EconEdLink

National Council on Economic Education

www.econedlink.org

EconEdLink Mission Statement

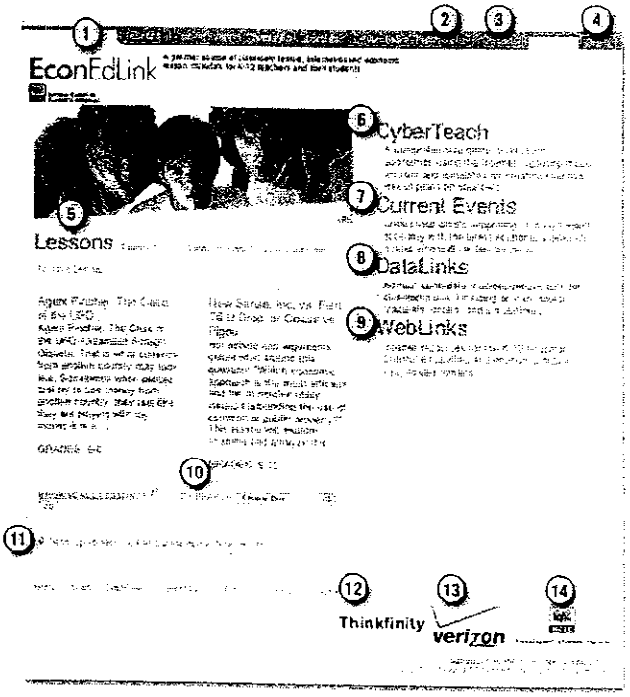
Based on the essential principles of economics, EconEdLink provides a premier source of classroom tested economic lesson materials for K–12 teachers and their students, produced by the National Council on Economic Education.

Using EconEdLink

From the Thinkfinity homepage, click on the Partner site logo, or type **www.econedlink.org** in the address line of your Web browser, and click Enter or press Return.

The EconEdLink homepage appears.

The following numbered list corresponds to the screenshot on the right showing the features of the homepage.



1. Visit **EconEdLink**, a premier source of Internet-based economics lesson materials.
2. Learn about the *Voluntary National Content* **Standards** *in Economics.* Discover the connection between your state economic standards and the NCEE Voluntary National Content Standards in Economics.
3. **Contact** EconEdLink to share comments or ask questions.
4. **Search** EconEdLink and all of the Thinkfinity Partner sites.
5. Find a **Lesson** that matches keyword, lesson type, and grade level criteria.
6. Consult **CyberTeach** to learn more about ways to use the Web to inform and enliven any economics curriculum.
7. Select **Current Events** for links to recent news stories and related lessons.
8. Go to **DataLinks** for quick access to key up-to-date economics data and simulations to use the data in the classroom.
9. **WebLinks** connects you with expert-reviewed sites for economic education resources.
10. Use **Quick Search** to find economic lessons that have been written for the listed economic concepts.
11. Stay informed by joining the EconEdLink Newsletter.
12. Access the **Thinkfinity** Web Site.
13. Access the **Verizon Foundation** Web site.
14. Visit the **National Council on Economic Education** site.

NCEE Mission Statement

The mission of the **National Council on Economic Education** (NCEE) is to help all students develop the real-life skills they need to succeed: to be able to think and choose as knowledgeable consumers, savers and investors, responsible citizens, productive members of the workforce, and effective participants in a global economy. For over 50 years, NCEE has been fulfilling this mission through the development of standards, curriculum, instructional materials, and assessments, and through teacher training, research, and advocacy.

EconEdLink – Overview

Content Area(s) Economics – but many of the lessons can be used to put a different twist on lessons in other content areas – particularly in math, social studies and English
Sponsor: National Council on Economics Education
Goal: To help students develop the real-life skills they need to succeed

Major Resources

- **Lessons**
- **WebLinks** – to student / teacher resources; annotated list,
- **Standards** – Correlated to states - can use NY State Standards to search lessons
- **DataLinks** – access to up-to-date macroeconomic data for classroom use, including primary source materials, charts and simulations

Search For	By	From
Lessons	• Keyword (from list of economic key words) • Grade Level • Standards	• Lesson page • Lesson page • Standards page – reached from link on top navigation bar or CyberTeach / Teaching Resources / Standards
Weblinks	• Not searchable - Organized in 5 categories	• WebLinks page

Additional Features

- **CyberTeach**
  - Includes information on Creating Lessons, downloading Web Tools and Search Tips
  - Teaching resources – Including **State Standards** with links to lessons, **EconCalendar** (month by month calendar of economic events in history), **Economics Glossary** and **FAQs, Tools** (Compound Interest Calculator, National Budget Simulation, calculator)
- **Current Events** – links to current events' stories and related EconEdLink lessons

Site Strengths

- Activities can be used to take a new approach to teaching commonly taught topics, such as "Our Community", to provide real-life examples for Math problems, ELA activities such as the use of language in advertising, and in current events issues such as energy conservation or healthy foods
- Most lessons include interactive activities and / or Web links
- Student pages available for all lessons
- Many of the Web links used in lessons are excellent
- Good, clear set-up of Teacher pages

Technology Integration

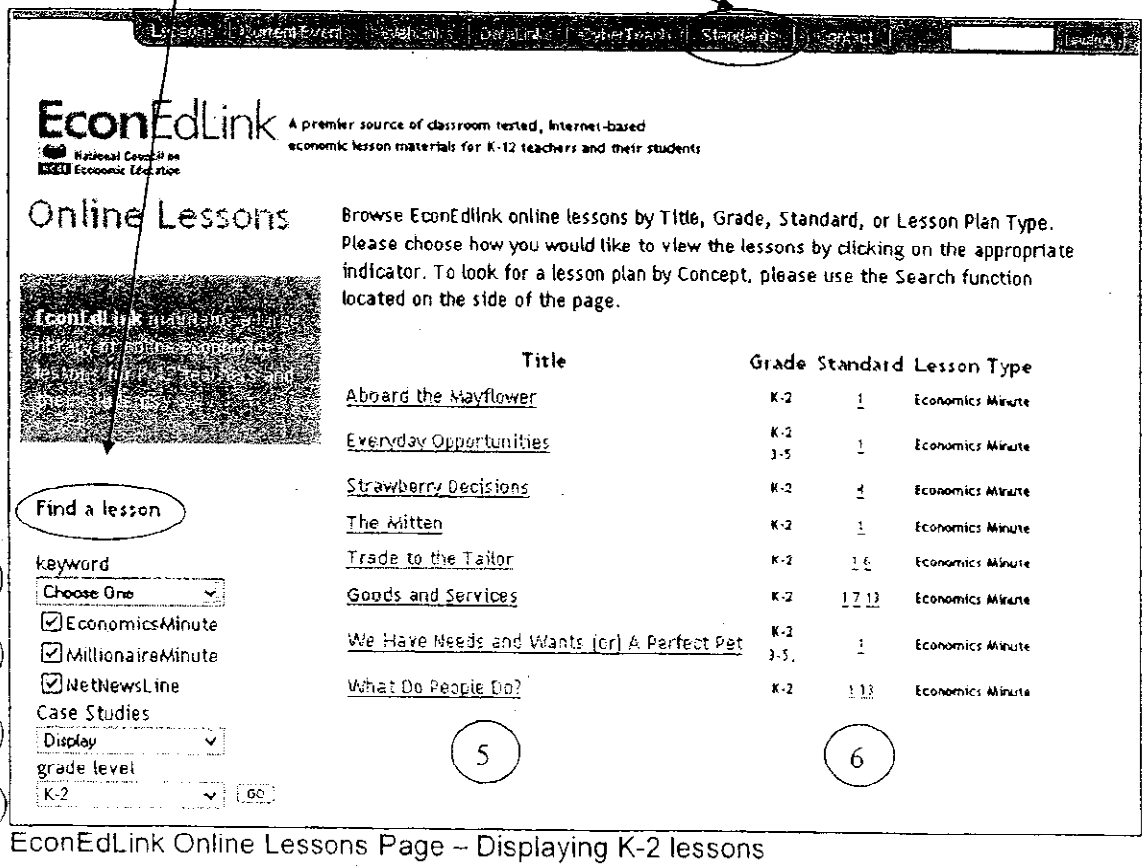
Lessons integrate technology in several ways: links to websites; interactive activities; onscreen "notepads" into which students type answers to questions; online interactive assessments

EconEdLink Lessons

Searching for Lessons

You can search for lessons by:

- **Find a Lesson** – on **Lessons** page – best way to search
- Going to **Standards** (top Navigation bar), finding your state, and clicking on the link to online lessons under each standard
- **Quick Search** –on EconEdLink home page (#10 on picture on previous page); this search is limited to key terms (selected from a list of Economics concepts)
- **Browse All Lessons** – On EconEdLink home page; brings up Lessons page



EconEdLink Online Lessons Page – Displaying K-2 lessons

Key to Online Lessons Page:

1. Keyword Search – limited to choice of economic terms included in drop-down list;
2. Three types of activities
   a. Economics Minute – theoretically designed to take less than a class; many seem longer – most lessons are in this category
   b. [illegible]

b. Millionaire Minute – also designed to take less than a class period; covers personal finance issues; only a few lessons in this category
c. NetNewsLine – designed to be completed in more than one class period; covers general economic issues

Recommendation: Include all three types in search

3. Case studies – designed to take a class period to complete; covers the current economic indicators that are updated on a monthly basis; you may Display or Hide case studies in search results
4. ***Recommendation - choose Display***
   Grade level – k-2, 3-4, 6-8, 9-12 – Many activities cover more than one grade range
5. Links to pages – pages that meet the search criteria are listed in order of creation, with most recent first; order of listing cannot be changed, which can make it difficult to find lessons that you have previously found
6. Information provide on
   a. Grade
   b. Standard - National Council on Economic Education standards – not state standards – point to link to get name of standard; click to read standard)
   c. Type of activity

HINT: Since lessons cannot be sorted, it may be difficult to find lessons your have previously viewed. If you know at least part of the name of a lesson, to find it quickly, search for all lessons in the appropriate grade level, choose **EDIT/Find (on this Page)** from the Explorer menu, type all or part of the lesson name and click on **Find next**.

CAUTION: If you are planning on using a lesson, be sure to copy the URL for that lesson. EconEdLinks reviews lessons before posting them; a lesson in the review process may appear on the search list during this process. Look carefully to make sure the lesson does not contain a message saying that it is incomplete!

Suggested Search Strategy for Non-Economics Teachers

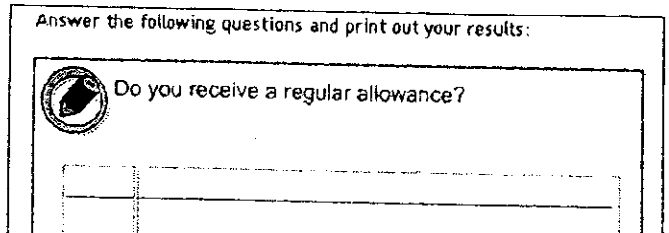
Step	Example
Search for all activities on your grade level;	Searched for K-2 lessons
• Explore those with titles that sound appropriate • Look at the Key Economic Concepts at the top of the lesson	• Found: Community Helpers Are at Your Service • Key Economic Concepts: Goods, role of government, services
Use this terminology to then search by key words	In **Keyword** drop down list, selected services and displayed new list of sites to explore
To search for terms that may not be included in EconEdLinks key terms, enter key words in Search box on top of page Navigation bar; if key words are broad, limit results to EconEdLinks	• Searched Thinkfinity for "community" – 584 results; • Limit search by Content Partners: to **EconEdLinks** and by Grade to: **K-2** • 46 results; first 35 were from EconEdLinks (including some aimed at teachers); last 11 were from EconEdLinks reviewed sites; list was easy to scan and reject many of the inappropriate ones

Parts of Lessons	
Key Economic Concepts	Concepts listed match key words on search page
Learning Objectives	Always included
Introduction	Puts lesson in context
Resources	Includes Web links; generally doesn't include links to handouts – those are included in process
Process	Generally very specific including questions and answers, specific instructions
Conclusion	General wrapping up of activity
Assessment Activity	Often includes a link to a worksheet, interactive activity or website
Extension Activity	More ideas, often including web sites on the topic
Teacher Reviews	Reviews by teachers who used lesson; included if there are any
Lessons	Sometimes displays links to other lessons with similar topic
Related Information	Boxes on left side of screen
Grade Level NCEE Curriculum Standards Author Student Pages	Always listed Always listed, point to standard for brief description; click for more information Always included • Always provided – link included in box entitled "**Teacher's Version**"; cannot reach Teacher Page from Student Page • May be above reading level of indicated grade (particularly for lower grades)
Time Frame	Not given; types of lessons supposedly indicate time but EconomicsMinute and MillionaireMinute lessons often would take more than the allotted one period
Interactive Activities	• Usually included with link from teacher and student pages • Many are displayed in separate windows so they can be used independently from activity • Different types; see examples below
Web Sites	Links for web sites for students and / or teachers always included
Printable handouts	Downloadable worksheets and / or graphic organizers often included
Other	• Buttons to print and email lesson • Button to review lesson

Sample Interactive Activities

Community Helpers are at Your Service – drag and drop activity – Grades K-2

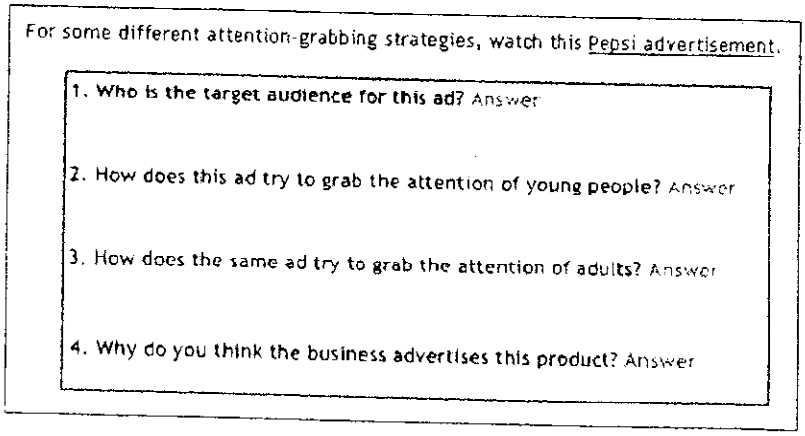
Name of helper is displayed when you click on picture



Money Doesn't Grow on Trees – Grades 3-5

Included on Student Lesson Page

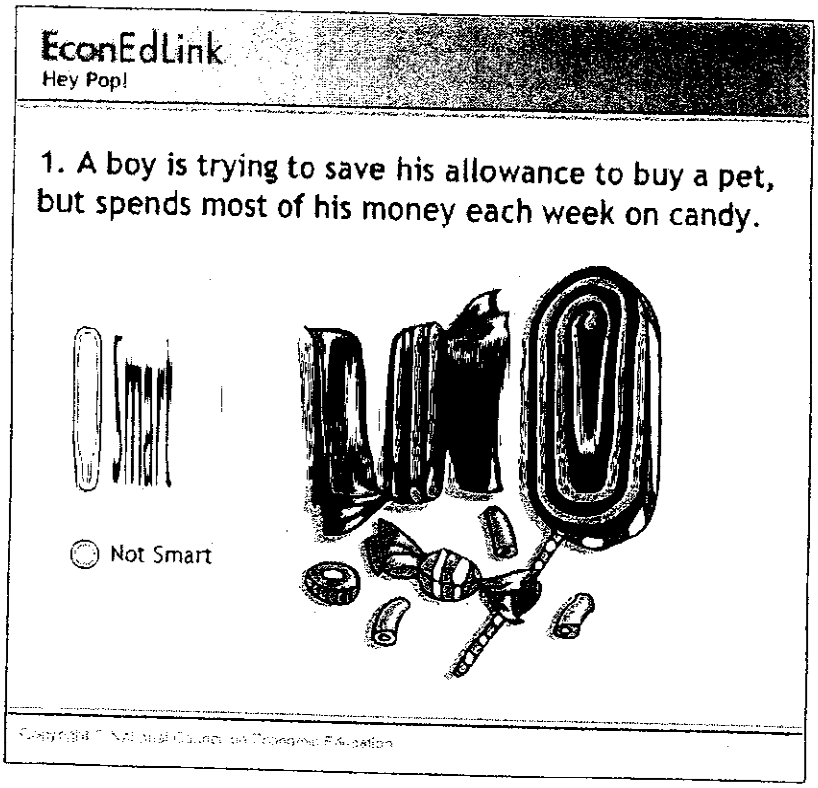
Students click on "paper" and type response. Finished activity can be printed or emailed.



Did You Get the Message; Grades 3-8

Students click on link to watch Ad

Click on "Answer" to see answer to question



Every Penny Counts
Grade - K-2 – Life Skills for Older Students

Instructions indicate that students read along with teacher

Feedback provided after each response

Hints for Including Interactive Activities in Your Own Student Pages

You may want to include some of the EconEdLink interactive activities in your own student pages. This is easy to do with those activities that appear in pop-up windows. To find the Web addresses of these activities and include them in your own student pages:

- Right-click on the Interactive Activity
- When the shortcut menu appears, choose **Open in New Window**
- Highlight the Web address, copy it and paste it into your activity as a link

Sample Lessons		
Title / Grade	**Search from Lesson Page**	**Comments**
Did You Get the Message Grades: 3-8	Grade Key terms: advertising, competition, incentives or markets	• Could be part of ELA unit on persuasion • Links to videos of ads accompanied by questions that help the students see the focus of the ads, how language is used to grab attention, and various other techniques used • Television advertisement log • Good interactive extension activity at pbskids.org
Believe It Or Not; Grades: 3 – 8	Grade Key terms: advertising, competition, decision making, maintaining competition, markets, regulation or role of government	• Could be part of ELA unit on fact vs. opinion, as well as advertising • Good link to PBS site • Interactive activity • Interactive assessment • Link to another related EconEdLink site
Online Music	Grade	• Links to opinions on both sides of the

6-8 (topic: Is downloading music from Napster ethical?)	Key terms: competition, consumers, legal and social framework, technological changes	issue • Strong focus on higher order thinking skills • End product – a debate; some information on debate format included • 2000 site; one link no longer worked
Community Helpers Are at Your Service K-2	Grade Key Terms: Goods, Role of government, Services	• New take on familiar community helpers activities – separates those that provide Good and those that provide Services • Link to good site: http://bensguide.gpo.gov/k-2 • 2 short, good interactive activities • Several related activities available including link to extension activity which has another more extensive interactive activity
Money Doesn't Grow on trees; grades 3-5	Grade Key Terms: Income	• Has online survey on allowances that kids can take and print; compare to web site with survey results • Interactive story about planning a party • Interactive activities • Student page probably too wordy, but would need to use at least partly if want interactive survey
Every Penny Counts k-2, but secondary special ed teacher thought this could be adapted well as a special ed life skills lesson	Grade Key Terms: Budget, choice, competition, consumers, decision making, goods, price, savings, services, trade-offs	• 2 stories for teacher to read • Interactive activity where students pick the best buy • Interactive assessment – gives choices and student decides if, financially, this is a smart choice or not
Economic Spotter: Lewis and Clark's Expedition Faces Scarcity Grades 3-5	Grade Search (top of page): "Lewis and Clark", limit partners to EconEdLinks	• Good links that you could use in an activity on Lewis and Clark that focuses less on the economic issues • Link to US mint time machine – interactive story of Lewis and Clark (tell students to click on 1805) • Interactive assessment from National Geographic site
The Civil War – A War of Resources Grades 6-8	Grade Key Terms: Benefit, capital resources, choice, costs, human capital, natural resources	• Difference in resources as related to Civil War • Good links • Interpretation of charts

Web Links

WebLinks refers to links to specific Economics sites, so have less use for teachers not focusing on Economics.

Unlike lessons which can be used in contexts where economics is not the main focus of the lesson, these links focus on economics topics.

For non-Economics teachers links within activities may be more useful; these links can be found by browsing related activities or as part of a Thinkfinity Search, limited to EconEdLinks.

Searching for Web Links:

Links are not searchable, but are organized in five categories. Consumer Economic, Federal Reserve, General Economic, General Resource, Stock Market

Sample Web Links		
Name	**How do I Find?**	**Comments**
KidsBank.com http://www.kidsbank.com	WebLinks page – Consumer Economic Links category	• Includes story with information on money, savings, etc. • Two online calculators – saving for shopping or for a car • Games section – interactive quizzes on money and other related banking topics
The Stock Market Game http://www.smgww.org/	WebLinks page, Stock Market Links	• Simulation where students "invest" a set amount of money in the stock market and find the results

EconEdLink

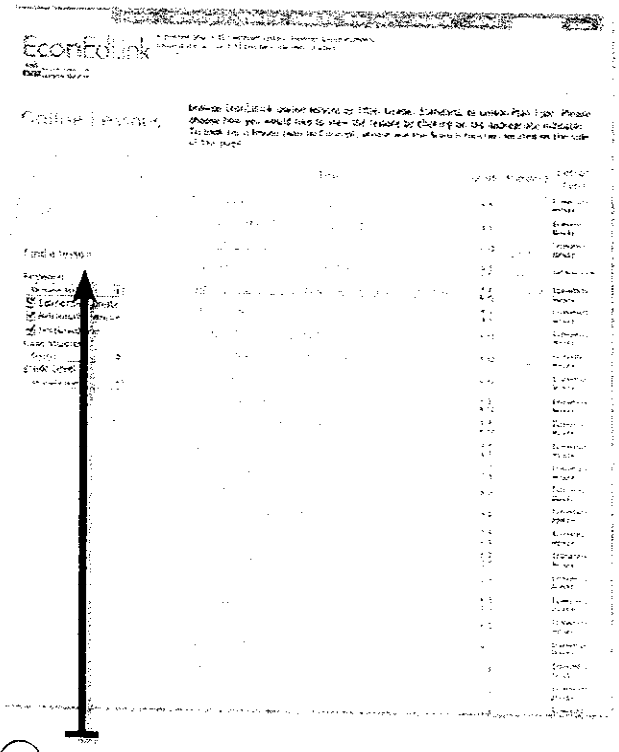
Teaching Scenario: Elementary

www.econedlink.org

Setting the Stage

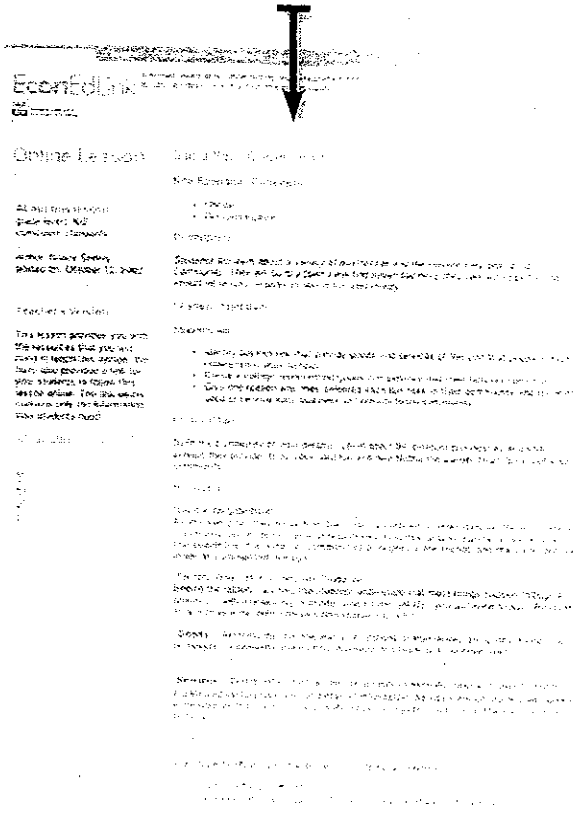
Mr. Johnson is a first grade teacher who plans to introduce a unit of study on decision making with his first graders. Mr. Johnson has taught this unit for several years and is interested in approaching the lesson from an economic perspective. Mr. Johnson discovered that EconEdLink allows him to do a Quick Search for lessons using economic concepts. He began his search by selecting decision making as his concept. This provides a listing of over 30 lessons that present economic content on decision making. Mr. Johnson is able to narrow his search to the K-2 grade band and finds 14 lessons for his first grade students.

Mr. Johnson's school has several computers in his classroom. His students spend time every day using the computers. They have become quite familiar with online learning.

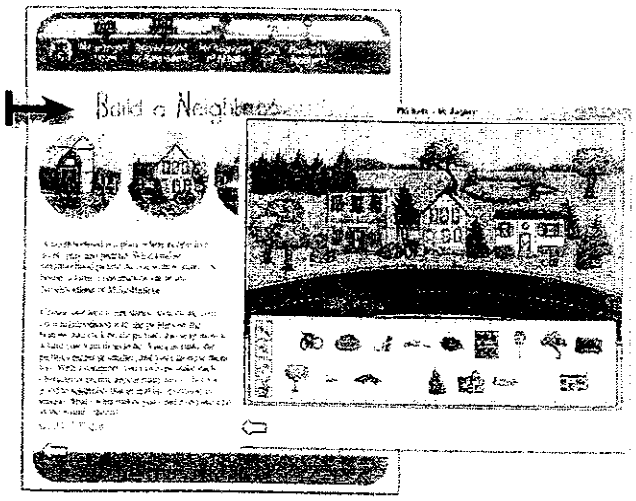


(1) With the listing of lessons that present an economic perspective for decision making, Mr. Johnson is able to peruse the lessons and find one that meets his objectives. He looks for an online lesson that his students can work on in pairs. He finds a lesson that uses the idea of building a community and the economic choices that go into this process. He likes the many decision making opportunities in the lesson. Since they were also studying communities in social studies, this is the hook for his students' study of decision making.

(2) **Build Your Community** is an EconEdLink lesson that guides students through the study of a variety of businesses and the service they provide to a community. Students build a town selecting seven businesses they feel are the most important to have to live in this community. This information is foundational and necessary for students to make responsible decisions in their role as citizens.



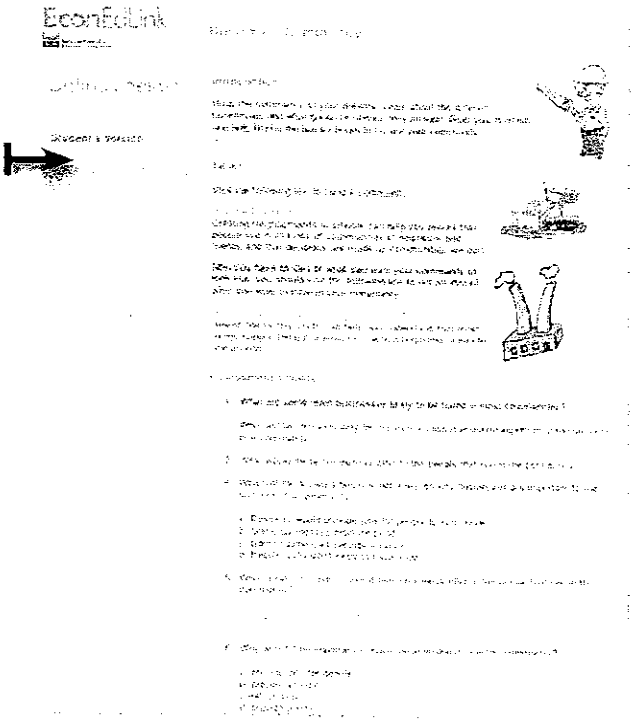
Mr. Johnson continues to explore the teacher's version of the lesson. He is able to see Internet resources to which he is going to send his students. These include a link to **PBSKids** at *http://pbskids.org/rogers/R_house/build.htm*. This link provides several interactive activities to get his students thinking about the decisions that go into building a community. Several additional interactive activities can be found in this lesson as well.



Mr. Johnson is able to very quickly go through the lesson by using the teacher's version of this lesson plan. This allows him to be prepared for any questions his students might raise. He also notes that all of the resources available through the teacher's version, students will have access to through the student's version. With the help of the teacher's version, and the accompanying student's version he feels prepared to have his students study the economics behind decision making.

Mr. Johnson is prepared to deliver this lesson to his students.

(3) Mr. Johnson introduces his students to decision making by discussing the talking points provided in the teacher's version. Mr. Johnson then has his students go to the student page of the lesson found at *http://econedlink.org/?a=285* – this URL is provided in the teacher's version. He bookmarks the student page so his students can find it easily. This student's version does not have any navigation to allow his students to get back to the **Teacher's Version** where answers to the questions are located. The student's version allows them to explore the economic concepts online. The students are divided into work groups and begin their study at the computers.



Once his students complete the online lesson, he initiates a concluding discussion of the information that his students explored and learned from. With both tools the teacher is better able to present the economics that are evident in decision making.

(4) Mr. Johnson notes that on the teacher page there was a great extension activity that provides the opportunity for his students to involve their parents in the study of decision making. Titled **At Home Project**, it is designed to have the students build a 3-dimensional model of the town in which they live. They may use various materials (for example, milk cartons and shoe boxes) depending on what is available.

EconEdLink

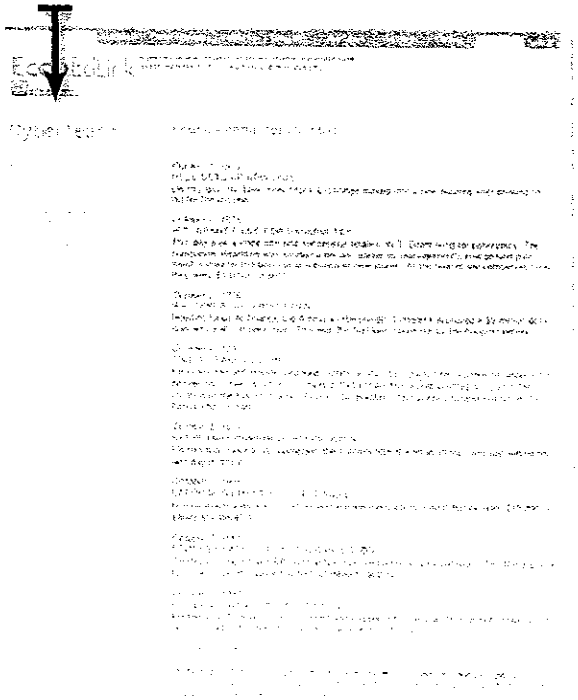
Teaching Scenario: Secondary

www.econedlink.org

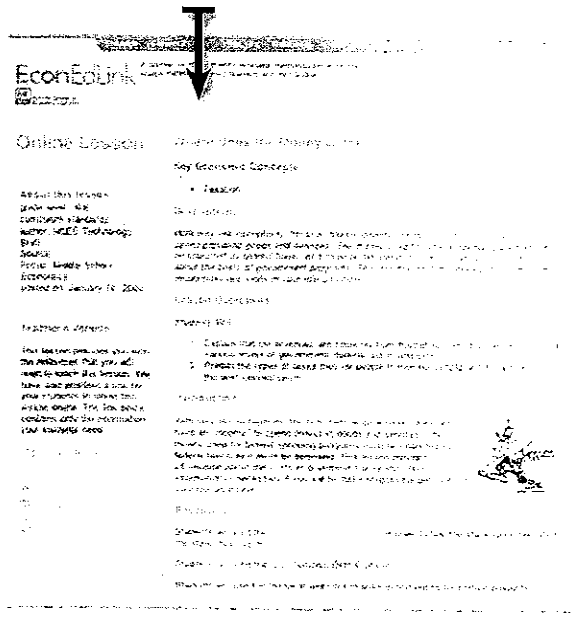
Setting the Stage

Ms. Adams is a middle school teacher who plans to introduce a unit of study on the United States Government and how it is funded. Ms. Adams has taught this unit for several years and is interested in providing more of an economic slant to her lesson. Ms. Adams discovered that EconEdLink has many resources that supplement not only her own understanding but that of her students as well. She knows that there are economic Current Event articles, and DataLinks that provide current economic data that she and her students can use in the classroom. Ms. Adams' school has several computer labs that she and her students can use.

(1) Ms. Adams begins her search by going to **CyberTeach** on EconEdLink's homepage. **CyberTeach** contains many resources that can help an educator present economics. There is an **Economic Glossary**, **Economic Calendar**, a link to **State Correlated Standards**, and an index of **Economic Tools**. Ms. Adams chooses the **Economics Calendar** (under the Teaching Resources section) to begin her search for a hook that can grab her students' economic attention. By clicking on **October** she was able to discover that on October 3, 1776, the U.S. took out its first loan. Needing funds to finance the American Revolution, Congress approved a 5 million dollar loan with a 4% interest rate. This started her discussion on the funding of the United States Government. From this hook she was able to narrow her search on EconEdLink.



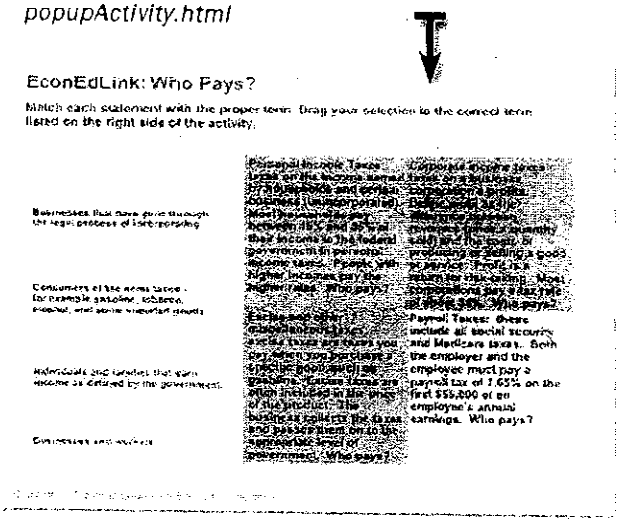
(2) Ms. Adams was able to go to the **SEARCH** window on EconEdLink and type in "taxes:" This search provided several EconEdLink lessons on taxes. One middle school lesson was entitled **Where Does the Money Come From?**



(3) **Where Does the Money Come From?** is an EconEdLink lesson that establishes the premise that with very few exceptions, the U.S. Federal Government does not have an income to spend providing goods and services. The money used for federal spending programs must be collected as federal taxes, or it must be borrowed. This lesson provides information about the cost of government programs. This information is necessary to make responsible decisions in your role as citizen. With this premise in mind, Ms. Adams continues to explore the teacher's version of this lesson. She is able to see

these Internet resources to which she is going to send her students. These include a link to:

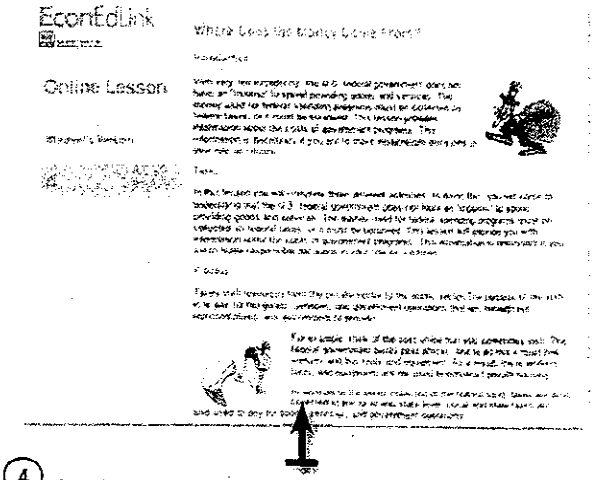
- **Sales Tax rates**
  http://www.salestaxinstitute.com/sales_tax_rates.jsp
- The **U.S. Debt Clock**
  http://www.brillig.com/debt_clock/
- An **interactive activity** found on EconEdLink
  http://www.econedlink.org/lessons/em69/popupActivity.html



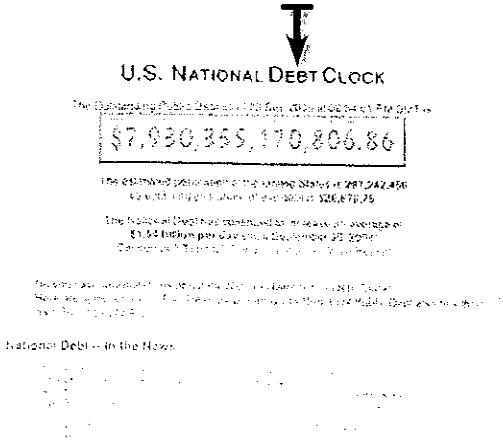
Ms. Adams is able to very quickly go through the lesson by using the teacher's version. What she is able to do on the teacher's version is provided for her students in their version.

Ms. Adams is prepared to present this lesson to her students. She decides to wait until October 3rd so her hook has more impact.

> "As an elementary school teacher, I never thought of myself as an economics teacher. Once I saw the powerful everyday applications of mathematics on your site I was a believer!"
>
> — Melissa Kath
> Grade 2 Teacher: St. Paul, Minnesota



(4) October 3rd arrives and Ms. Adams takes her class to the computer lab. She begins her lesson with the **Economic Calendar** from EconEdLink and points out the economic data that she discovered. Ms. Adams then shows the class the **U.S. National Debt Clock** to generate a more contemporary discussion on the issues facing the United States. Ms. Adams then has her students go to the student page of the **Where Does the Money Come From?** lesson found at *http://econedlink.org/?a=69*. This url is provided for her on the teacher's version. The students are able to go to the lesson and individually go through each of the steps of the online lesson. This student's version does not have any navigation that allows her students to get back to the teacher's version where answers to questions are located. The student's version allows the student to explore the economic concepts online. Once her students complete the online lesson, she is able to discuss the information from which her students explored and from which they learned. With this foundation established, Ms. Adams can continue with her planned curriculum.



Be an Ad Detective

Introduction:

What do you do when the television program you are watching is interrupted by a commercial message? Dc hurry to the kitchen for a snack? Do you make a phon talk with family members who are also watching?

Advertisers know that people are ignoring many tradi advertising techniques like TV commercials. As a rest businesses are becoming more creative in where they their ads.

Task:

Put on your detective hat. You are going to be an Ad Detective investigating t places in which businesses advertise. You are going to learn how advertisers t develop brand awareness.

Process:

Activity 1: Be an Ad Detective

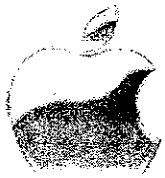
Go to this PBS Kids web site to learn about some of the latest advertising loca

Activity 2: Advertising Clues

Did you notice that all of these ads were based only on names and logos? Busi often use names, logos and imaginary characters in their advertising. After yo these brand images a few times, they are all you need to identify the product business selling it. You might think of these visual symbols as advertising clue

Advertisers hope that when you like a sports event, celebrity or video game, y associate that good feeling with them and their products. That's the idea beh branding—the creation of positive feelings about a certain business or what it

What product do you think of when you see these images?



Some businesses also use slogans and jingles. Slogans are a few catchy words identity with a product and the business that makes it. When words of this se put to music, the result is called a jingle. These little songs are usually fun a

to sing. Slogans and jingles often help you remember a product's benefits anc features. Use this Interactive activity to test your knowledge of jingles. Go to Kids web site to learn about some of the latest advertising locations. STOP wh are asked to click on the arrow that takes you back to "Advertising Tricks."

THINK ABOUT IT

1. Write down three other brand images you have seen. Why do you think rem ember them?
2. Wh at other slogans and jingles do you remember?
3. Wh at do you think makes these effective advertising tools?

Conclusion:

Logos, imaginary characters, slogans and jingles--they are created to help fix a brand name and message in your mind. Businesses hope you will have a good feeling when you see and hear them. They hope this good feeling will influence your buying decisions.

Assessment Activity:

Use the Be an Ad Detective worksheet to find more ads and the places where located.

Extension Activity:

1. According to one estimate, the average young person in the United States g about 1,500 advertising messages daily. With your classmates, keep track of a advertisements you see and hear in one day. Divide the day so each of your classmates is responsible for just a small part of the day. For the hours from 7 to 8:00 p.m., for example, one or two of you might be responsible for one hou all ads you see and hear - those on television, the radio, the Internet, billboa buses, and theater marquees, etc. When you are finished, total your findings.

2. Clip logos, imaginary characters and slogans from magazines, newspapers, packages, etc. Write down slogans and jingles you hear on TV and radio. For a and easy way to gather slogans and jingles, go to this tv party link. Share wha find with your classmates.

3. Walk through your school and your school grounds looking for advertisemen Center for Commercial Free Public Education web page will give you ideas ab where to look.

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