and probably sell it in a much easier manner. You’ll have to clear the land of trees, rocks, etc. but will probably be able to cultivate (grow crops on) 100 acres of land by yourself eventually. You can also grow potatoes for yourself and corn for livestock. Illinois is a free state so it does not allow slavery, but it also does not allow free black people to live there either. Thousands of anti-slavery Tarheels have already moved to the Midwest.

Key Financial Facts:

1 Bushel of wheat weighs 60 pounds and sells for \$1.07

The other option is to obtain land in the slave state of Mississippi. Land there costs roughly the same as in Illinois. A grown man, like yourself or your slave, can generate significantly greater profits per acre of land with cotton than with wheat. Cotton does seem to drain the soil of nutrients and may require fertilizers or clearing new land after several years.

Key Financial facts:

1 acre of irrigable land should yield 6-10 bales of cotton.

1 bale of cotton = 400 pounds.

1 pound of cotton sells for 10 cents.

1 man can raise 6-10 bales of cotton per year.

Your job now is to figure out how much money you will be able to earn in Illinois and in Mississippi. You need to compare the income from farms in each area and consider other issues like slavery before deciding where to move. Some questions to consider are:

- Can you work a slave or sell one for your own benefit?
- Can you move to an area which opposes slavery when all of your life people have said that slavery in NC is a "positive good."

Predicting Income for Moving to Illinois or Mississippi

Please show all work

Farming in Illinois:

- 1) Each acre of US government land costs \$1.25. How many acres can you buy with your \$200?

- 2) Each acre can yield (produce) 20 bushels of wheat. Multiply the number of acres you've purchased by 20 to get the total number of bushels of wheat you will be able to grow after you clear all of the land. _____
- 3) Multiply the number of bushels that you have grown by their selling price of \$1.07. How much money will you earn? _____ This is your maximum income.
- 4) You do not know how quickly you will be able to clear your land. This can be slow, back-breaking work. You need to estimate your income based on how many acres of land you succeed in clearing during the first few years. Multiply the number of acres farmed by 20 and this total by \$1.07.
1 acre earns \$_____ in wheat
2 acres earn \$_____ in wheat
5 acres earn \$_____ in wheat.
10 acres earn \$ _____ in wheat

These numbers are just rough estimates. You will also have to build a home and possibly you're your own furniture. You may be able to also grow corn or other crops and raise livestock. You may be able to hire men to help you farm. Monthly wages for a farm hand are about \$11.50. They do not include your basic expenses, like taxes, seed, salt, sugar, cloth, additional tools, or medical care. This, should, however, give you a sense of how much money you can earn once your farm is established.

Farming in Mississippi

- 5) Land prices in Mississippi ranged from \$1.25 up to \$6 in 1830. The price reflects how close the land is to a water way and how rich its black soil is for growing cotton. You are not sure how much land there will cost, do you need to buy the best at \$6 or will the \$1.25 an acre land meet your needs? Should you budget for each acre costing \$1.25, an average rate of \$3, or be ready to pay the \$6 rate?
- \$200 will buy you _____ acres at \$1.25 an acre.
\$200 will buy you _____ acres at \$3.00 an acre.
\$200 will buy you _____ acres at \$6.00 an acre.
- 6) The amount of cotton that each acre of land can yield is open to debate. It can range from a low of 100 pounds per acre to a high of 1,500, with the average being 530 pounds per acre. The lands in Mississippi are supposed to be better than average and produce 600 pounds of cotton per acre. You cannot be sure that the land that has the fewest bidders for it will produce as much cotton as the land that has attracted a higher price.
- A) Multiply 600 pounds of cotton by 10 cents a pound to determine how much money each acre of land will earn for you. 1 acre = \$ _____
- B) One man can grow 4-6 acres of cotton and 5 acres of corn in a year. Multiply 4 acres by 600 pounds and that total by 10 cents a pound to determine your minimum income. 4 acres = _____ lbs of cotton which = \$ _____
- C) Multiply 6 acres by 600 pounds and the total by 10 cents a pound to determine your maximum income. 6 acres = _____ lbs of cotton which = \$ _____
- 7) Your slave grows and picks as much cotton as you do.
Double your minimum income from b: _____
Double your maximum income from c: _____
Each slave you own increases your income by how much money? _____
A slave will probably cost \$40 a year in food, clothing, housing, and medical care. Do you earn a profit by owning and working a slave? _____
- 8) A new slave will cost \$1,200. How long will it take you to save \$1,200? This also might be the replacement cost for a runaway slave. Answer in at least a paragraph on a separate sheet of paper or in your notebook.

1830 Budget Making for Moving

You have \$250 to buy supplies for your move to Illinois or Mississippi. You need to decide what to take so that you and your spouse can be a successful farming family. Remember, you are buying for at least two, maybe three people. A good rule of thumb is that at least 2 of each animal and probably of each tool should be purchased. If you sell your slave you will have an additional \$1,200 to spend. If you free your slave, you will have the same \$250.

A scratch sheet of paper is recommended, as is writing in pencil. You should spend all of your \$250 as you have enough money to cover the transportation and travel costs of getting to your destination.

<u>Item/Description</u>	<u>Individual Cost</u>	<u># Purchased</u>	<u>Total Cost</u>
Livestock:			
Bull	7.00	_____	_____
Cow and Calf	8.40	_____	_____
Black Steer (farm work, beef)	10.50	_____	_____
Hog	5.25	_____	_____
Sheep (wool and meat)	1.10	_____	_____
Turkey	3.75	_____	_____
Bay Horse (at least 1 needed)	67.25	_____	_____
Ox (at least 4-8 needed to clear land)	11.00	_____	_____
Chicken	.35	_____	_____
Supplies for Livestock			
Plow (breaking topsoil for planting)	4.75	_____	_____
Yoke for Oxen (2 work together)	17.00	_____	_____
Yoke for Black Steers (2 together)	20.05	_____	_____
Bridle for Horse	2.75	_____	_____
Saddle for Horse	1.75	_____	_____
Sheep Shears (for wool, clothing)	.50	_____	_____
Tools			
Plow	3.50	_____	_____
Axe and wedge	.50	_____	_____
Cross-cut Saw (for furniture, flooring)	3.31	_____	_____
Wood saw	2.00	_____	_____
Shovel	.75	_____	_____
Blacksmith tools	20.00	_____	_____
Used Cooper's Tools (making barrels)	3.50	_____	_____
Rifle	8.75	_____	_____
Pistol	3.75	_____	_____
Box of 20 bullets and powder	1.90	_____	_____
Loom (making clothes and blankets)	2.85	_____	_____
Spinning Wheel (turn wool into clothes)	1.70	_____	_____
Scissors	.25	_____	_____
30 foot rope	1.05	_____	_____

Item/Description	Individual Cost	# Purchased	Total Cost
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Cooking

Large cast iron pot	1.10	_____	_____
Small cast iron pot	.60	_____	_____
Frying Pan	.28	_____	_____
Tongs	.15	_____	_____
Plain Dish	.30	_____	_____
Plain Bowl	.11	_____	_____
Plates	.06	_____	_____
4 knives and forks	.25	_____	_____
Water Jug	.41	_____	_____
Carving Knife	.55	_____	_____

Food

25 lbs of lard (for baking, cooking)	2.50	_____	_____
12 lbs coffee	2.40	_____	_____
36 lbs sugar	4.56	_____	_____
50 lbs flour	2.50	_____	_____
½ lb pepper	.25	_____	_____
½ lb salt	.25	_____	_____
1 lb butter	.27	_____	_____

Personal Comfort

1 set of adult clothes	10.98	_____	_____
Winter Coat	10.96	_____	_____
Boots	2.20	_____	_____
Blanket	2.00	_____	_____
Hat	2.20	_____	_____
1 Large Bible	1.25	_____	_____
Violin	4.91	_____	_____
Candle	.10	_____	_____
1 lb Candy	.88	_____	_____
Glasses for your eyes	4.25	_____	_____

TOTAL SPENT

Make a list of additional items that you would like to bring or need to bring. Remember, this is 1830 so there are no reality television shows, ipods, microwaves, or pick up trucks allowed.

Date:		Subject: 8 th Social Studies NCSCOS Goal and Obj.: 2.01 and 2.02	Warm – Up/Bell ringer: Write facts about the effects of the French and Indian War for students to copy into their notes. Have students discuss implications of increased debt, new territory to protect, etc.
Materials Needed	Time – Pacing	Link(s) to Prior Learning: 2.01 effects of the French and Indian War	Continuous Assessment - tools/strategies
Handout of NC Colonial Currency; pair of scissors; several copies of the tax list to be posted in class/hall	1 period to introduce; at least a week, preferably two weeks, to continue	<p>Purpose/Objective of this lesson “The power to tax is the power to destroy.” This lesson will simulate the impact of legislative power in general and taxation in particular upon citizens. While the “talking points” cover some aspects of the services received, this lesson does not cover the benefits that colonists received from England.</p> <p>Teacher Input Teacher will explain the need for new taxes, the taxes themselves, how to choose a tax collector and an assistant, and be the Royal Governor for the classroom.</p> <p>Key Questions 1. How do governmental taxes impact a citizen? 2. How can citizens affect their government’s policies and when should citizens resist unjust laws?</p> <p>Strategies for Differentiation None per se</p>	Why are these taxes necessary? Why did the British tax their colonists? Why did the British repeal the Townshend Act but keep the tax on tea?
		<p>Class Activity: See attached “talking points” for introducing the unit and the handouts for the taxes and colonial currency.</p> <p>Guided Practice Teacher introduces self as the new Royal governor of NC. Use as many of the “talking points” as needed to convey the need for these new taxes.</p> <p>Hold an election for or simply appoint a classroom tax collector. Have the winner/appointee choose an assistant and have both distribute the currency handout and scissors. As students cut out their money, explain the new taxes and how they are analogous to historical conditions. Explain that taxes may increase and that new taxes may be needed; that</p>	How can taxes “destroy” a citizen? How can citizens attempt to change the level of taxation in NC, by England?

		<p>additional money can be earned; and the penalties for not being able to pay one's taxes. Have tax collector get a 5 Pound note from each student, except him/herself. The Assistant will need to collect the leftover paper remains.</p> <p>Independent Practice Students will need to bring their money to class everyday. They will need to evaluate their behaviors in light of their costs. Add new taxes daily or as you see fit. "Your Name" Palace, like Tryon Palace, is a particularly effective tax in arousing opposition. Eventually, students will decide to protest and rebel against these taxes. This may take a few days to over a week. Students should make the connection that classroom taxes are akin to the Stamp Act, etc. and will be able to apply the same arguments that the Patriots used against British taxation against the class room ones.</p> <p>Summary/Closure Have ongoing discussions of the taxes, why are they harmful and or unfair, how can some be repealed, why should any be obeyed, how can they be ended, etc.</p> <p>To have students consider remaining loyal, allow them to turn in pounds for extra credit. Have students vote to continue with taxation, and offer possibly higher rewards, or to rebel. Students can have an interesting debate whether or not to discard the taxation system's currency and lose the extra credit the money can provide or Independence means the money becomes worthless, akin to the loss of business as a cost of war.</p> <p>Homework Have the students write a Declaration of Independence justifying ending the taxation system, explaining why the taxes were harmful to their financial prosperity and their rights as citizens in general.</p>	
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Reflection:

Differentiation					Student Engagement					Higher Order Thinking					Transition				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Notes and Comments:

Resources:

<http://www.coins.nd.edu/ColCurrency/index.html>

Tax List

- £5 Personal Property for Desk and Chair**
- £1 Fee for the Royal Trash can**
- £1 Fee for the Royal Pencil Sharpener**
- £1 Fee for any other Royal Supply**
- £1 “Hot Air” Tax (Talking without permission)**
- £1 Chewing Gum Tax**
- £1 Leaving the Classroom for Any Reason**
- ? As Needed**

**Payment due Immediately.
Amount owed will be doubled per day.
£ = English Pound**

Procedures:

- 1) Download the pictures of a 1 Pound and 5 Pound Provincial Notes from <http://www.coins.nd.edu/ColCurrency/CurrencyText/NC-12-71b.html>
- 2) Play with the size of each until you can fit ten 1 Pound Notes and two 5 Pound Notes on a single page.
- 3) Xeroxing the money on colored paper will make counterfeiting it more difficult.
- 4) Have students cut out their money while you announce the new taxation policies. Post these taxes as well in your room and the hallway.
- 5) Prominently rewarding the Tax Collector and the Assistant can add a Regulator-like emphasis of Edmund Fanning profiting while the farmers of the backcountry suffer. Not charging the collectors fees does this very effectively.
- 6) Have students sign or initial their money so that if it gets taken or lost the collector can ask why the money has different initials from the person who is paying with it.

Possible Talking Points: FAQs

“Why haven’t we paid taxes all year?”

Colonial NC ignored the Navigation Acts, the Molasses Act, etc. Not having paid taxes in the past does not excuse you of paying them now. The taxes are needed to help cover the new costs of defending all of North America.

“What if I don’t sit in my chair and use the desk anymore”

The personal property tax is for the past year. You must pay the 5 Pounds regardless of where you sit today or tomorrow.

“What if we get called to the office or check out early, do we still have to pay to leave the room?”

Yes, the hallways are the waterways. Leaving the classroom is like going out on the Atlantic Ocean for travel or trade. You or your crop/naval stores need the Royal Navy’s protection. You have enough money to cover this happening a few times.

“What if we have to go to the bathroom?”

same answer as leaving the room

“How long will we be doing this?”

As long as we are part of the English Empire, we will pay are lawful taxes to King George III and Parliament. Posting the Union Jack, speaking with a mock English accent, using colonial era sayings like he who dances must pay the fiddler, etc. help bring this to life.

“What if we can’t pay our taxes?”

You will pay double the amount the next day. If you don’t pay on the second day, you can have them placed in “debtor’s prison” and or place a sign on them which states I am a Debtor and cannot pay my bills. Public humiliation – like the stockades – was the main form of punishment in the colonial era.

“What if we rebel against these taxes or you as Royal Governor?”

The price for rebellion and counterfeiting is capital punishment. You will be tried by your classmates and if they find you guilty you will be hanged and seated in the graveyard and no longer allowed to talk in class. If the class refuses to hang someone, announce that henceforth the juries will consist of teachers.

This is the equivalent of NC's Johnston Riot Act permitting the attorney general to move a trial to a new county and the sheriffs power to pick jurors.

"How do we make more money?"

Offering 1-2 pounds per quiz can reduce their concerns that this is "fixed" against them and can quickly be negated by charging new taxes for a Governor's Palace (like Tryon's), etc.

Date:	Subject: 8 th Social Studies NCSCOS Goal and Obj.: 3.02 and 3.04	Warm – Up/Bell ringer: Definitions for students to copy into their notes: antebellum, cabinetmaker, planing, veneer, and Liberia. <i>Day 2:</i> show an additional Day piece of furniture and ask the students to write 5 observations about it.	
Materials Needed	Time – Pacing	Link(s) to Prior Learning: NC as the Rip van Winkle State (3.02) behind the rest of the nation in transportation, education, agriculture, and manufacturing. Review or introduce terms: abolitionist, apprentice, artisan, and yeoman.	Continuous Assessment - tools/strategies
Handout on Thomas Day or use the same material to lecture/present with the images. Images of Thomas Day's Furniture via Aver key connection between computer and the class' television or on an overhead projector or as handouts.	Two 40 minute classes	<p>Purpose/Objective of this lesson</p> <p>Teacher Input Teacher can use the information about Thomas Day's business career as an enhanced lecture with comments and questions to accompany the illustrations. Alternately, the teacher may give students the handout to accompany the images.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • How did Thomas Day, and artisans in general, respond to NC's limited economic opportunities? • How did Thomas Day overcome the economic and racial conditions in antebellum NC to become financially successful? <p>Strategies for Differentiation Images for visual learners, lecture or read aloud for auditory learners, text for traditional learners. Class discussion to assist in comprehension. Assign the Thomas Day in NC's Economy Questions based on class and/or student abilities.</p>	See Guided Practice for ongoing assessment questions.
		<p>Class Activity:</p> <p>Guided Practice Teacher will introduce the topic by telling students we will be focusing on a mysterious furniture maker. He died in 1860 but we have no pictures of him nor do we have a death certificate or an obituary. Show images of the furniture and Yellow Tavern by one of the suggested methods. Talk the students through the images – what is it used for? How much would it cost today? What type of store would sell it?</p>	

		<p>What type of customer would buy it? How do you think it was made?</p> <p>Ask students to make observations about the quality of the craftsmanship, the embroidery, the design, the level of difficulty, etc. Following the presentation, have students brainstorm key facts about Day's life and write these as notes.</p> <p>Independent Practice Have students write briefly how Thomas Day would have dressed, what he looked like, and what ethnic or immigrant group he belonged to. Begin discussion questions after revealing that he was a Free Black.</p> <p>Have students answer the questions orally, individually, in pairs etc. Have them complete as many as are suitable for the time allotted and their ability level.</p> <p>Summary/Closure Have students compare Day's experience with business conditions today. How can they apply lessons from his life to theirs?</p> <p>Homework Complete discussion questions.</p>	
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Reflection:

Differentiation	Student Engagement	Higher Order Thinking	Transition
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Notes and Comments:

Suggested images for the lesson from http://thomasday.net/Kit_Images_1.htm (1st 8 images) and http://thomasday.net/Kit_Images_5.htm (9th image)

Thomas Day Resources on the Internet:

Numerous images and lesson plans are available to do extensions or alternate activities.

1. Go to Home page: <http://thomasday.net/index.shtml>

2. Click on Media & Resources http://thomasday.net/Furniture_Kit_Lessons.htm

3. Click on Images for Lesson Plan 1, 5, 6 (see above links)

Each or all of the photos are available for free download. An Aver key link from your computer to the classroom television, color transparencies of these images shown on an overhead projector, or as laminated handouts displayed in class will effectively engage students.

http://thomasday.net/Kit_Images_6.htm

Alternatively, the photos are available to order individually under the heading of:
Prices for Order/ Materials in Kit

Additional illustrations on how to identify Thomas Day's furniture are included here:

http://www.thomasday.net/identifying_td_furniture.html

Numerous additional African-American History links recommended by the Thomas Day Education Project: http://thomasday.net/useful_links.html

You can also find excellent hands on, stand alone lesson plans for furniture-making; linking with Science through exploring the types of wood Day would have used; linking with Math through designing and building furniture; how to critically examine furniture as material culture; linking with English Language Arts through writing a runaway slave narrative; and examining different perspectives on African-American resistance to slavery.

Terms and their definitions for the warm up:

Antebellum: 1830-1860, the time period before the Civil War

Cabinetmaker: furniture maker

Planing: the process of smoothing the rough surface of wood in order to construct furniture

Veneer: a thin layer of wood usually glued to an inferior material for a better appearance

Liberia: country in Africa founded by former slaves from the United States

! Covering up the label of the photo enables students to guess what the item is and may allow lower level learners more opportunity to participate. !

I. Notes to accompany pictures or “talking points” for the teacher for enhanced lecture.

Background – show Image #1 Side Chair

Thomas Day was the largest cabinetmaker, now known as furniture maker, in NC in the 1850's. From his factory in Milton, NC, he built one-sixth of the furniture made in the state in the 1850s. His customers included Governor David Reid and the University of North Carolina at Chapel Hill. His main clients were the wealthy planters of our state, but he sold his goods to yeoman farmers and fellow artisans as well. Unfortunately, we do not know what he looked like. No known pictures survive, nor can an obituary be located.

He was born in 1801 in Virginia and learned his cabinetmaking skills from his father, John Day. He grew up nearby Petersburg, Virginia, which was a key furniture-making center in colonial America. John Day probably moved to NC in 1817 to escape his debts. Thomas and his older brother John followed him the same year. After living for short period of time in Hillsborough, he moved to Milton, NC and began to prosper. As we examine his furniture and discuss the time period in which he lived, you should try to determine some of his personal characteristics:

- What did he look like?
- How did he dress?
- What types of products did he make?
- What was his ethnic or immigrant group?
- What can we learn about his personality from his work?
- How did he overcome the economic challenges of antebellum NC?
- What can we learn from him as a businessman and as a person?

#1 Side Chair Questions – Discussion

What is the chair made of? What would it cost today? What type of store would sell it? Who would buy it today? How would the chair be used? What types of skills would be necessary to build this chair?

The chair cost approximately \$60 and would have been found in the home of a planter, someone who owned over twenty slaves. Great skill in woodworking and designing would be required. The design probably came from John Hall's The Cabinet Maker's Assistant pattern book. Thomas Day probably modified the design to add his own flourishes and to meet the needs and wants of his client. The embroidery for the seat cushion was provided by one or more local seamstresses.

#2 Face in the Mantle and #3 Mantle/Fireplace

Thomas Day initially worked by himself as a skilled cabinetmaker. He built individual pieces of furniture and often worked in the homes of Caswell County's planters. Here is a face he added to the fireplace mantle of a client in Milton. While Milton is a small town today, it was a thriving community with a railway station that enabled planters and yeoman to get their tobacco crops to market. It was also part of the stagecoach route to Petersburg, VA which was a large furniture market for the area.

What expression does the face have? Why was it added to the fireplace? What type of skills would it take to carve this? How long would you need to be in someone's home to craft such a piece?

Free Black artisans generally competed with white artisans by accepting lesser wages. This was economically advantageous to the planters and it enabled them to show that Free Blacks were beneath whites socially as well. This particular figure was often sited as having African characteristics and is reflective of Thomas Day's African-American ancestry. This may be the case, but no sources have been discovered to substantiate this. Like many other of his pieces, this face may well reflect the African tradition of improvisation within the context of antebellum American furniture styles.

#4 Newell Post

While Day was building furniture and creating memorable artistic features in plantation homes, his brother John studied to be Baptist minister. John eventually moved to the African country of Liberia as a missionary where he eventually became a member of the country's Supreme Court.

This picture is of a Newell post and demonstrates Thomas Day's ability to make a simple part of a home, part of the stair's railing, into a noteworthy conversation piece. It also shows how he could take furniture forms that were popular and add his unique touch to make a client's home singularly attractive.

#5 Yellow Tavern

To handle the increasing demands for his business, Day had seven slaves, hired white artisans, and took on several apprentices. His business expanded so much that he was able to purchase the largest building in Milton, called the Yellow Tavern, in 1848.

#6 Pew Arm

What is this item? Thomas Day built the pews for the Milton Presbyterian Church. These pews still exist and have been in continued use for over 150 years. Day sat in the second row while his seven slaves sat in the upper balcony of the church.

Free Blacks were usually seated with slaves and not with white society.

Day was so respected and his work considered so valuable that the people of Milton supported a petition to the NC General Assembly that would permit his wife to come to NC. The Bill permitting this passed in 1830.

NC had passed a law in 1827 that prevented Free Blacks from immigrating to NC. The Aquilla Wilson Bill probably would not have passed if the state Attorney General and 60 prominent

citizens of Milton had not supported it. As a Free Black in NC, Day was not permitted to testify in court. He effectively was denied the ability to sue clients who did not pay their bills

#7 Sleigh Bed

What is this item? Would this be expensive compared with the side chair? What type of client might buy this?

In the 1840s, Day became one of the first artisans in NC to industrialize. He purchased steam-powered equipment to plane (smooth) the wood in preparation for making furniture. By using this machinery, Day was saving labor costs and increasing the speed at which he could produce goods. While Day made fine furniture, he also made everyday items ranging from cradles to coffins. Plain pine coffins cost \$1 for a small slave and rose to \$45 for an elaborate mahogany one.

The item pictured is a sleigh bed, which would have cost less than the side chair.

#8 Bureau

Basic questions about what the item is, skills involved in making it, cost, etc.

One remarkable aspect of this bureau is that it is made of an inexpensive type of wood, like pine or poplar, and covered with a thin layer of expensive wood called a veneer, like mahogany. Each surface of the bureau has glued to it a form fitting piece of veneer. Therefore, each piece of the bureau had to be cut, and then a second cover had to be cut as well. This is another piece of furniture sold to Governor Reid.

Day was a strong believer in education and sent his children to be educated at an abolitionist, co-educational academy in Massachusetts.

#9 Commode or Potty Chair

Students should quickly recognize this item, mainly included for humor and to demonstrate the variety of goods that his business manufactured.

Unfortunately, Day went bankrupt in 1857; perhaps overextended financially by the costly investment in the steam powered machinery. He died in 1860 without an obituary. His son Thomas Day, Jr. was able to pay off his father's debts and moved to Seattle, Washington after the Civil War; where he too, became a successful cabinetmaker.

II. Discussion Questions

Conduct a brief review of the facts, have students brainstorm essential facts about him for their notes. Have students speculate as to Day's appearance, personality, race, and personal characteristics. Some students may correctly deduce that Day was an African-American by the facts that his brother immigrated to the country of Liberia, that he sent his children to the north to an abolitionist for their schooling, and that he needed a Bill from the NC General Assembly to have his wife enter NC. However, many students will be surprised.

The following questions can be done through class discussion or as a written assessment. Students may well generate these or similar questions on their own.

Thomas Day in NC's Economy

Use your notes on Thomas Day and your textbook's coverage of NC as the Rip Van Winkle State to answer the following questions.

- What personal characteristics do you think Thomas Day had that enabled him to overcome the racism of a slave owning society and succeed as a businessman?
- Why did white slave owners purchase furniture from him?
- Why did the town of Milton support Thomas Day's business in general and his petition for his wife to move into NC in particular?
- Why did the white congregation of Milton permit Day to sit with them and not have him sit with the other Free Blacks and slaves in the balcony?
- Why did Thomas Day choose to sit with the white congregation and not his fellow African-Americans?
- Thomas Day paid \$87 a month for 12 employees while his next biggest competitor in NC paid \$46 a month for 3 employees. How much did each business pay each employee? How much did each business pay for labor over the course of the year? Do you think Day's steam powered machinery helped to keep his labor costs lower or higher?
- Many small business owners have to compete with larger or better known competitors. What can business people of today learn from Thomas Day's example?
- One possible explanation for Day's ownership of slaves is that it made him appear to hold the same beliefs as his customers. Therefore, he would not challenge the laws on slavery, encourage runaways, etc. Does this explanation justify his ownership of slaves? Give 2 facts to support your answer.
- Are there any issues like slavery today, where a business owner must do something in order to keep and or win clients.
- During the 1840s, Thomas Day purchased steam powered machinery to plane the wood before using it for constructing furniture. Compare Day's "factory" in the Yellow Tavern with manufacturing in general throughout the Tarheel state during the same time period.
- Compare Day's decision to industrialize, to be on the leading edge of technology for the 1840s, and with NC's decision to build Research Triangle Park. How are they similar?
- Thomas Day and his brother had a white tutor in Virginia. How does their education compare with the general level of education in NC between 1815-1838?
- How did Day's education help him to succeed?
- How is your education today preparing you to be a possible business person in the future?

- Day's expanding business required more labor. How do you think the absence of public schools helped or hurt people who applied to work for him?
- Day's proposal for the University of North Carolina at Chapel Hill was 33% more expensive than a competing bid. What reasons might the University have used to justify paying Day more than the closest competitor?
- Why do businesses and farmers need a strong transportation system to be financially successful?
- Milton, NC had a stage coach line and a railroad linking it to Petersburg, Virginia, a key furniture market. How does it compare as a business location with the general state of transportation throughout the state in the 1830s?
- Would Thomas Day have supported raising taxes for internal improvements? For education?
- In 1835, the NC Constitutional Convention took away Free Blacks' right to vote. How do you think Day would have reacted to this? Give 2 facts to support your answer.
- To make sure Free Blacks were not likely to commit crime or depend on charity, the NC General Assembly passed a law enabling their children to be forced into apprenticeships with white artisans. Write a personal reaction to being forcibly removed from your home at the age of 10 to work for someone else until you reach 21.

III. Extensions

- A) See the Thomas Day Education Project's Lesson Plans on veneer, joints for furniture, designs for furniture, etc.
- B) Students can design advertisements and brochures for Day's furniture in the 1850s or for today's market as antiques or reproductions.
- C) Compare Thomas Day's approach towards business in antebellum NC with his brother's decision to emigrate to Liberia. John Day was a Baptist Missionary to the country and eventually became a member of its Supreme Court.
- C) Compare Thomas Day's attitude achieving success in a slave owning society with Nat Turner's efforts to overthrow slavery. How can both of these men serve as role models?
- D) David Walker was a Free Black man from Wilmington, NC who wrote Walker's Appeal to the Colored Citizens of the World. In his Appeal, Walker urged African-Americans to demand equal citizenship and to use violent methods to obtain it if necessary. Show the Thomas Day Education Project's video on Walker and have students compare their ideas.
- E) Have students attempt to cross-stitch or embroider a design for a seat cushion.

Date:		Subject: 8 th Social Studies NCSCOS Goal and Obj.: 1.03, 3.02, 4.03, 5.01, 8.02	Warm – Up/Bell ringer: Have students determine where their shoes, coats, etc. were made and speculate as to how they arrived in NC
Materials Needed	Time – Pacing	Link(s) to Prior Learning: Depending upon when the lesson is used during the year, it can be linked to the impact that NC’s Geography had on trade for Native Americans, colonists, the antebellum period, etc. and the impact that international trade has had upon the state. Also, 7th grade goals regarding trade, movement, human - environmental interaction, etc.	Continuous Assessment – tools and strategies
Imports and Exports Worksheet	½ to 1 class	<p>Purpose/Objective of this lesson <i>Adapted from globalization101.org activity.</i> Students will understand the terms export and import, be able to distinguish between economic wants and needs, and apply these terms in the context of NC history.</p> <p>Teacher Input Teacher will introduce the terms import and export and ask students to provide the definitions and examples of each. Teacher will discuss the difference between needed items and wanted items – necessities and luxuries. Ask students to provide examples of each and why each item is necessary or desired. Add additional examples if need.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • What items and services are necessary to human survival and economic growth and which ones are luxuries? • How have communities tried to obtain these needed and luxury items throughout history? <p>Strategies for Differentiation Pairing students to meet their needs; read aloud to assist auditory learners. Time permitting, illustrations of items can assist visual learners and help engage students.</p>	Teacher input and alternate homework assignments will have checks for understanding questions.
		<p>Class Activity:</p> <p>Guided Practice Teacher will lead discussion on trade and necessity versus luxury.</p> <p>Independent Practice Following discussion questions have students read and complete the Imports and Exports worksheet. This can also be done for homework.</p>	

		<p>Summary/Closure Review definitions of import, export, why nations need each, examples of NC/US ones.</p> <p>Homework Complete worksheet for homework. Alternates: have students explain why 40% of vehicles sold in the US are imports – provide 3-5 reasons; generate a list of 5 necessities and 5 luxuries; have students review geographic features of NC and list 5 that affect trade.</p>	
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Reflection:

Differentiation					Student Engagement					Higher Order Thinking					Transition				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Notes and Comments:

Exports

Exports are goods and services that countries sell beyond their own borders. These can be agricultural products, like crops or livestock, or minerals, like iron ore. The services might be legal advice or medical information. Countries export these, selling them overseas, for one of three basic reasons. First, they can produce more of these than can be purchased at home. For example, Saudi Arabia produces far more oil than it can consume within its borders. Secondly, countries can sell items at a higher price abroad than they can at home. A country may need foreign currency to buy needed goods that must be obtained from overseas. An example of this might be Columbia selling coffee to the United States in order to gain the dollars needed to buy US goods (imports). Over 25% of US jobs today are based on exports and NC, by itself, exported over \$18 billion in goods and services in 2004.

Imports

Imports are goods and services that a country buys from another country. Countries like the US import foreign goods for three main reasons. First, the good is necessary to the economy, like gasoline is needed for transportation. Secondly, the good can be produced more efficiently overseas and therefore will cost less. Clothes and VCRs can often be manufactured in Latin America or Asia more cheaply than here in the United States. Thirdly, some imported goods appeal to Americans even though a similar product is made here. Foreign cars and trucks are purchased by Americans despite the fact that U.S. auto manufacturers make the same types of products.

Read over the list of items and decide if the U.S. / NC imports or exports the product and why it does so. If the product is exported, determine why it is and write E1 or E2 beside it. If the product is imported, determine why, and write an I1, I2, or I3 beside it. Finally, decide if it is needed for daily life or wanted as a luxury and circle your choice.

E1- it can be sold for a greater price overseas

E2- too much of it is produced to be used within the state/country

I1- it is imported because it is a necessity

I2- it is manufactured or grown more efficiently and less expensively overseas

I3- it has qualities, like taste or reliability, which appeal to American consumers

tobacco products	_____	needed / wanted
Chiquita bananas	_____	needed / wanted
Toyota pickup trucks	_____	needed / wanted
hogs and corn	_____	needed / wanted
Apple Computers	_____	needed / wanted
cotton, yarn, and fabric	_____	needed / wanted
Hollywood movies	_____	needed / wanted
Nike shoes	_____	needed / wanted
pharmaceuticals (medicines)	_____	needed / wanted
High Point furniture	_____	needed / wanted
electrical machinery	_____	needed / wanted
Nippon steel	_____	needed / wanted

Date:		Subject: 8 th Social Studies NCSCOS Goal and Obj.: 1.03, 3.02, 4.03, 5.01, 8.02	Warm – Up/Bell ringer: Define tariff then write a list of 5 ways that goods have been traded and transported over time.
Materials Needed	Time – Pacing	Link(s) to Prior Learning: Depending upon when the lesson is used during the year, it covers the impact that NC’s Geography had on trade for Native Americans, colonists, etc. and the impact that international trade has had upon the state.	Continuous Assessment - tools/strategies
Trade Over Time Worksheet	One 40 minute class, possibly more to finish student presentations.	<p>Purpose/Objective of this lesson Students will see the development of national and international trade in NC and analyze its costs and benefits.</p> <p>Teacher Input Read aloud the example and lead discussion on the questions. Divide students into 6 groups and have them answer the same 4 questions for their notes and a presentation. Check student groups for understanding as they complete the activity.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • How have communities met their needs and wants through imports and exports? • Why and how does a government try to affect trade with other countries? <p>Strategies for Differentiation Students will be placed in groups to assist one another.</p>	Guided Practice and Summary sections will have checks for understanding questions.
		<p>Class Activity:</p> <p>Guided Practice Teacher reads aloud the example on the worksheet and asks students to answer the 4 questions. Review answers.</p> <p>Independent Practice Divide class into 6 groups and give them 10 minutes to read and answer the same 4 questions. Each group will have a different member read aloud to the group, write down possible answers, read the situation aloud to the class, and present the group’s final answers. Students should take notes on their group and those who present.</p>	

		<p>Summary/Closure Ask students how did trade change between the different communities in the activity? How has trade changed over time? How has technology affected trade? How have governments tried to affect trade? Have wants and luxuries changed over time?</p> <p>Homework Students should write a half page to a one page response on how the rising price of gas affects trade in NC. Students should include at the following terms: imports, exports, transportation costs, tariffs, and taxes.</p>	
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Reflection:

Differentiation					Student Engagement					Higher Order Thinking					Transition				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Notes and Comments:

Example – NC Piedmont 1870-1900

Scenario #1: Wilmington/Coastal Plain NC after 1713

Scenario #2: Mississippian Culture Native Americans, such as Town Creek Indian Mound, between 700 AD and 1600s.

Scenario #3: Today in NC, modeled on the Triangle and RTP

Scenario #4: NC Piedmont early 1800s through the 1830s

Scenario #5: London, England 1500s - 1700s

Scenario #6: Nomads traveling into North America, possibly 25,000 years ago.

Resources:

None needed

Trade Over Time

As you read this description of a community, look for answers to the following questions:

- A) Does the government play a role in trade – if so, how?
- B) What types of goods and services are imported and exported?
- C) How much does the community rely on imports or income gained from exports to meet its wants and needs?
- D) When and where do you think this community existed?

Class example

This community saw substantial growth after a terrible war had killed over 40,000 of its men in battle and destroyed much of its businesses and transportation. Many had suffered on home front due to disease and shortages of food and medicines. The number of textile mills, cigarette factories, and furniture factories greatly increased because plenty of natural resources and cheap labor were readily available. Railroads and shipping efficiently moved these goods to market in the state, country, and throughout the world. The increase in capital investment (money for equipment and buildings), machinists, and engineers increased the know-how and capability to produce for a mass market. Nearly 10% of the state worked in urban areas but over 90% still lived in rural areas as poor sharecropping farmers.

#1: This community grew after a war with Native Americans. Its residents grew their own food and gained their main fuel source from nearby woods. Most of the tools, clothing, and furniture were made by local artisans. The colonists living here sold goods such as tar, pitch, turpentine, livestock, and tobacco. Wine, tea, fine furniture, and glass were purchased from the governing “mother country.” Most of the residents were immigrants from the mother country or had obtained permission to move here from her. The transportation, banking, and trade systems were based overseas and centered on either the mother country’s colonies or her capital. Slaves were purchased from nearby colonies because the shoals and inlets of this area discouraged many overseas ship captains. Certain goods could be shipped only to the mother country.

#2: The members of this community lived in small villages of 50 or so people and also gathered at ceremonial centers. They grew corn and a variety of crops while also hunting deer as their main sources of food. Clay and stone pottery were used for cooking and storing seeds, while jewelry, such as necklaces and earrings, were made of copper and stones. Trading paths link the region to areas hundreds of miles away. Their trade included types of stone from the mountains and fish from the ocean. Some types of feathers and minerals, used in religious ceremonies, came from over 1,500 miles away.

#3: This community participates in the exchange of goods and services throughout the globe. It can communicate directly with any of its trading partners at a moment’s notice. Goods from around the world are easily available and include fruits and vegetables, cars, electronics, and clothes. Major corporations moved here to take advantage of the research capabilities provided by major universities. As a result, products like medicines and computer software and services like analysis of environmental conditions all are generated here to be sold in the global economy. Although this area had numerous textile factories, these manufacturing plants had closed and relocated to areas where labor was less expensive.

#4: Small farmers here lacked the ability to get their goods to market. As a result of the poor roads and difficult to navigate rivers, the people of this area raised crops and livestock for their personal needs and only a few cash crops. They sold a few goods for needed items, like nails, sugar, and gunpowder. Feeling largely self-sufficient but lacking in savings, they did not support taxes for education. While canals, railroads, and better roads increased the level of trade elsewhere in the country, this area did not invest tax revenue in these. As a result, one Governor estimated that farmers lost ½ the value of their crop in getting it to market.

#5: Members of this capital city traveled and traded by ship to gain lumber, iron ore, and fish as well as silks, spices, perfumes, and jewels. These items were purchased with gold and silver coins but also with letters of credit from banks. Merchants then resold these goods throughout the continent and to their overseas colonies. This city developed banks to support the exchange of goods and the fine arts as a result of the profits from this trade. The nearby areas provided the needed produce and livestock to meet the needs of its population.

#6: This community does not have a set geographical location but instead follows herds of animals. The animals they kill provide them with food, clothing, and tools. Some fruits, nuts, roots, fish may be used to supplement their diet. The main fuel for cooking and protection from the weather both come from wood. Weapons and animal skins can be bartered but the group must be self-sufficient. Shelter must be portable, lightweight and easily repaired. Surplus food may be bartered if other groups are nearby.