Dinah Zike's
High School Economics Reading and Study Skills

FOLDABLES™



Glencoe

New York, New York Columbus, Ohio Chicago, Illinois Peoria, Illinois Woodland Hills, California



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Dear Teacher,



What's a Foldable?

A Foldable is a three-dimensional, student-made, interactive graphic organizer based upon a skill. Making a Foldable gives students a fast, kinesthetic activity that helps them organize and retain information. Every chapter in the Teacher Wraparound Edition of the textbook begins with a note to use a Foldable as a study organizer. Each chapter's Foldable topic in this booklet is designed to be used as a study guide for the main ideas and key points presented in sections of the chapter. Foldables can also be used for a more in-depth investigation of a concept, idea, opinion, event, person, or place studied in a chapter. The purpose of this ancillary is to show you how to create various types of Foldables and provide chapter-specific Foldables examples. With this information, you can individualize Foldables to meet your curriculum needs.

This book is divided into two sections. The first section presents step-by-step instructions, illustrations, and photographs of 34 Foldables. I've included over 100 photographs to help you visualize ways in which they might enhance instruction. The second section presents extra ideas on how to use Foldables for each chapter in the textbook. You can use the instruction section to design your own Foldables or alter the Foldables presented in each chapter as well. I suggest making this book available as a resource for students who wish to learn new and creative ways to make study guides, present projects, or do extra-credit work.

Who Am I?

You may have seen the Foldables featured in this book used in supplemental programs or staff-development workshops. Today my Foldables are used internationally. I present workshops and keynote addresses to over fifty thousand teachers and parents a year, sharing Foldables that I began inventing, designing, and adapting over thirty-five years ago. Students of all ages are using them for daily work, note-taking activities, student-directed projects, as forms of alternative assessment, journals, graphs, charts, tables, and more.

Have fun using and adapting Foldables,



For more information on Foldables, visit http://www.dinah.com or call 1-800-99DINAH.

Why use Foldables in Economics?

When teachers ask me why they should take time to use the Foldables featured in this book, I explain that they

. . . quickly organize, display, and arrange data, making it easier for students to grasp economics concepts, theories, facts, opinions, questions, research, and ideas. They also help sequence events as outlined in the content standards.

. . . result in student-made study guides that are compiled as students listen for key points, read for main ideas, or conduct research.

. . . provide a multitude of creative formats in which students can present projects, research, interviews, and inquiry-based reports instead of typical posterboard formats.

. . . replace teacher-generated writing or photocopied sheets with student-generated print.

. . . incorporate the use of such skills as comparing and contrasting, recognizing cause and effect, and finding similarities and differences into daily work and long-term projects. For example, these Foldables can be used to compare and contrast student explanations and opinions with explanations and opinions accepted by experts in the field of economics.

. . . continue to immerse students in previously learned vocabulary, concepts, information, generalizations, ideas, and theories, providing them with a strong foundation that they can build upon with new observations, concepts, and knowledge.

. . . can be used by students or teachers to easily communicate data through graphs, tables, charts, models, and diagrams, including Venn diagrams.

. . . allow students to make their own journals for recording observations, research information, primary and secondary source data, surveys, and more.

. . . can be used as alternative assessment tools by teachers to evaluate student progress or by students to evaluate their own progress.

. . . integrate language arts, science, mathematics, and social studies knowledge and skills into the study of economics.

. . . provide a sense of student ownership or investment in the economics curriculum.

Foldable Basics

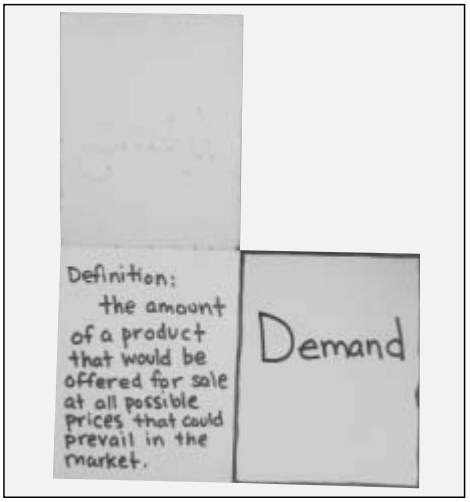
What to Write and Where

Teach students to write general information such as titles, vocabulary words, concepts, questions, main ideas, and dates on the front tabs of their Foldables. This way students can easily recognize main ideas and important concepts. Foldables help students focus on and remember key points without being distracted by other print.

Ask students to write specific information such as supporting facts, their own thoughts, answers to questions, research information, class notes, observations, and definitions under the tabs.

As you teach, demonstrate different ways to use Foldables. Soon you will find that students make their own Foldables and use them independently for study guides and projects.

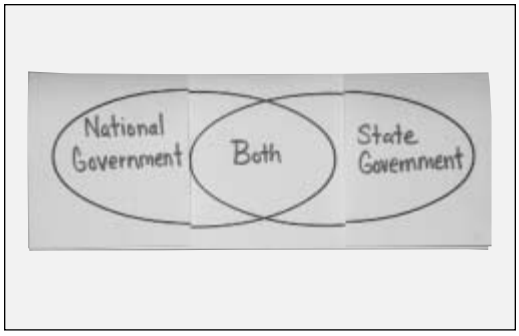




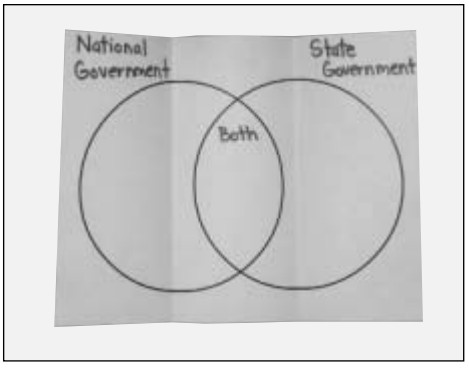
With or Without Tabs

Foldables with flaps or tabs create study guides that students can use to self-check what they know about the general information on the front of tabs. Use Foldables without tabs for assessment purposes or projects where information is presented for others to view quickly.

Venn Diagram used as a study guide



Venn Diagram used for assessment



What to Do with Scissors and Glue

If it is difficult for your students to keep glue and scissors at their desks, set up a small table in the classroom and provide several containers of glue, numerous pairs of scissors (sometimes tied to the table), containers of crayons and colored pencils, a stapler, clear tape, and anything else you think students might need to make their Foldables.





Storing Foldables

There are several ways that students can store their Foldables. They can use grocery bags, plastic bags, or shoeboxes. Students can also punch holes in their Foldables and place them in a three-ring binder. Suggest that they place strips of two-inch clear tape along one side and punch three holes through the taped edge.

By keeping all of their Foldables together and organized, students will have created their own portfolio.

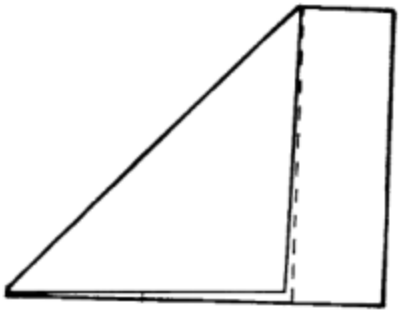
HINT: *I have found it more convenient to keep student portfolios in my classroom, so student work is always available when needed. Giant laundry-soap boxes make good storage containers for portfolios.*

Use This Book As a Creative Resource

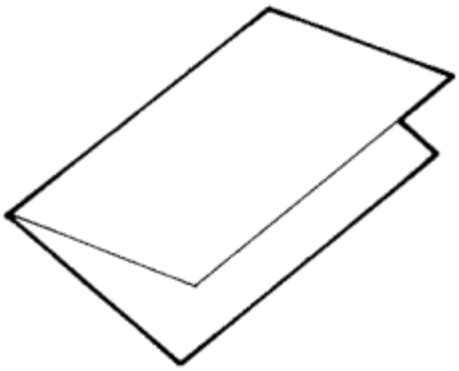
Have this book readily available for students to use as a reference and source of ideas for projects, discussions, debates, extra-credit work, cooperative learning group presentations, and so on. Encourage students to think of their own versions of Foldables to help them learn the material in the best way possible.

Basic Foldable Shapes

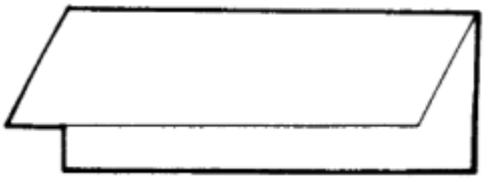
The following figures illustrate the basic folds that are referred to throughout the following section of this book.



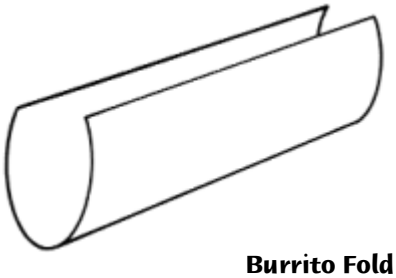
Taco Fold



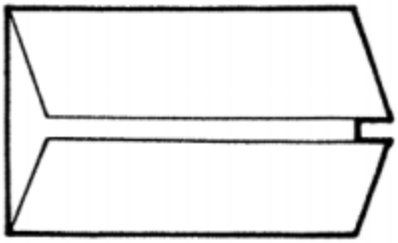
Hamburger Fold



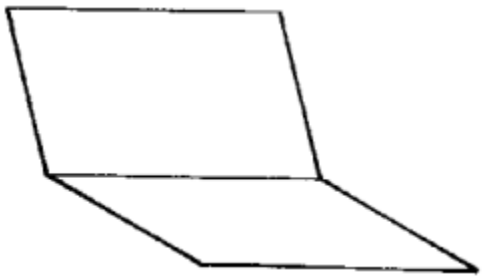
Hot Dog Fold



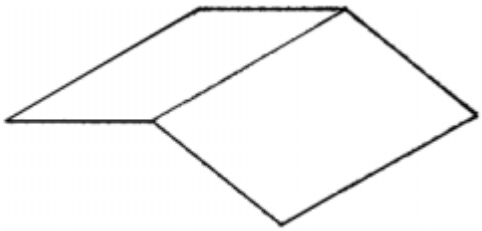
Burrito Fold



Shutter Fold



Valley Fold



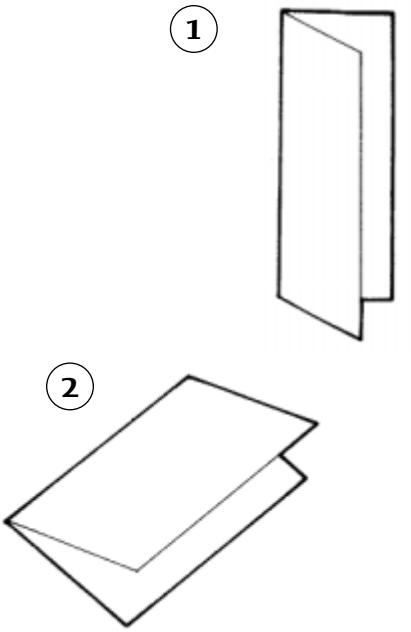
Mountain Fold

Half-Book

Fold a sheet of paper (8 1/2" × 11") in half.

1. This book can be folded vertically like a *hot dog* or . . .
2. . . . it can be folded horizontally like a *hamburger.*

Use this book for descriptive, expository, persuasive, or narrative writing, as well as graphs, diagrams, or charts.

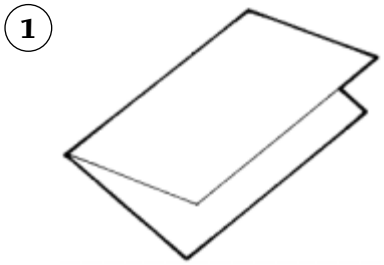


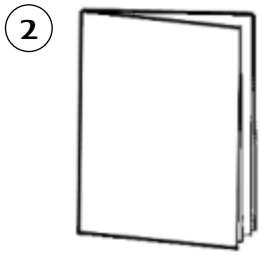


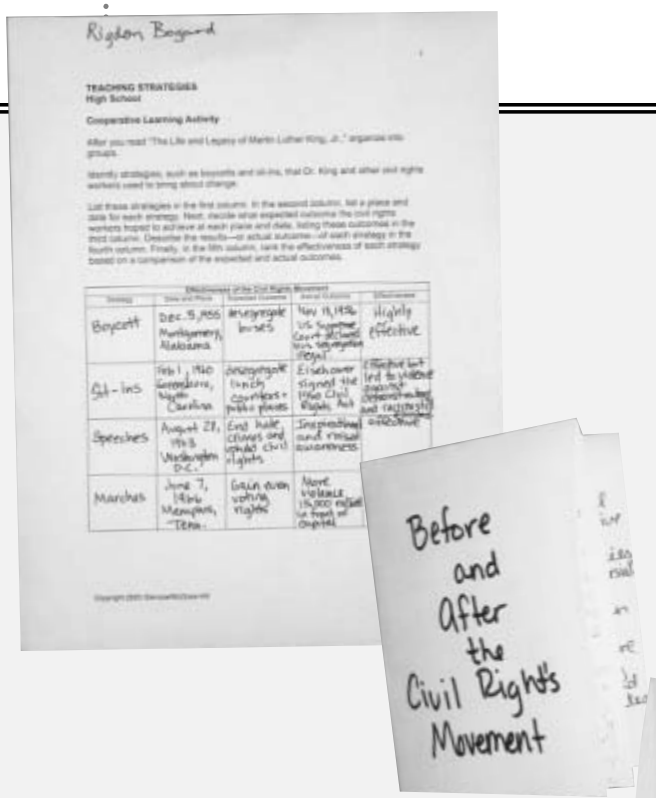
Folded Book

1. Make a *half-book.*
2. Fold it in half again like a *hamburger.* This makes a ready-made cover with two small pages for information on the inside.

Use photocopied worksheets, Internet print-outs, and student-drawn diagrams or maps to make the inside contents of this book. The previous worksheets can then serve a second purpose as the inside of a Foldable.



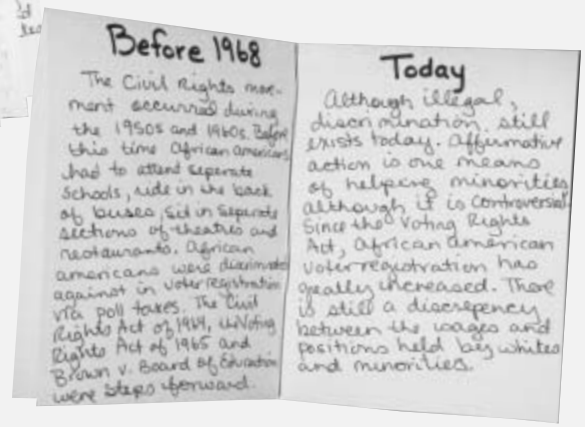



Rigdon Bogard

TEACHING STRATEGIES
High School

Cooperative Learning Activity

Before and After the Civil Rights Movement


Before 1968

The Civil Rights movement occurred during the 1950s and 1960s. Before this time African Americans had to attend seperate schools, ride in the back of buses, sit in seperate sections of theatres and restaurants. African americans were discriminated against in voter registration via poll taxes. The Civil Rights Act of 1964, the Voting Rights Act of 1965 and Brown v. Board of Education were steps afterward.

Today

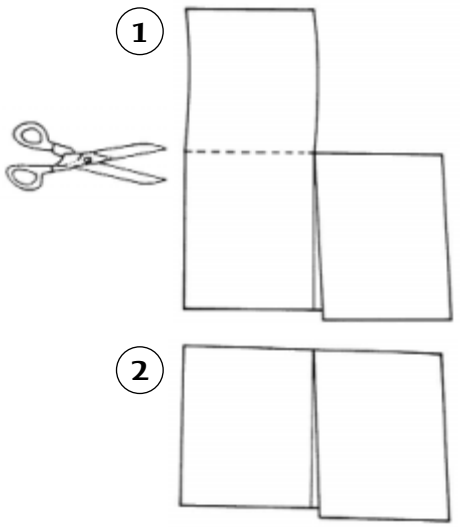
Although illegal, discrimination still exists today. Affirmative action is one means of helping minorities although it is controversial. Since the Voting Rights Act, African American voter registration has greatly increased. There is still a discrepency between the wages and positions held by whites and minorities.

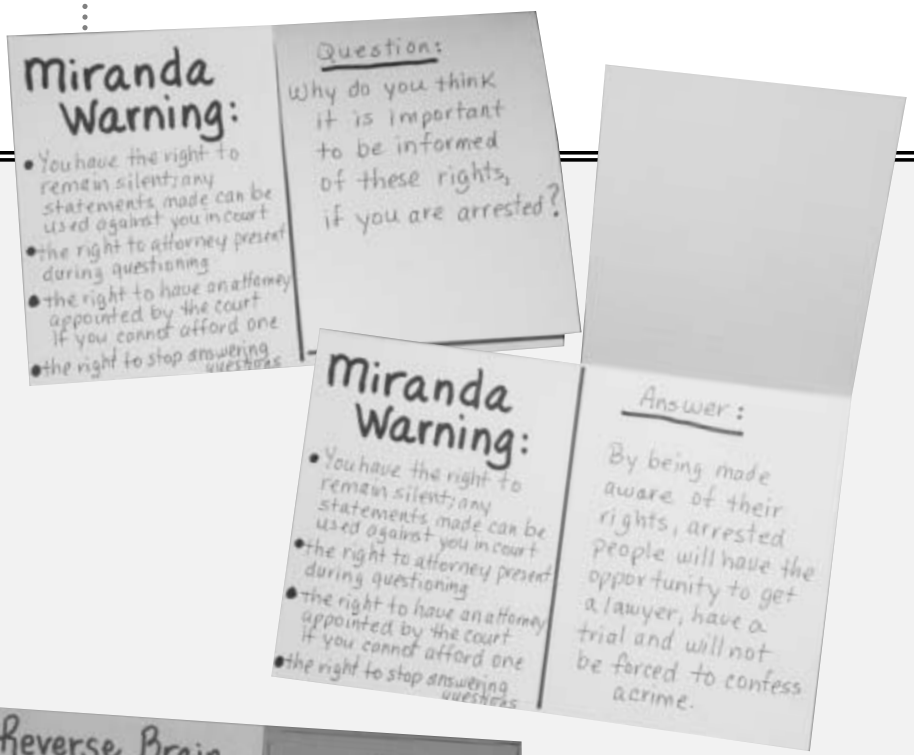
When folded, the worksheet becomes a book for recording notes and questions

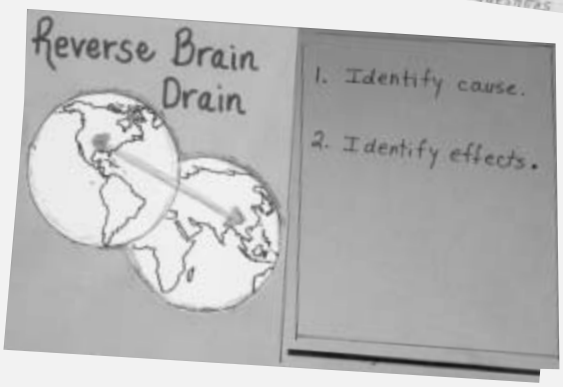
Three-Quarter Book

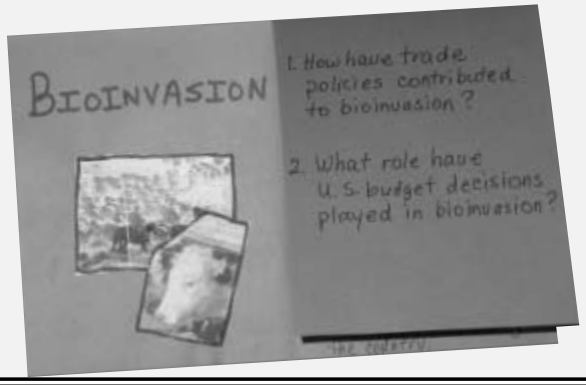
1. Take a *two-tab* book and raise the left-hand tab.
2. Cut the tab off at the top fold line.
3. A larger book of information can be made by gluing several *three-quarter books* side-by-side.

Sketch or glue a graphic to the left, write one or more questions on the right, and record answers and information under the right tab.



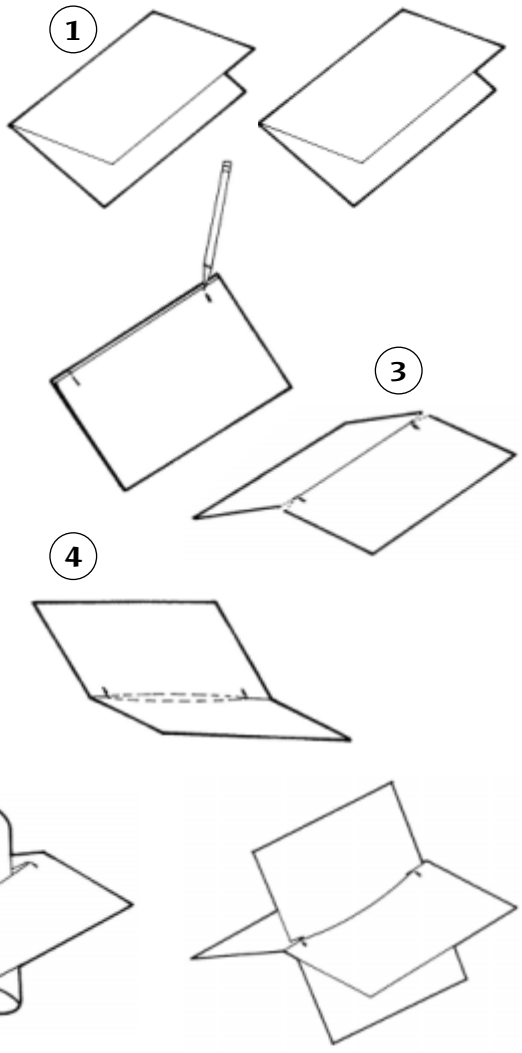


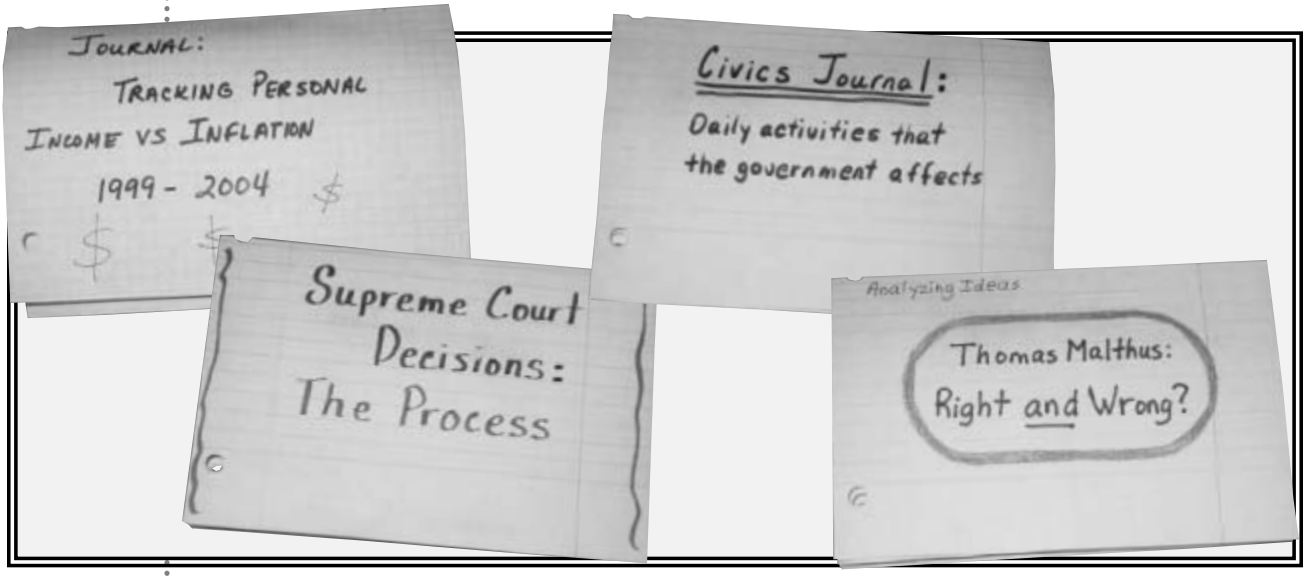




Bound Book

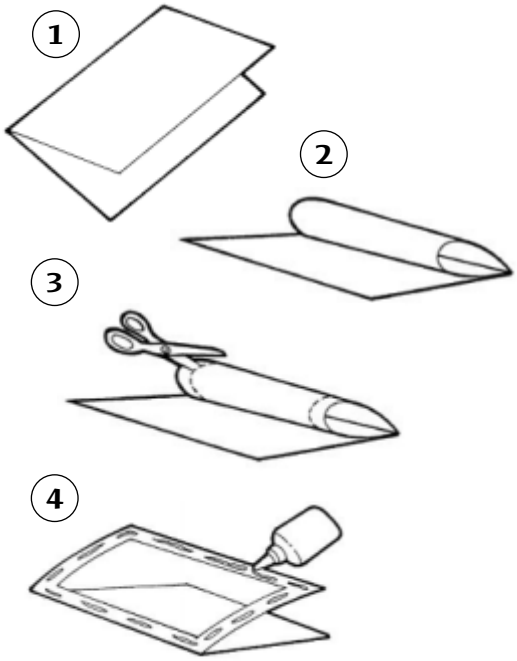
1. Take two sheets of paper (8 1/2" × 11") and separately fold them like a *hamburger.* Place the papers on top of each other, leaving one-sixteenth of an inch between the *mountain tops.*
2. Mark both folds one inch from the outer edges.
3. On one of the folded sheets, cut from the top and bottom edges to the marked spot on both sides.
4. On the second folded sheet, start at one of the marked spots and cut the fold between the two marks.
5. Take the cut sheet from step 3 and fold it like a *burrito.* Place the *burrito* through the other sheet and then open the *burrito*. Fold the bound pages in half to form an eight-page book.





Picture-Frame Book

1. Fold a sheet of paper (8 1/2" × 11") in half like a *hamburger.*
2. Open the *hamburger* and gently roll one side of the *hamburger* toward the *valley.* Try not to crease the roll.
3. Cut a rectangle out of the middle of the rolled side of the paper leaving a half-inch border, forming a frame.
4. Fold another sheet of paper (8 1/2" × 11") in half like a *hamburger.* Apply glue to the inside border of the picture frame and place the folded, uncut sheet of paper inside.



Use this book to feature a person, place, or thing. Inside the picture frames, glue photographs, magazine pictures, computer-generated graphs, or have students sketch pictures. This book has three inside pages for writing and recording notes.

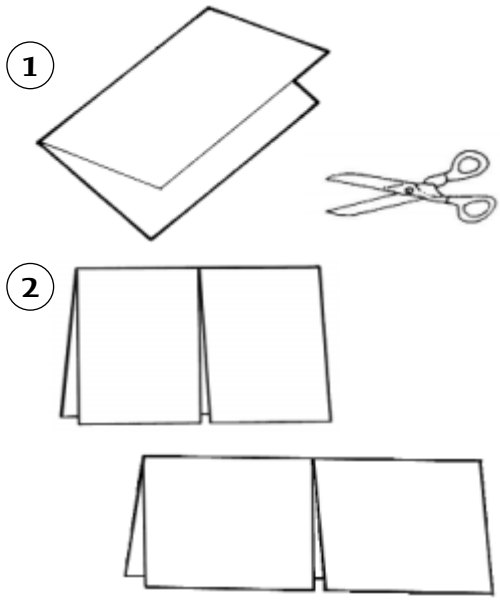


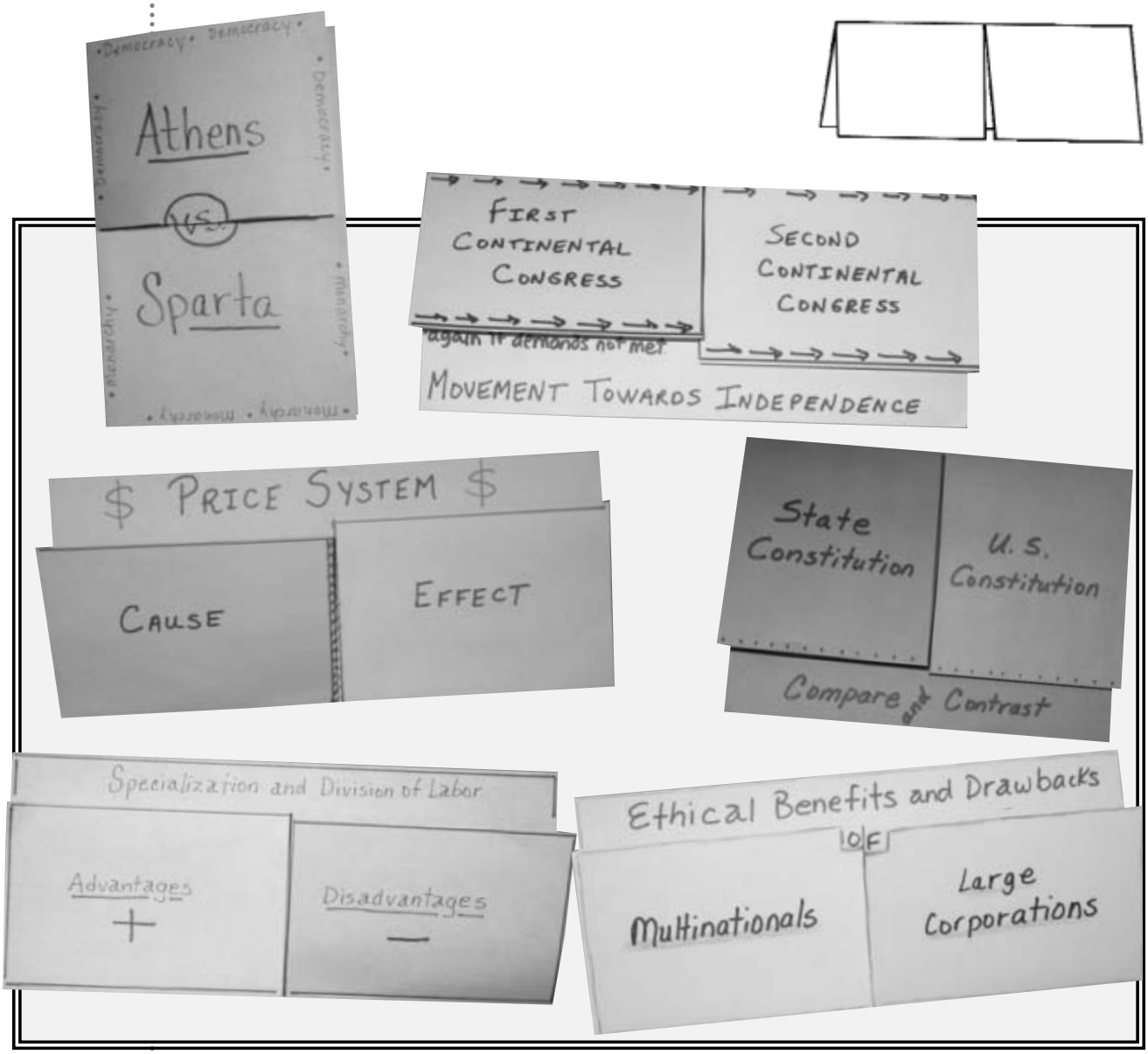


Two-Tab Book

1. Take a *folded book* and cut up the *valley* of the inside fold toward the *mountain top.* This cut forms two large tabs that can be used front and back for writing and illustrations.
2. The book can be expanded by making several of these folds and gluing them side-by-side.

Use this book with data occurring in twos. For example, use it for comparing and contrasting, determining cause and effect, finding similarities and differences, and more.

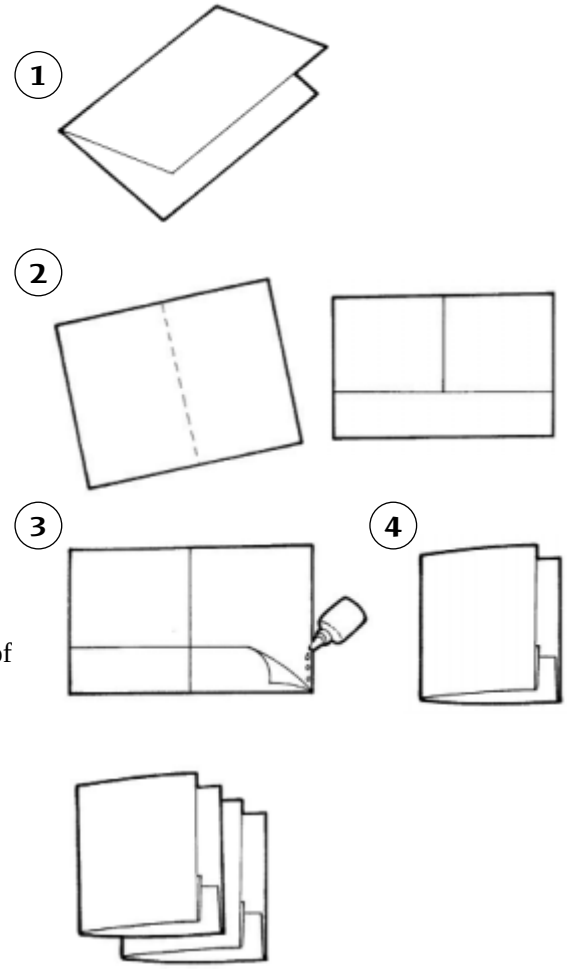




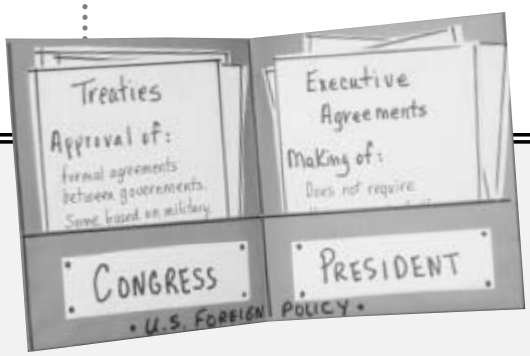
Pocket Book

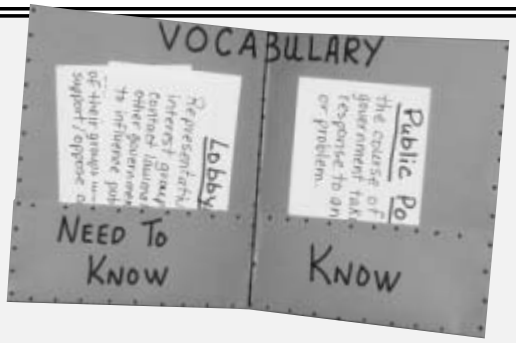
1. Fold a sheet of paper (8 1/2" × 11") in half like a *hamburger.*
2. Open the folded paper and fold one of the long sides up two inches to form a pocket. Refold along the *hamburger* fold so that the newly formed pockets are on the inside.
3. Glue the outer edges of the two-inch fold with a small amount of glue.
4. **Optional:** Glue a cover around the *pocket book.*

   Variation: Make a multi-paged booklet by gluing several pockets side-by-side. Glue a cover around the multi-paged *pocket book.*



Use 3" × 5" index cards and quarter-sheets of notebook paper inside the pockets.
Store student-made books, such as two-tab books and folded books in the pockets.

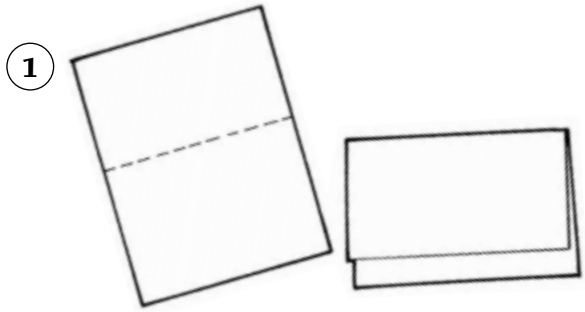




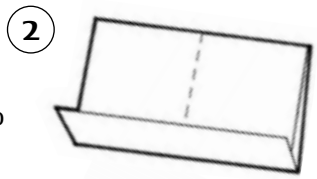




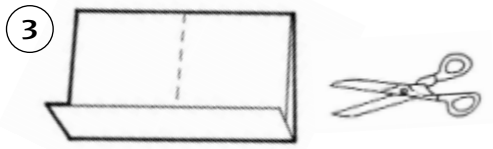
Matchbook

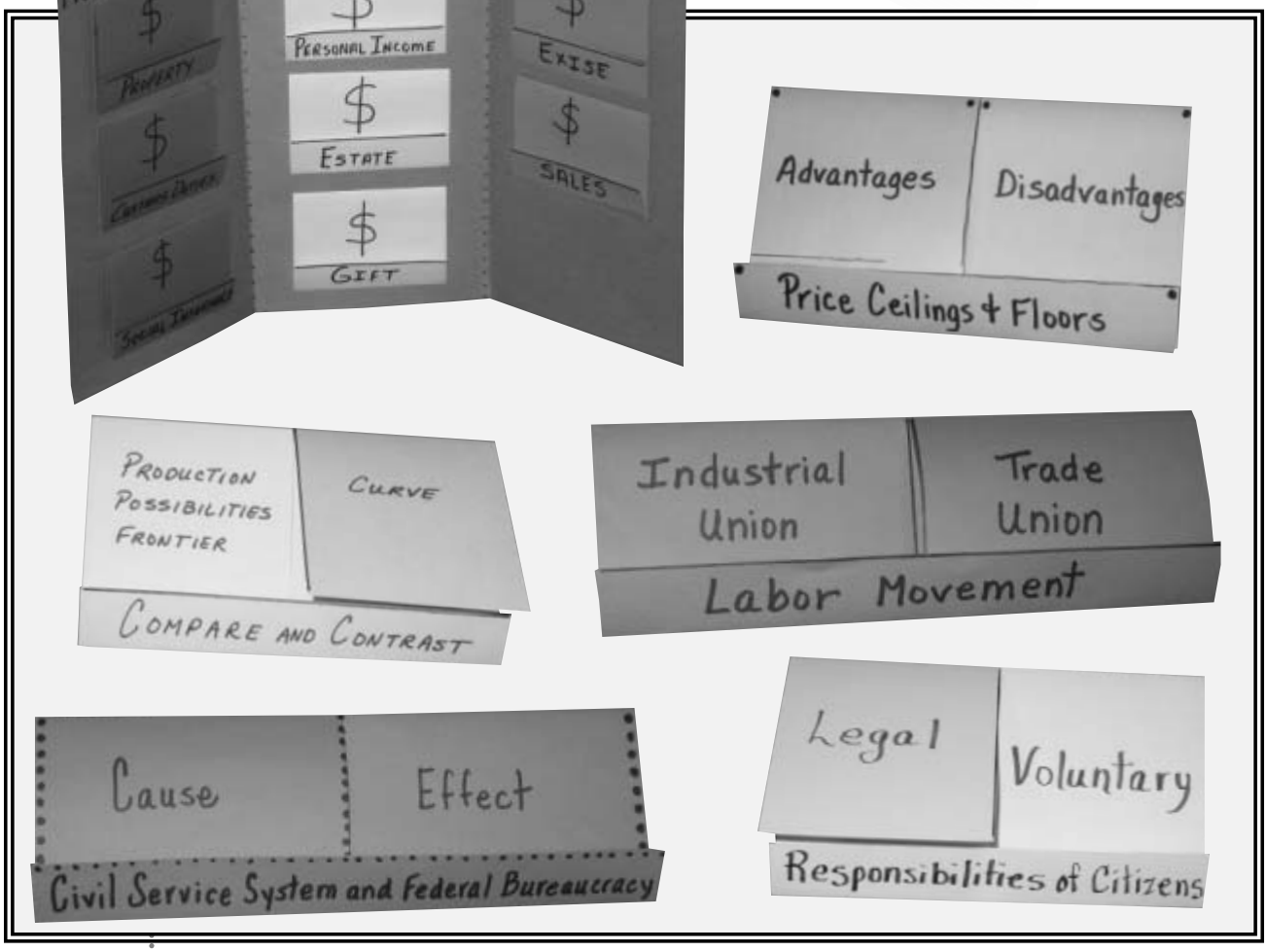


1. Fold a sheet of paper (8 1/2" × 11") like a *hamburger*, but fold it so that one side is one inch longer than the other side.
2. Fold the one-inch tab over the short side forming an envelope-like fold.
3. Cut the front flap in half toward the *mountain top* to create two flaps.



Use this book to report on one thing, such as one person, place, or thing, or for reporting on two things.

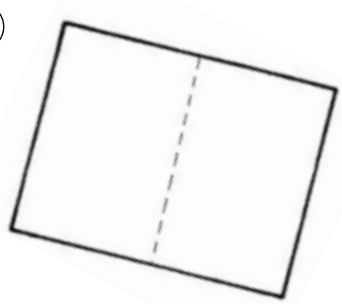


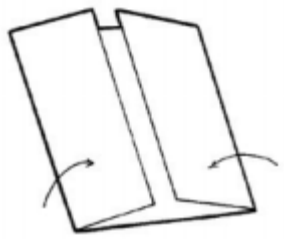


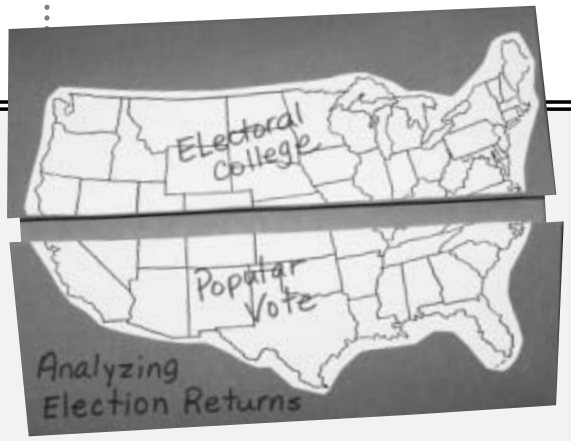
Shutter Fold

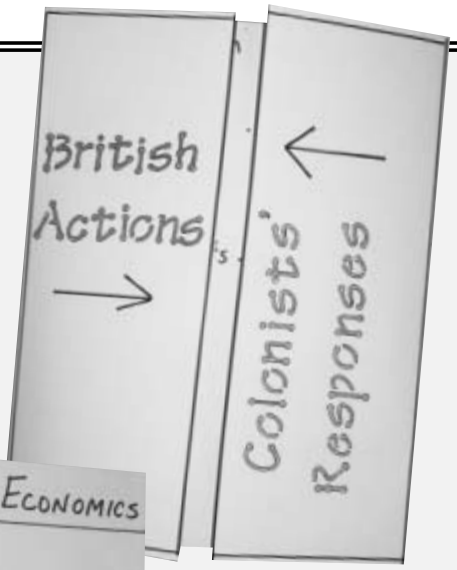
1. Begin as if you were going to make a *hamburger* but instead of creasing the paper, pinch it to show the midpoint.
2. Fold the outer edges of the paper to meet at the pinch, or mid-point, forming a *shutter fold.*

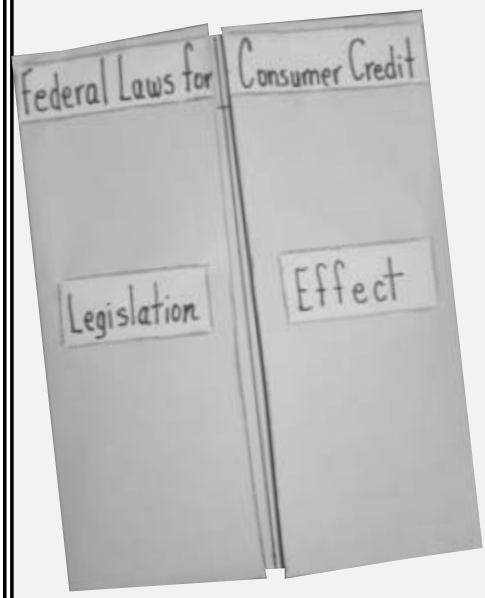
Use this book for data occurring in twos. Or, make this fold using 11" × 17" paper and smaller books—such as the half-book, journal, and two-tab book—that can be glued inside to create a large project full of student work.

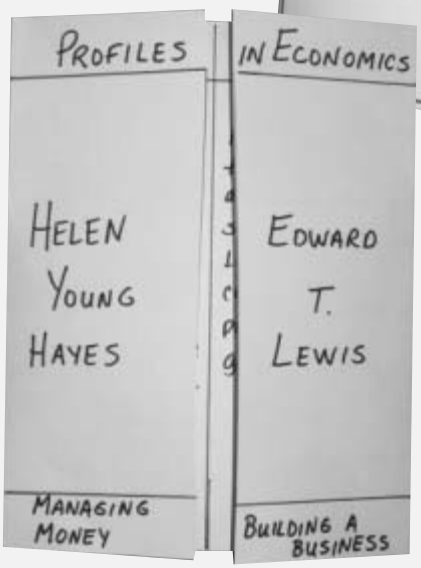






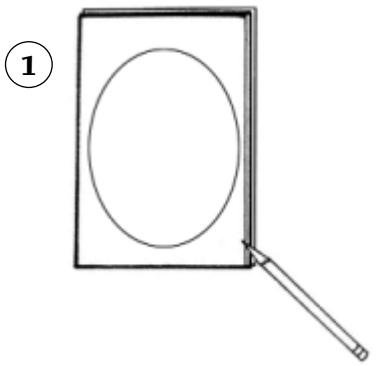


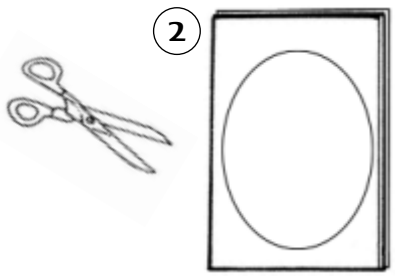


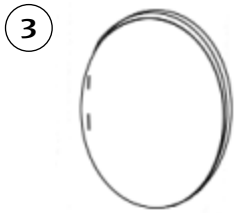


Forward-Backward Book

1. Stack three or more sheets of paper. On the top sheet trace a large circle.
2. With the papers still stacked, cut out the circles.
3. Staple the paper circles together along the left-hand side to create a book.
4. Label the cover and takes notes on the pages that open to the right.
5. Turn the book upside down and label the back. Takes notes on the pages that open to the right.







Front



Back



Front

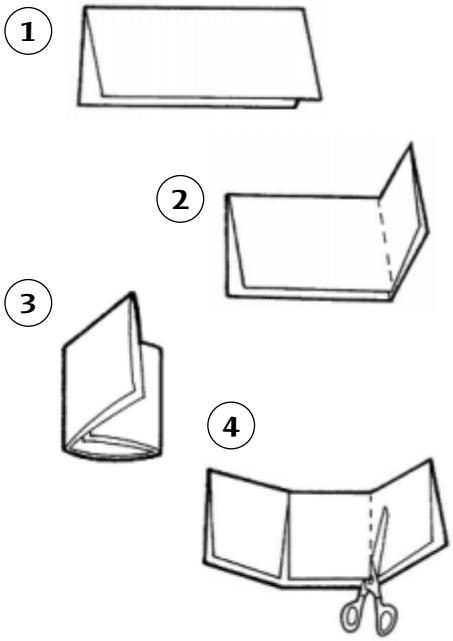


Back



Use one Forward-Backward book to compare and contrast two people, places, things, or events.

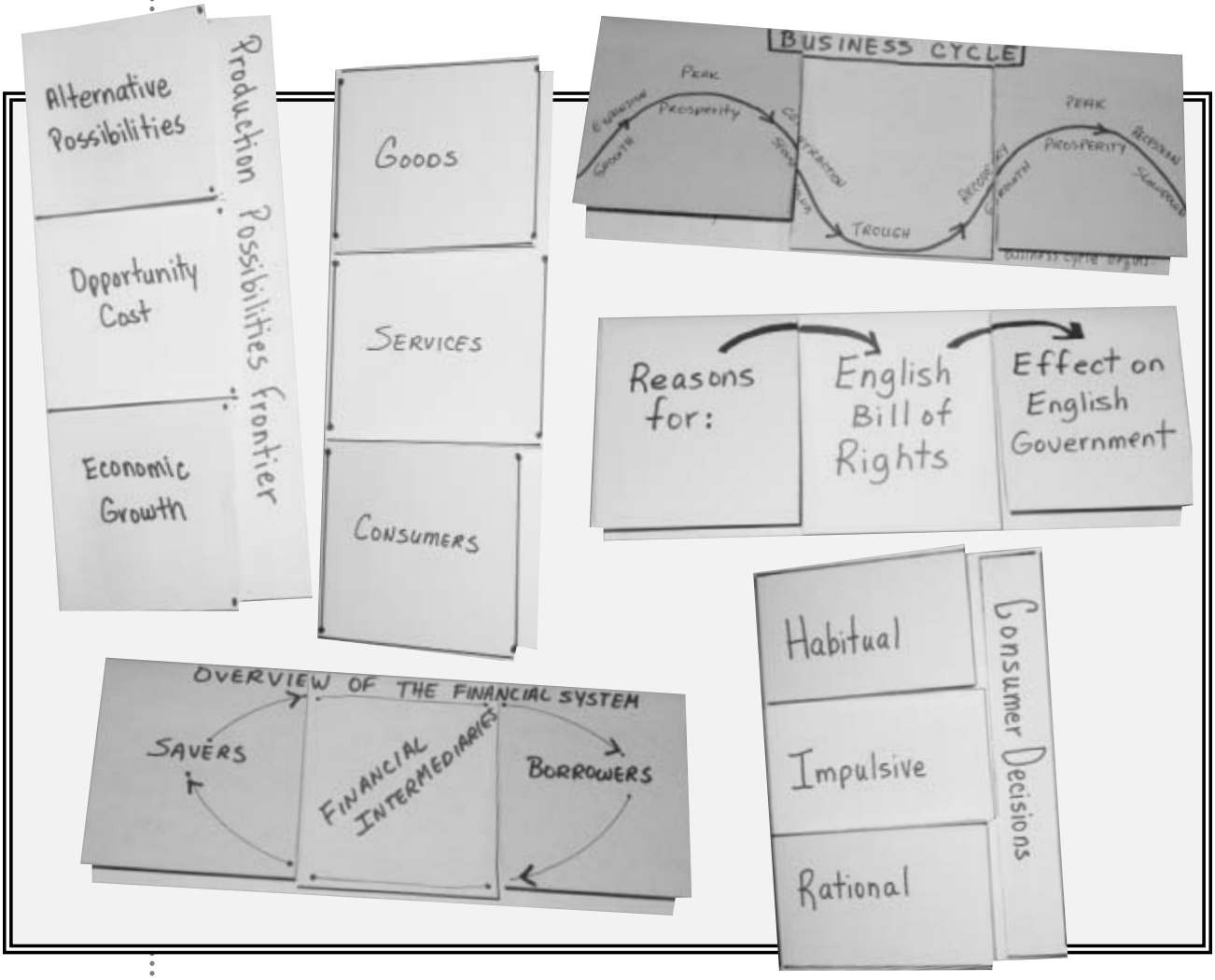
Three-Tab Book



1. Fold a sheet of paper like a *hot dog.*
2. With the paper horizontal and the fold of the *hot dog* up, fold the right side toward the center, trying to cover one half of the paper.

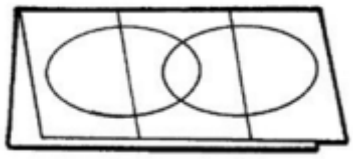
   NOTE: *If you fold the right edge over first, the final graphic organizer will open and close like a book.*
3. Fold the left side over the right side to make a book with three folds.
4. Open the folded book. Place your hands between the two thicknesses of paper and cut up the two *valleys* on one side only. This will form three tabs.

Use this book for data occurring in threes and for two-part Venn diagrams.

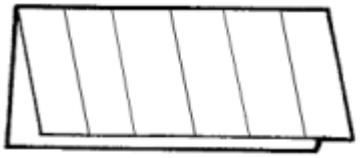


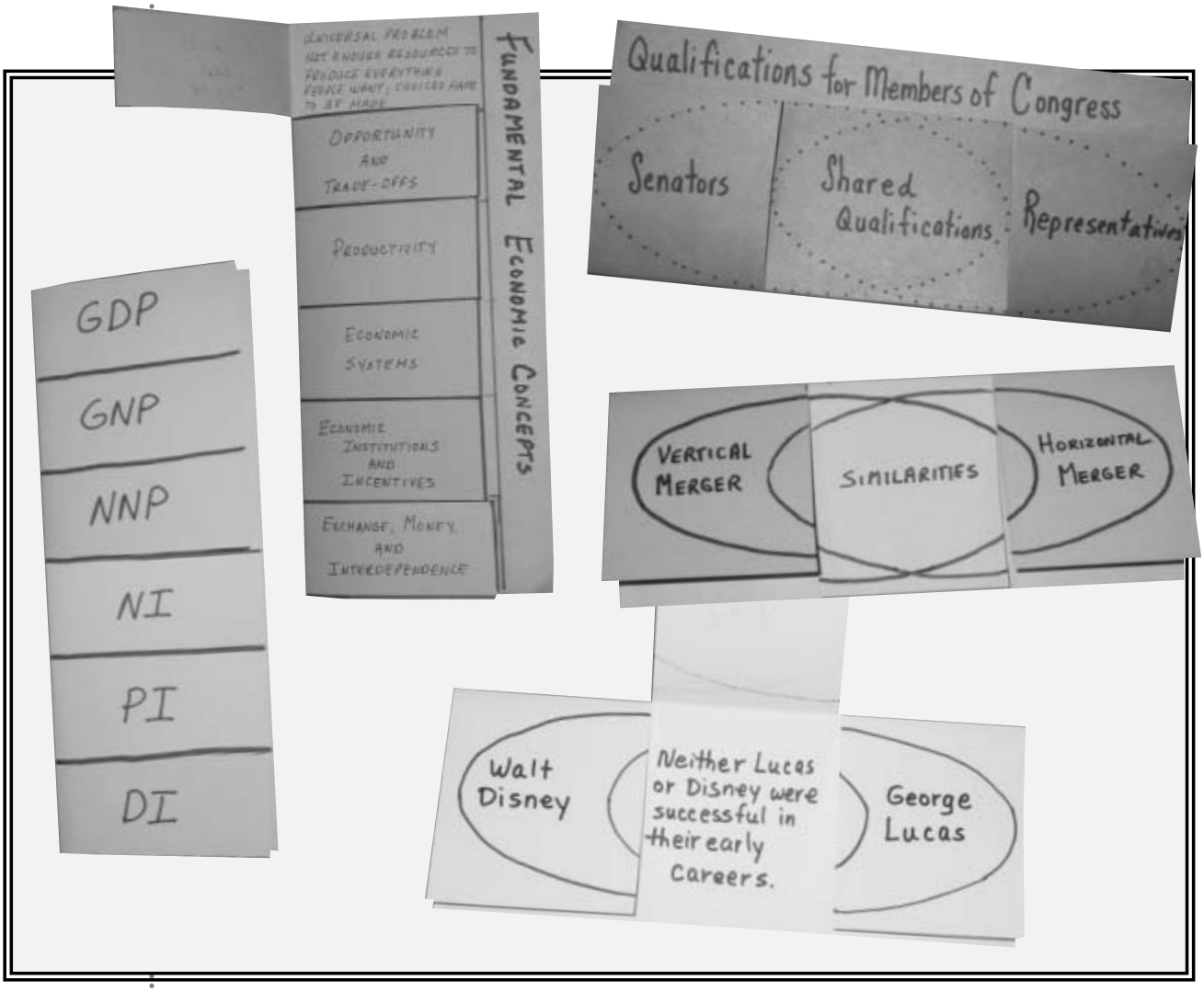
Three-Tab Book Variations

VARIATION A:
Draw overlapping circles on the three tabs to make a Venn Diagram.



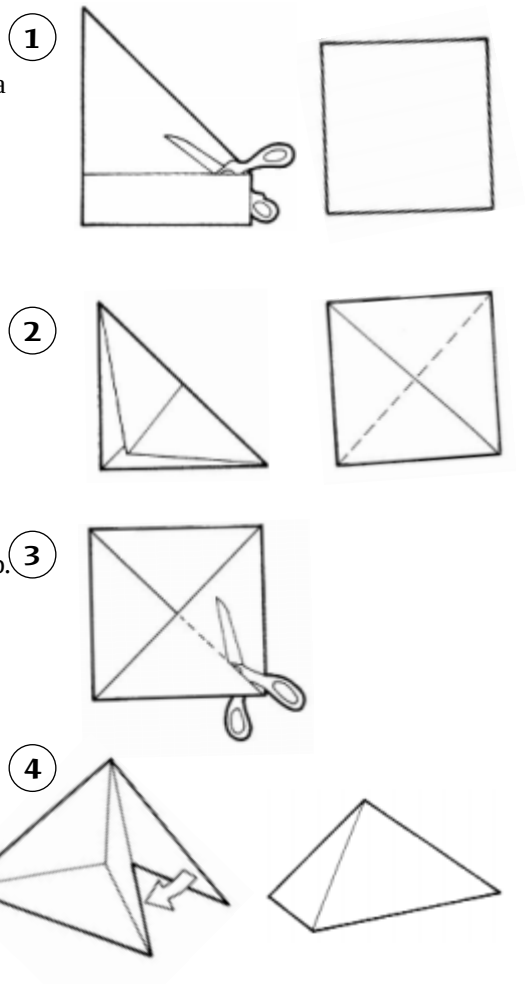
VARIATION B:
Cut each of the three tabs in half to make a six-tab book.



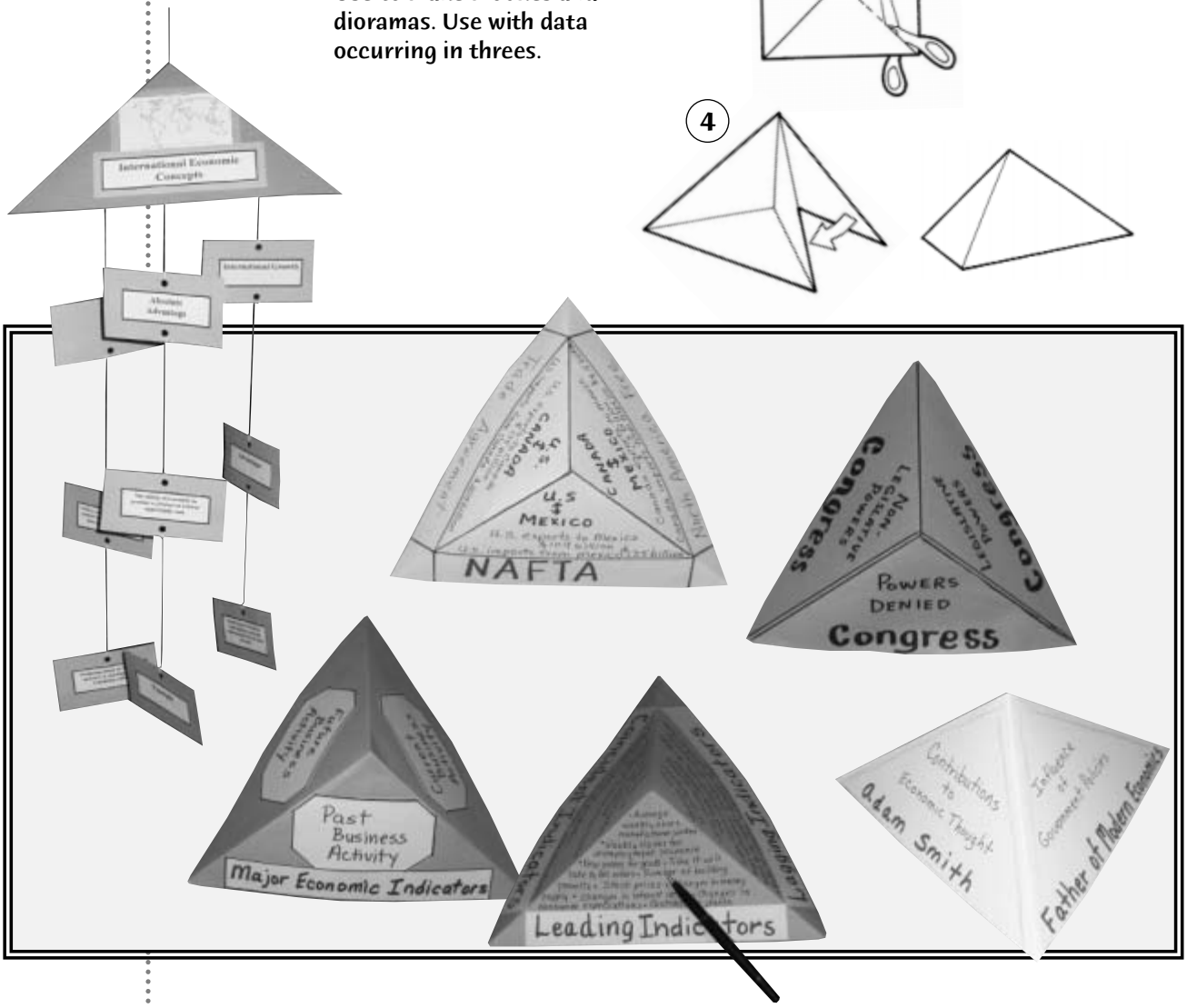


Pyramid Fold

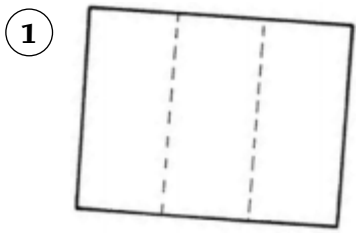
1. Fold a sheet of paper (8 1/2" × 11") into a *taco*, forming a square. Cut off the excess rectangular tab formed by the fold.
2. Open the folded *taco* and refold it the opposite way forming another *taco* and an X-fold pattern.
3. Cut one of the folds to the center of the X, or the midpoint, and stop. This forms two triangular-shaped flaps.
4. Glue one of the flaps under the other, forming a *pyramid.*
5. Label the front sections and write facts, notes, thoughts, and questions inside the pyramid on the back of the appropriate tab.



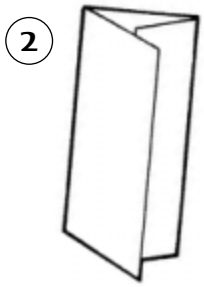
Use to make mobiles and dioramas. Use with data occurring in threes.



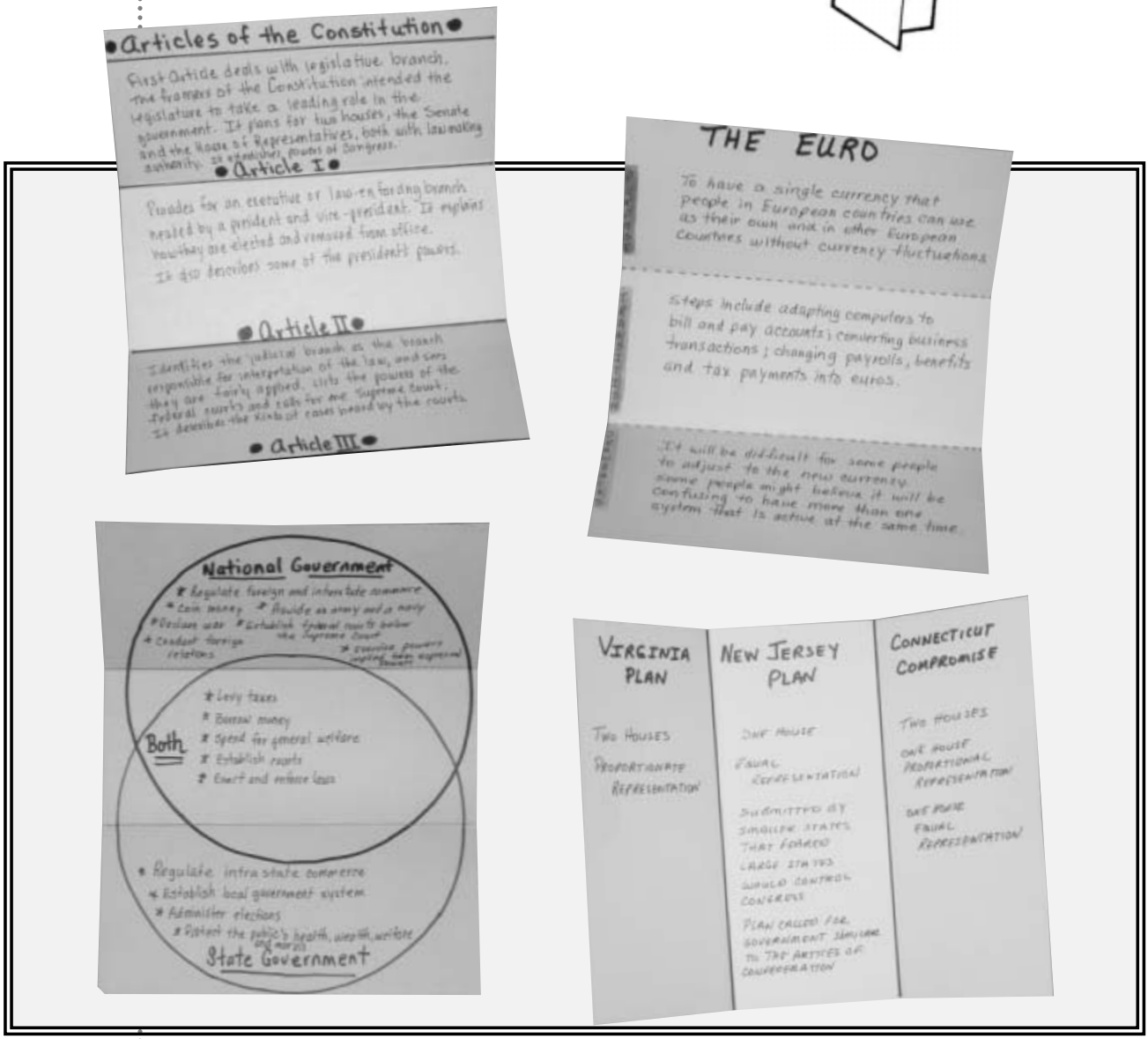
Trifold Book



1. Fold a sheet of paper (8 1/2" × 11") into thirds.
2. Use this book as it is, or cut it into shapes. If the trifold is cut, leave plenty of fold on both sides of the designed shape, so the book will open and close in three sections.

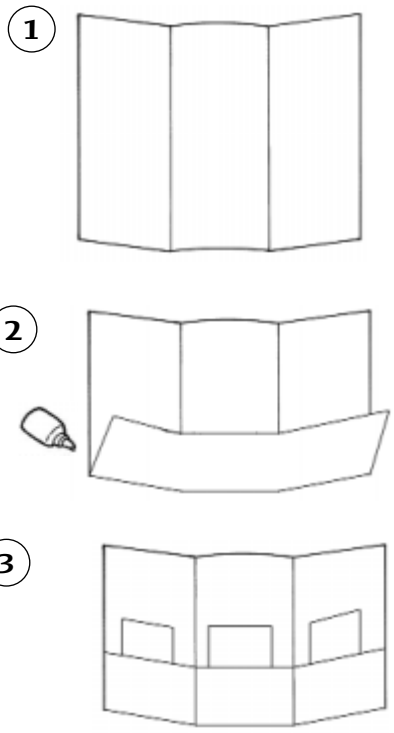


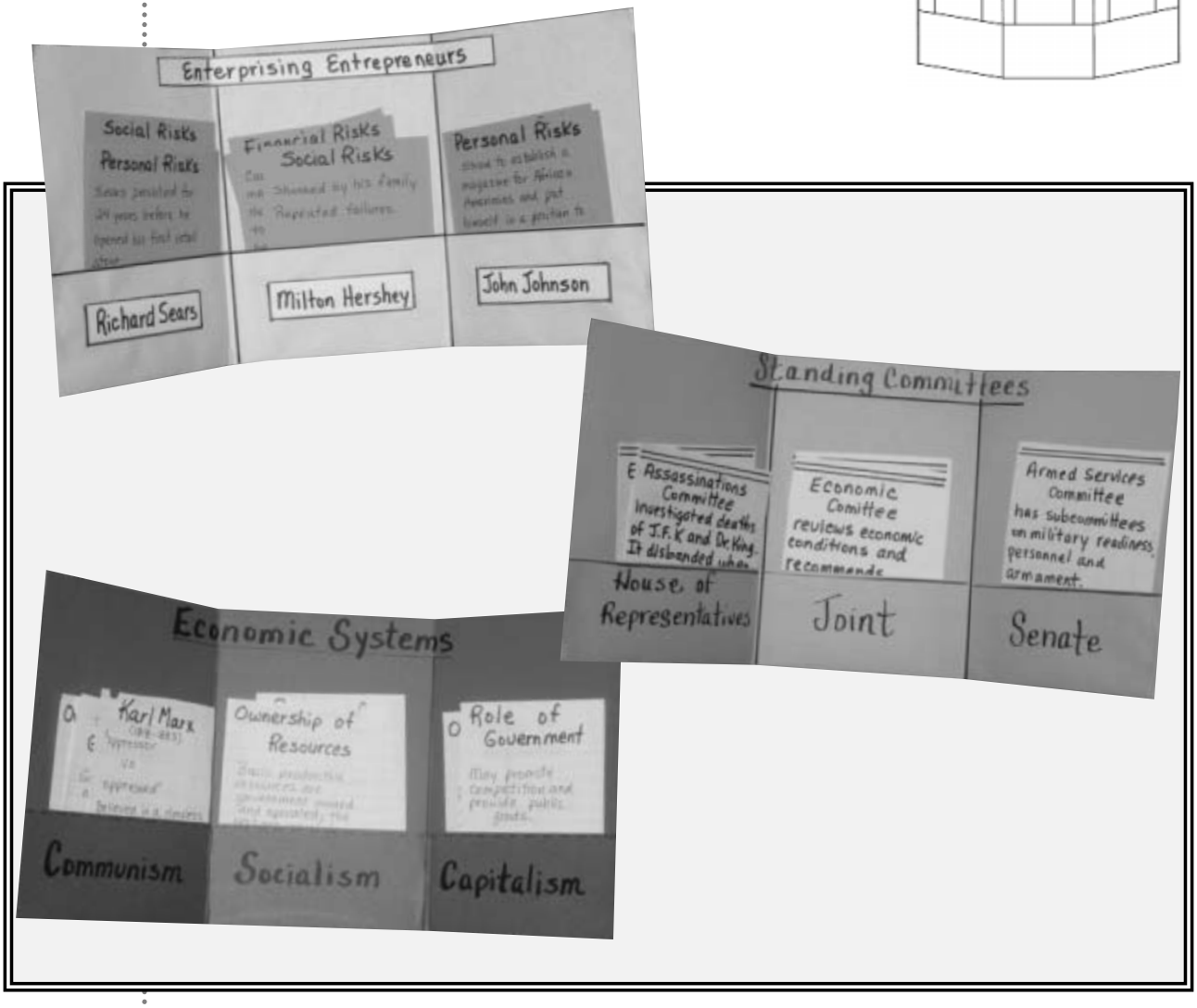
Use this book to make charts with three columns or rows, large Venn diagrams, and reports on data occurring in threes.



Three-Pocket Book

1. Fold a horizontal sheet of paper (11" × 17") into thirds.
2. Fold the bottom edge up two inches and crease well. Glue the outer edges of the two-inch tab to create three pockets.
3. Label each pocket. Use it to hold notes taken on index cards or quarter sheets of paper.

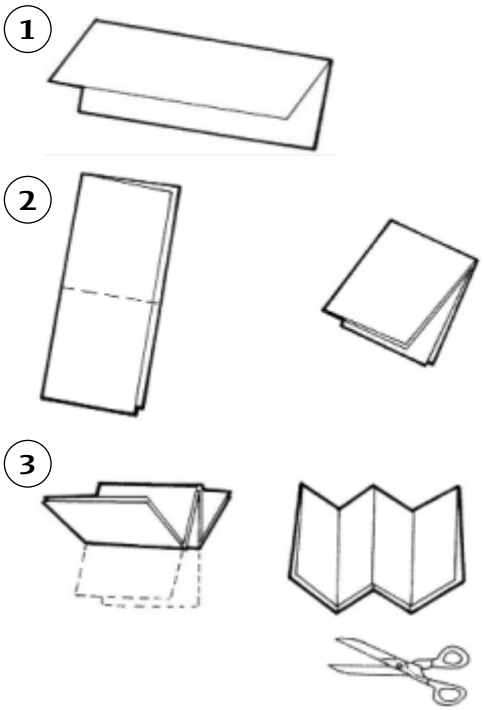


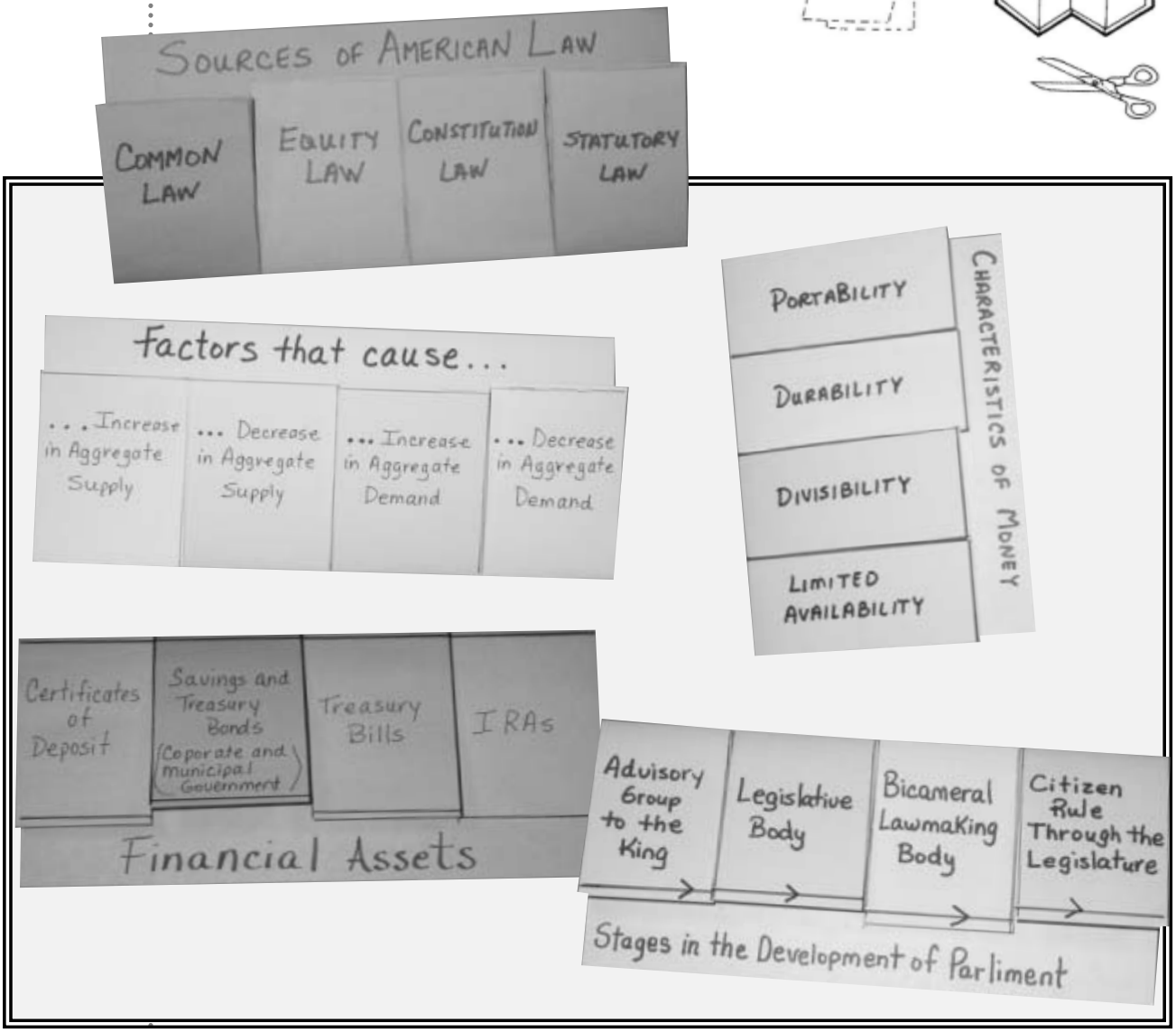


Four-Tab Book

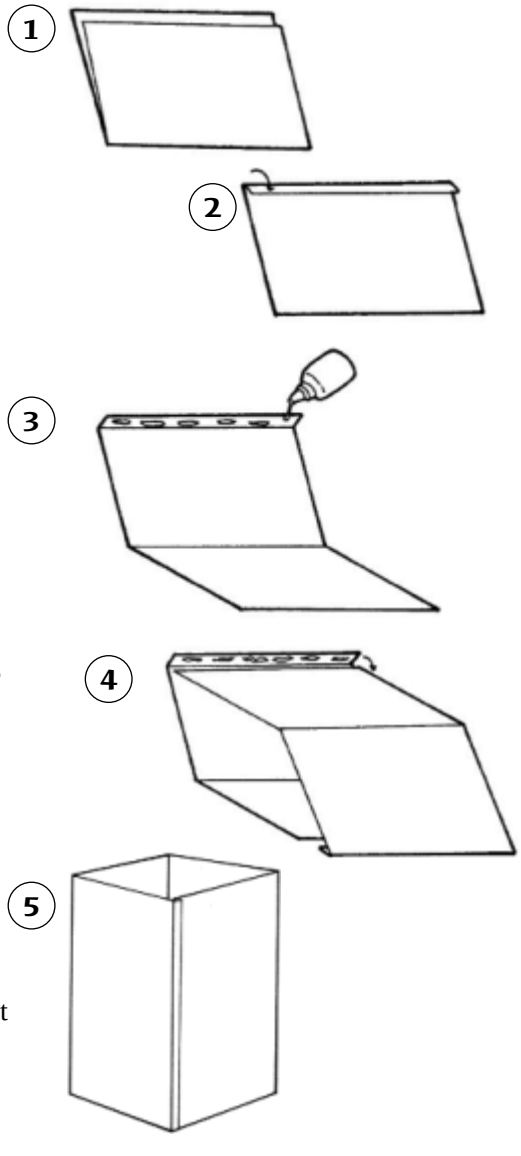
1. Fold a sheet of paper (8 1/2" × 11") in half like a *hot dog.*
2. Fold this long rectangle in half like a *hamburger.*
3. Fold both ends back to touch the *mountain top* or fold it like an *accordion.*
4. On the side with two *valleys* and one *mountain top,* make vertical cuts through one thickness of paper, forming four tabs.

Use this book for data occurring in fours.



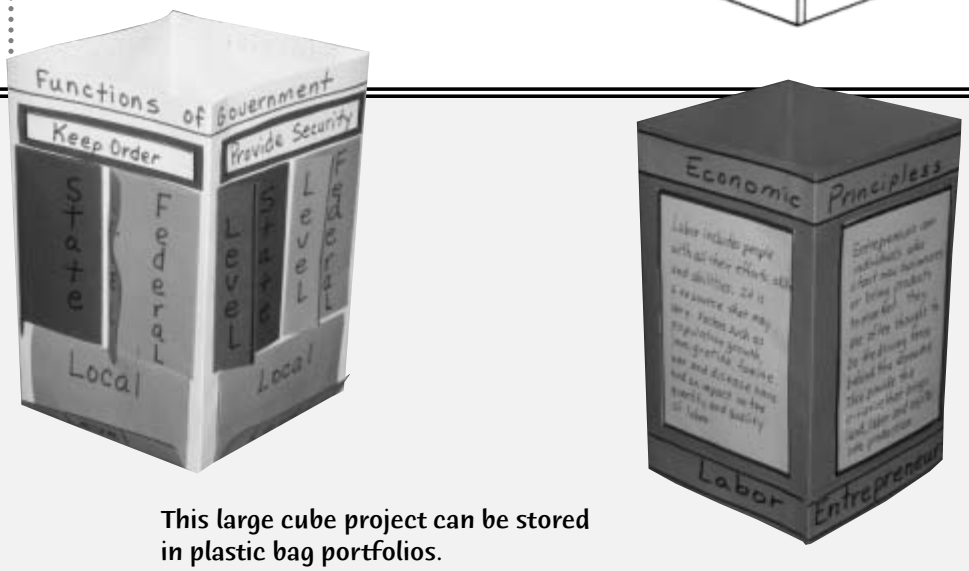


Standing Cube



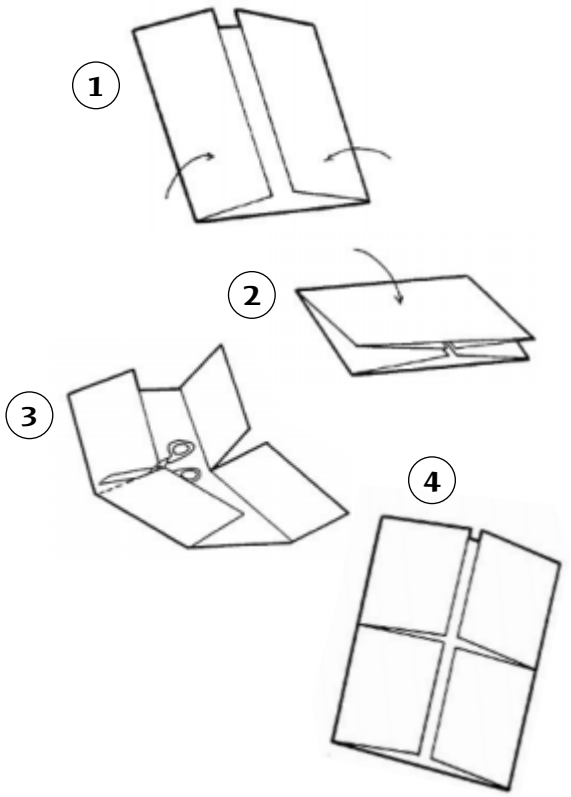
1. Use two sheets of the same size paper. Fold each like a *hamburger.* However, fold one side one-half inch shorter than the other side. This will make a one-half-inch tab that extends out on one side.
2. Fold the long side over the short side of both sheets of paper, making tabs.
3. On one of the folded papers, place a small amount of glue along the the small folded tab, next to the *valley* but not in it.
4. Place the non-folded edge of the second sheet of paper square into the *valley* and fold the glue-covered tab over this sheet of paper. Press flat until the glue holds. Repeat with the other side.
5. Allow the glue to dry completely before continuing. After the glue has dried, the cube can be collapsed flat to allow students to work at their desks. The cube can also be folded into fourths for easier storage or for moving it to a display area.

Use with data occurring in fours or make it into a project. Make a small display cube using 8 1/2" × 11" paper. Use 11" × 17" paper to make large project cubes that you can glue other books onto for display. Notebook paper, photocopied sheets, magazine pictures, and current events articles also can be displayed on the large cube.



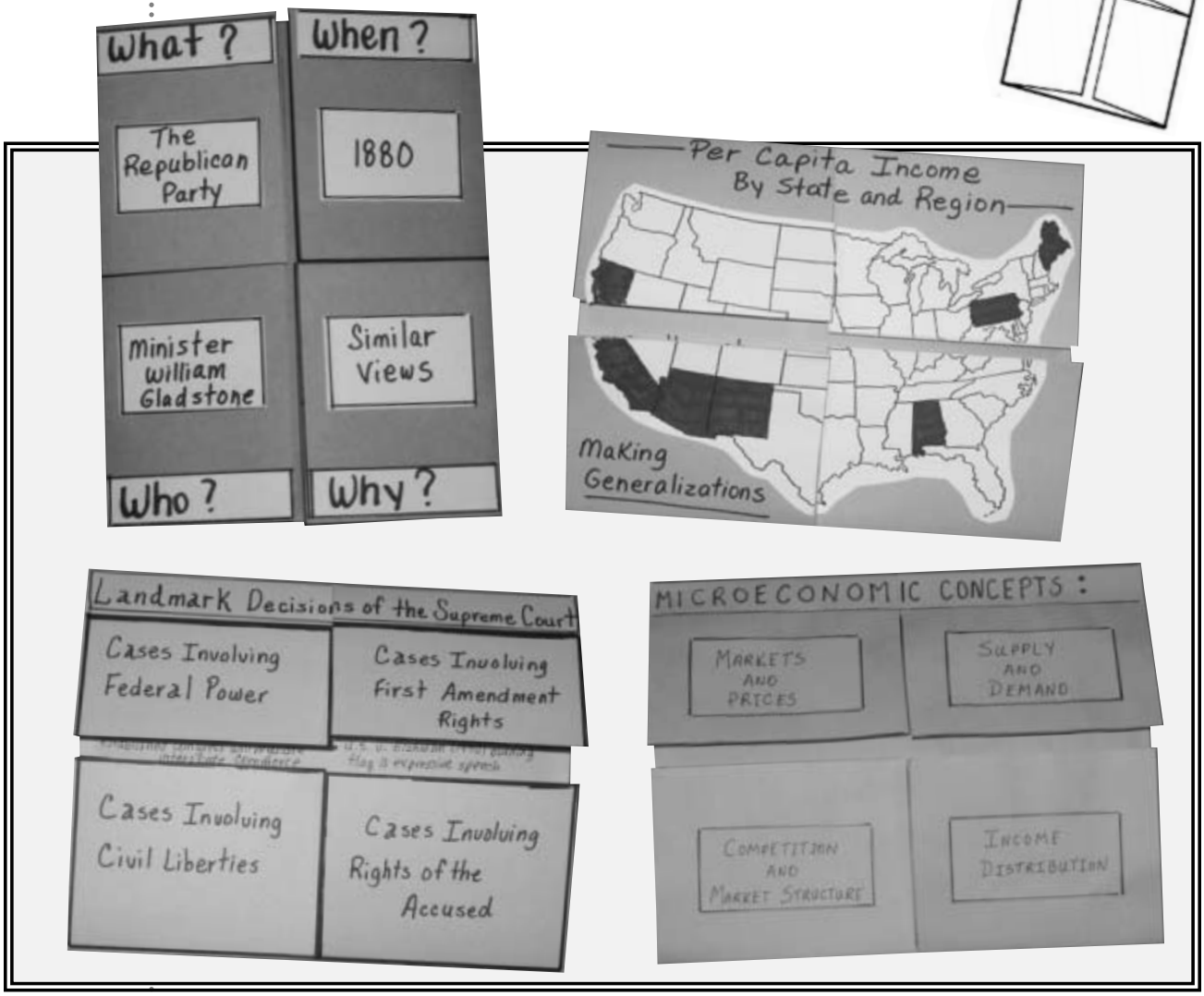
This large cube project can be stored in plastic bag portfolios.

Four-Door Book



1. Make a *shutter fold* using 11" × 17" or 12" × 18" paper.
2. Fold the *shutter fold* in half like a *hamburger.* Crease well.
3. Open the project and cut along the two inside *valley* folds.
4. These cuts will form four doors on the inside of the book.

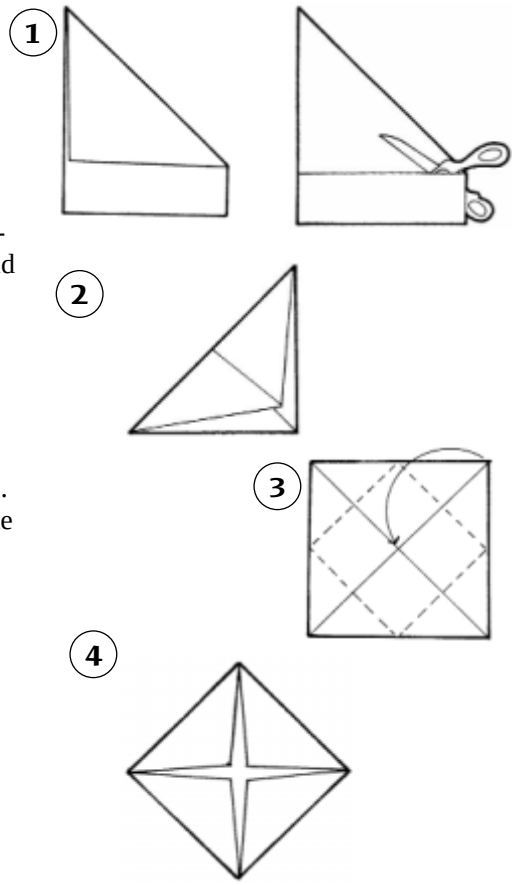
Use this foldable for data occurring in fours. When folded in half like a *hamburger,* a finished *four-door book* can be glued inside a large (11" × 17") *shutter fold* as part of a larger project.

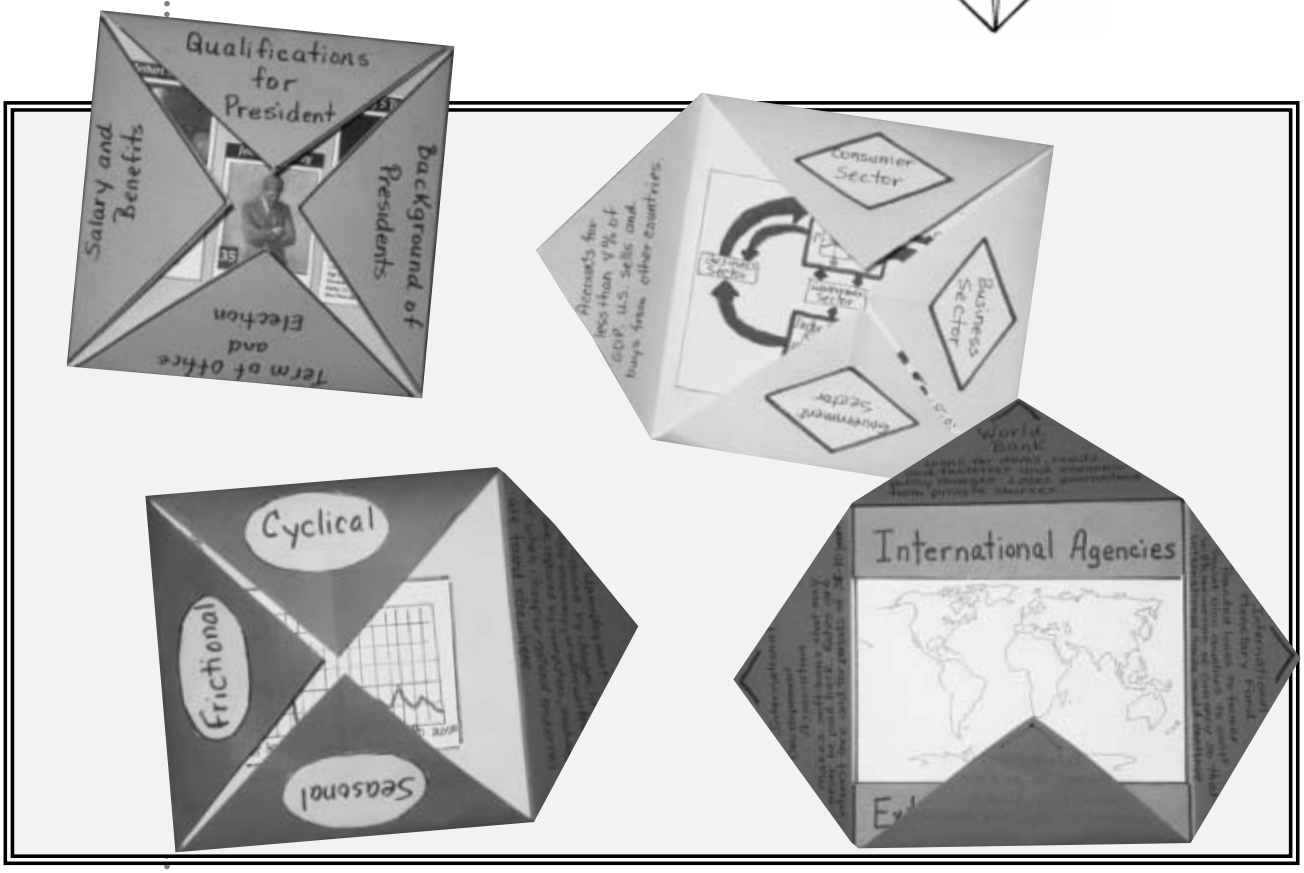


Envelope Fold

1. Fold a sheet of paper (8 1/2" × 11") into a *taco*, forming a square. Cut off the excess paper strip formed by the square.
2. Open the folded *taco* and refold it the opposite way, forming another *taco* and an X-fold pattern.
3. Open the *taco* fold and fold the corners toward the center point of the X, forming a small square.
4. Trace this square on another sheet of paper. Cut and glue it to the inside of the envelope. Pictures can be placed under or on top of the tabs, or it can be used to teach fractional parts.

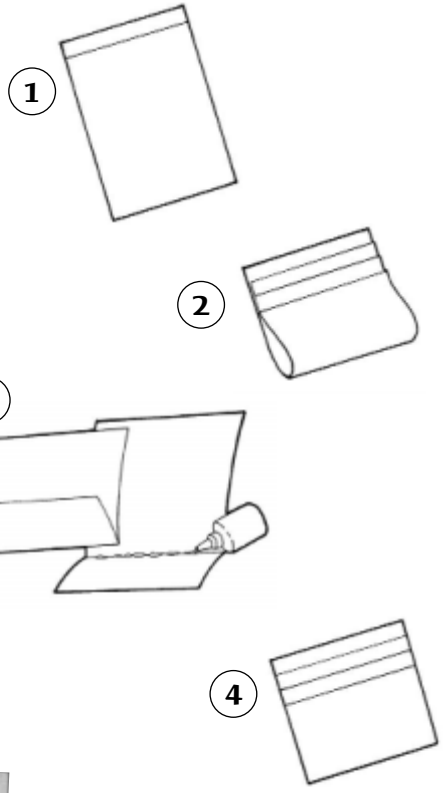
Use this book for data occurring in fours.

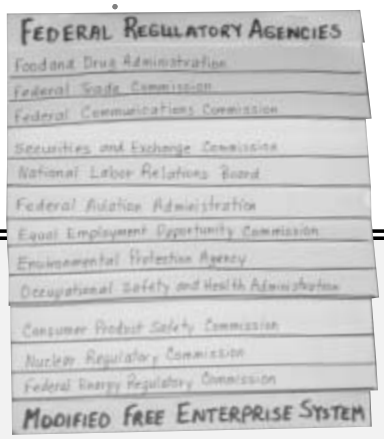


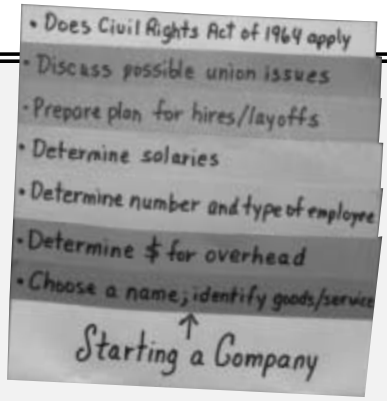


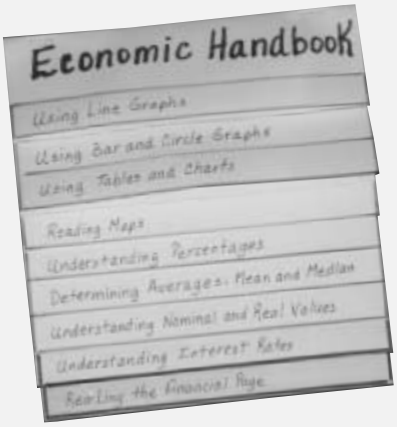
Layered-Look Book

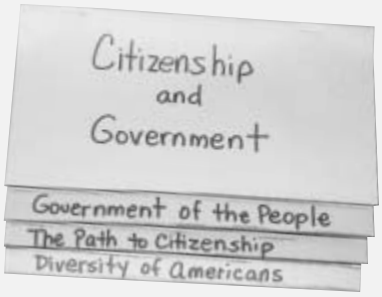
1. Stack two sheets of paper (8 1/2" × 11") so that the back sheet is one inch higher than the front sheet.
2. Bring the bottom of both sheets upward and align the edges so that all of the layers or tabs are the same distance apart.
3. When all tabs are an equal distance apart, fold the papers and crease well.
4. Open the papers and glue them together along the *valley*, or inner center fold, or staple them along the mountain.











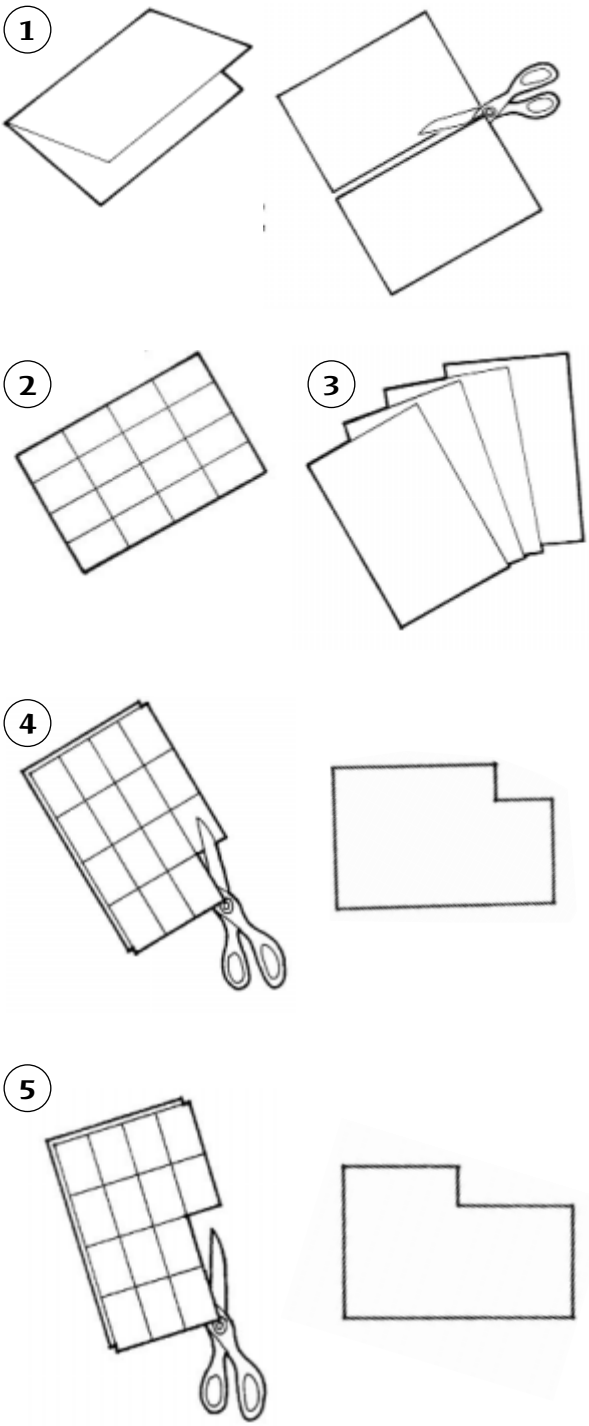


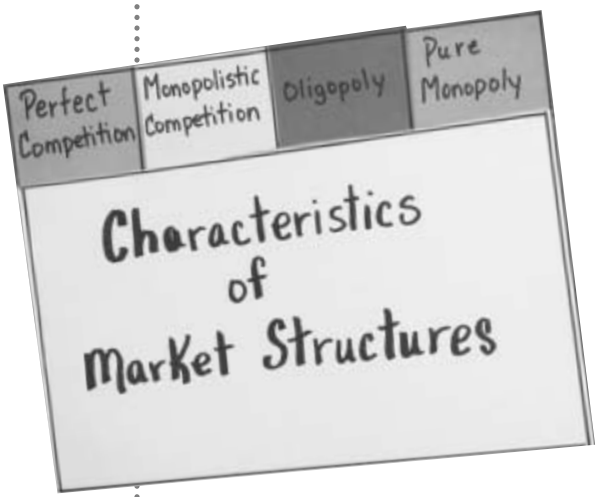


When using more than two sheets of paper, make the tabs smaller than an inch.

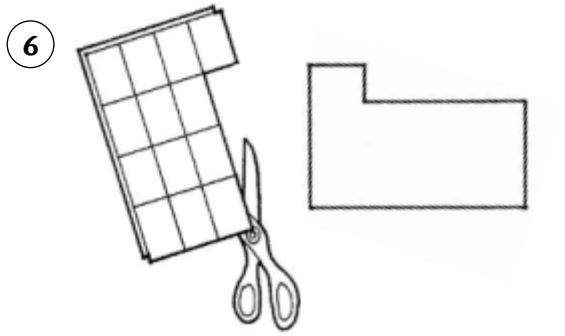
Top-Tab Book

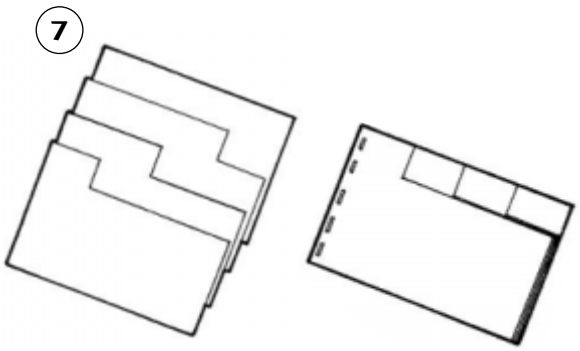
1. Fold a sheet of paper (8 1/2" × 11") in half like a *hamburger.* Cut the center fold, forming two half-sheets.
2. Fold one of the half-sheets four times. Begin by folding it in half like a *hamburger,* fold it again like a *hamburger,* and finally again like a *hamburger.* This folding has formed your pattern of four rows and four columns, or 16 small squares.
3. Fold two sheets of paper (8 1/2" × 11") in half like a *hamburger.* Cut the center folds, forming four half-sheets.
4. Hold the pattern vertically and place on a half sheet of paper under the pattern. Cut the bottom right-hand square out of both sheets. Set this first page aside.
5. Take a second half-sheet of paper and place it under the pattern. Cut the first and second right-hand squares out of both sheets. Place the second page on top of the first page.

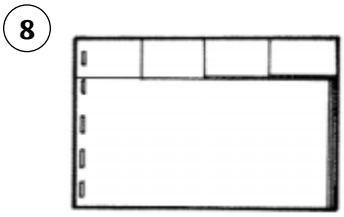




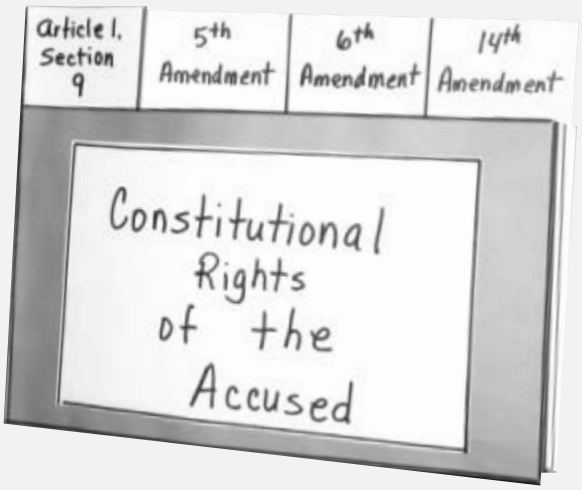
6. Take a third half-sheet of paper and place it under the pattern. Cut the first, second, and third right-hand squares out of both sheets. Place this third page on top of the second page.
7. Place the fourth, uncut half-sheet of paper behind the three cut-out sheets, leaving four aligned tabs across the top of the book. Staple several times on the left side. You can also place glue along the left paper edges and stack them together. The glued spine is very strong.
8. Cut a final half-sheet of paper with no tabs and staple along the left side to form a cover.

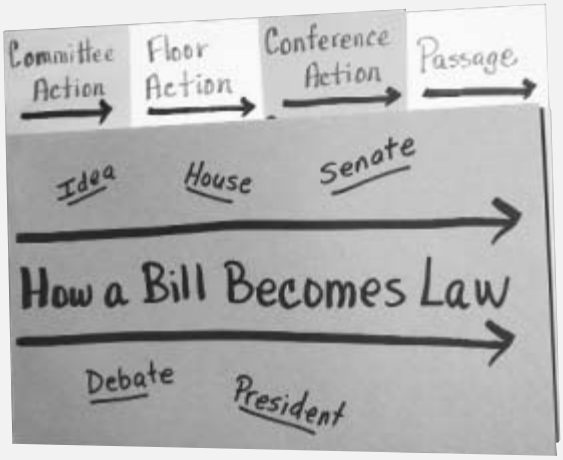






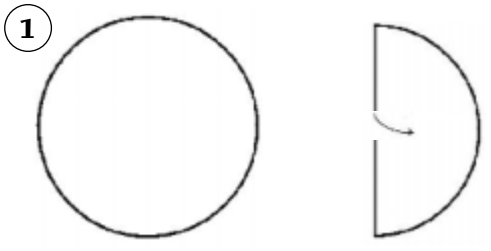


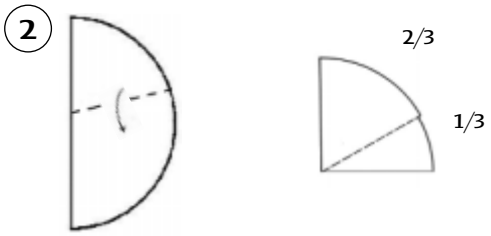


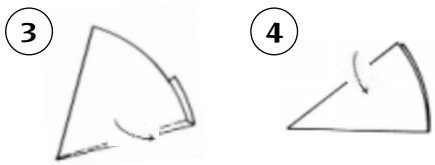


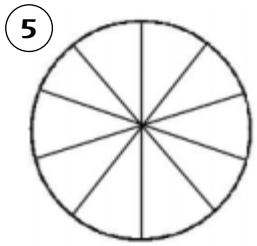
Folding a Circle into Tenths

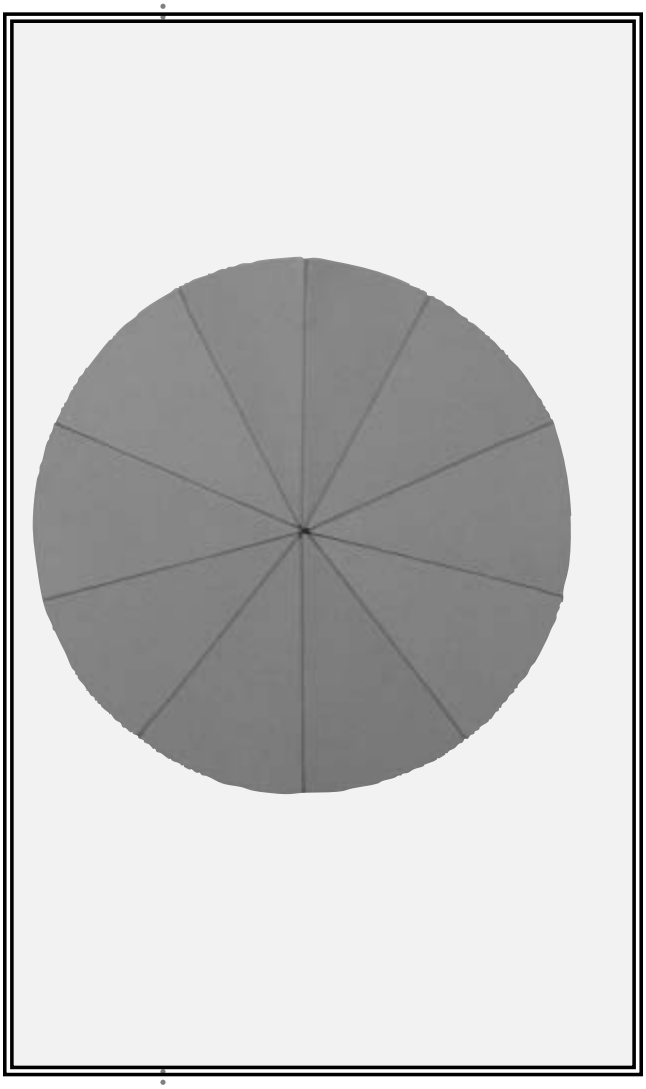
1. Fold a paper circle in half.
2. Fold the half-circle so that one-third is exposed and two-thirds are covered.
3. Fold the one-third (single thickness) backward to form a fold line.
4. Fold the two-thirds section in half.
5. The half-circle will be divided into fifths. When opened, the circle will be divided into tenths.







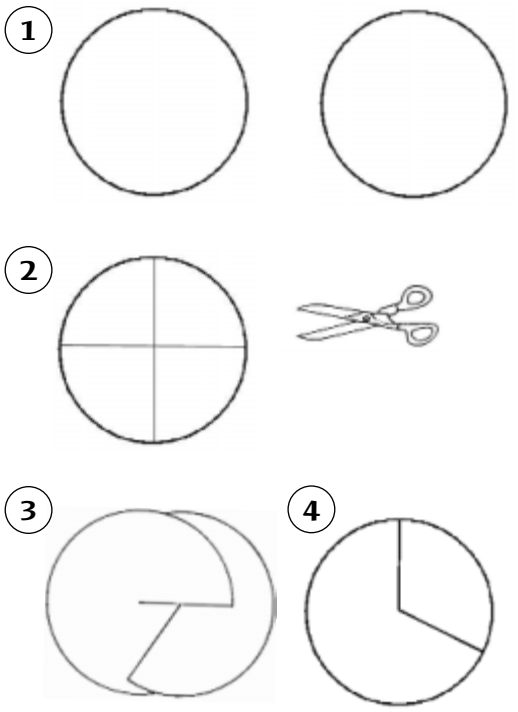


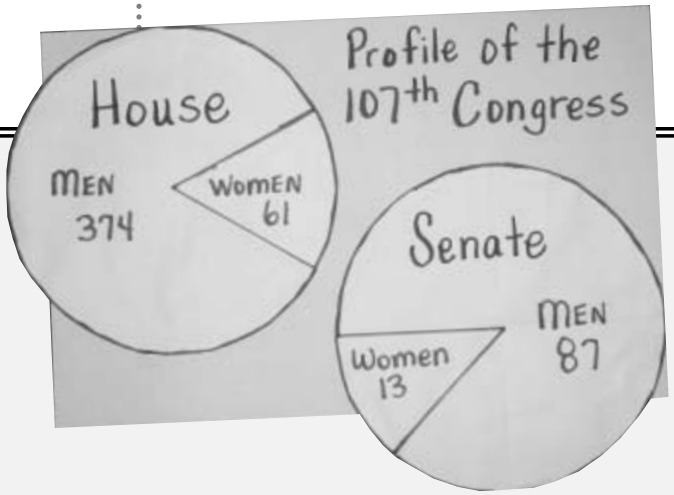


NOTE: *Paper squares and rectangles are folded into tenths the same way. Fold them so that one-third of the rectangle is exposed and two-thirds is covered. Continue with steps 3 and 4.*

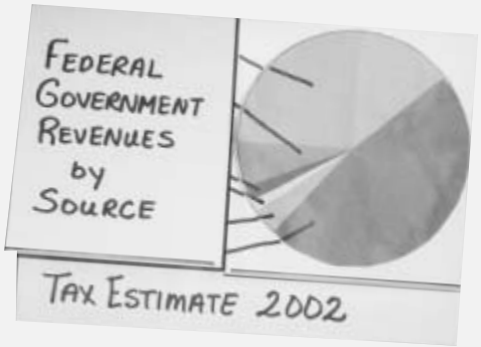
Circle Graph

1. Cut out two circles using a pattern.
2. Fold one of the circles in half on each axis, forming fourths. Cut along one of the fold lines (the radius) to the middle of each circle. Flatten the circle.
3. Slip the two circles together along the cuts until they overlap completely.
4. Spin one of the circles while holding the other stationary. Estimate how much of each of the two (or more) circles should be exposed to illustrate data given in percentages or fractional parts of a whole. Add circles to represent more than two percentages.





Use small circle graphs in student projects or on the front of tab books.



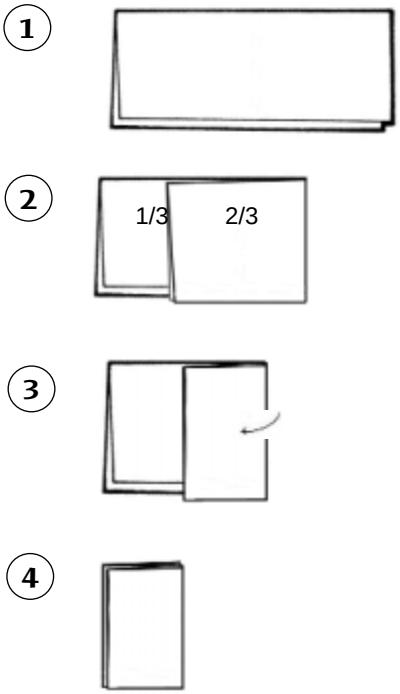
Use large circle graphs on bulletin boards.

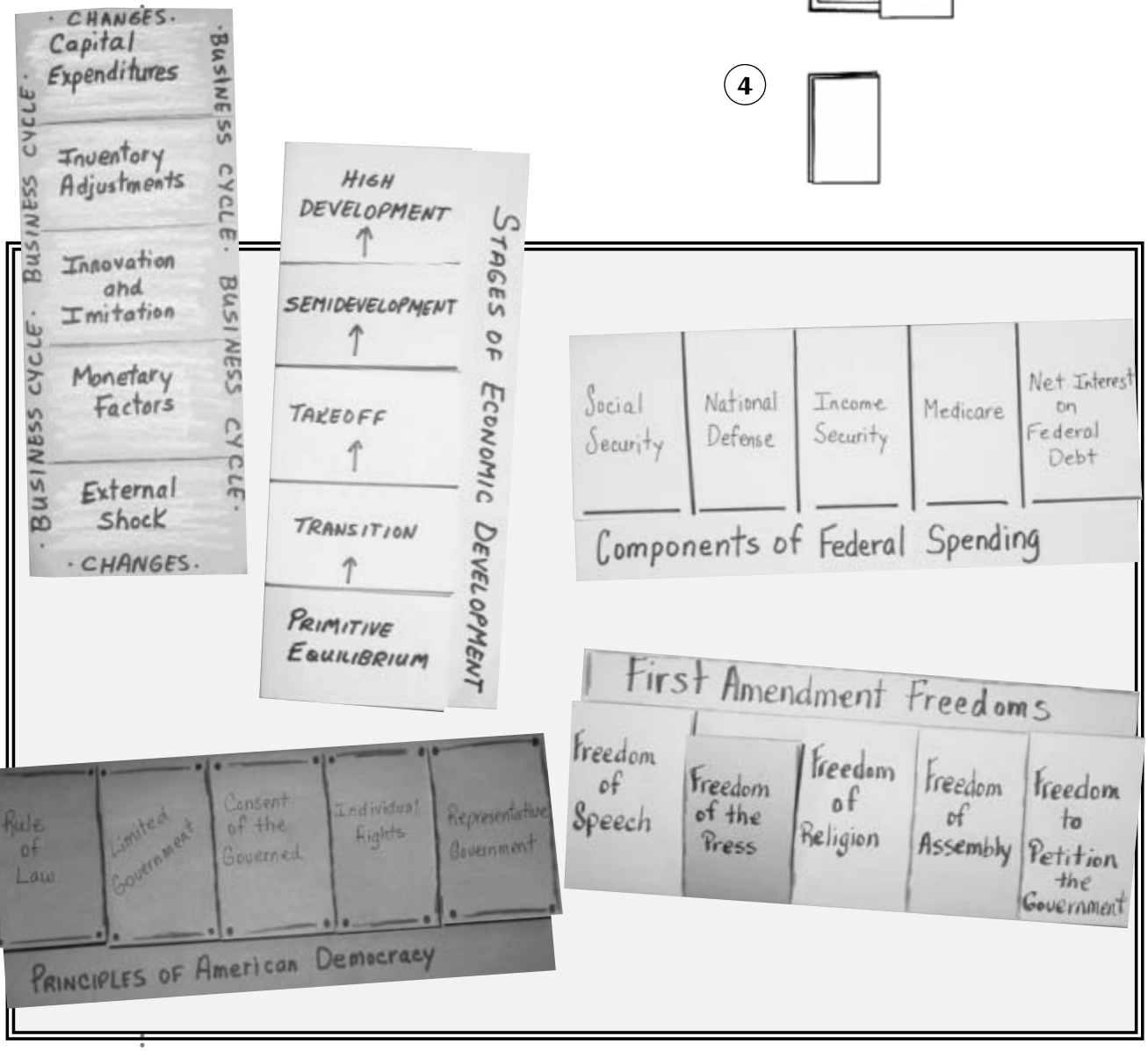


Folding into Fifths

1. Fold a sheet of paper in half like a *hot dog* or *hamburger* for a five-tab book, or leave it open for a folded table or chart.
2. Fold the paper so that one-third of the *hot dog* is exposed and two-thirds is covered.
3. Fold the two-thirds section in half.
4. Fold the one-third section (single thickness) backward to form a fold line.

The paper will be divided into fifths when opened.



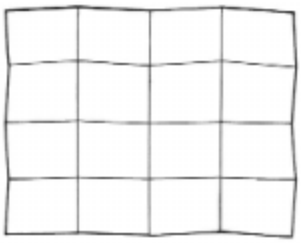


Folded Table or Chart

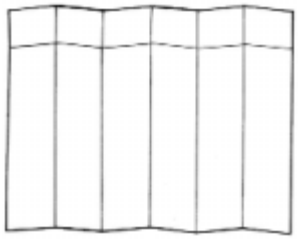
1. Fold the number of vertical columns needed to make the table or chart.
2. Fold the horizontal rows needed to make the table or chart.
3. Label the rows and columns.

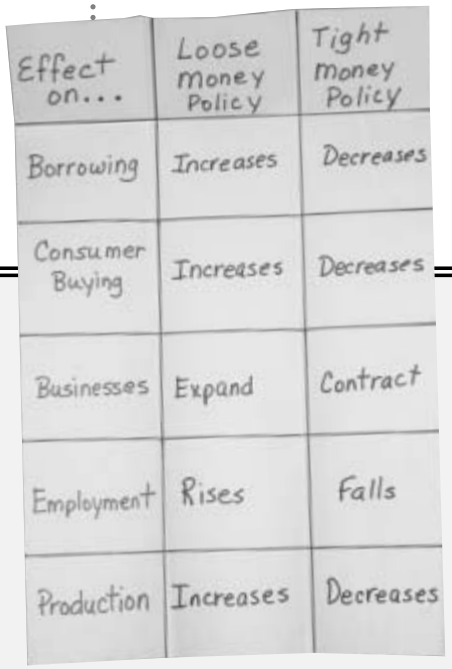
NOTE: *Tables are organized along vertical and horizontal axes, while charts are organized along one axis, either horizontal or vertical.*

Table

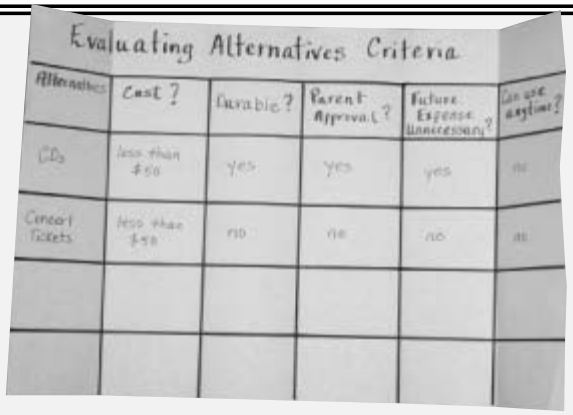


Chart



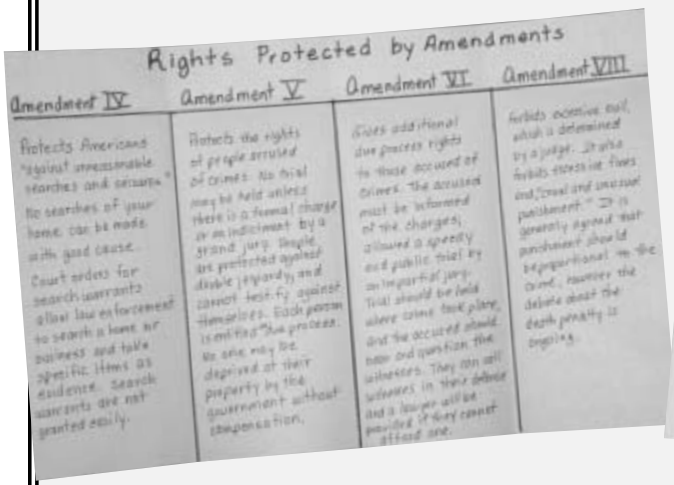


Effect on...	Loose Money Policy	Tight Money Policy
Borrowing	Increases	Decreases
Consumer Buying	Increases	Decreases
Businesses	Expand	Contract
Employment	Rises	Falls
Production	Increases	Decreases



Evaluating Alternatives Criteria

Alternatives	Cost?	Durable?	Parent Approval?	Future Expense Unnecessary?	Can use anytime?
CDs	less than $50	yes	yes	yes	no
Concert Tickets	less than $50	no	no	no	no



Rights Protected by Amendments

Amendment IV	Amendment V	Amendment VI	Amendment VIII
Protects Americans "against unreasonable searches and seizures." No searches of your home can be made with good cause. Court orders for search warrants allow law enforcement to search a home or business and take specific items as evidence. Search warrants are not granted easily.	Protects the rights of people accused of crimes. No trial may be held unless there is a formal charge or an indictment by a grand jury. People are protected against double jeopardy and cannot testify against themselves. Each person is entitled "due process." No one may be deprived of their property by the government without compensation.	Gives additional due process rights to those accused of crimes. The accused must be informed of the charges, allowed a speedy and public trial by an impartial jury. Trial should be held where crime took place, and the accused should hear and question the witnesses. They can call witnesses in their defense and a lawyer will be provided if they cannot afford one.	Forbids excessive bail, which is determined by a judge. It also forbids excessive fines and "cruel and unusual punishment." It is generally agreed that punishment should be proportional to the crime. However the debate about the death penalty is ongoing.



Traditional Economies	Command Economies	Market Economies
Advantages: • Stable, predictable and continuous.	Advantages: • Many services such as basic education, public health, and water provided widely or for free.	Advantages: • Lack of government interference. • Consumer satisfaction • Individual freedoms
Disadvantages: • Discourages new ideas • Possible stagnation	Disadvantages: • May not meet wants and needs of consumers.	Disadvantages: • Uncertainty due to competition and possible changes • Requires prevention of market failures

Accordion Book

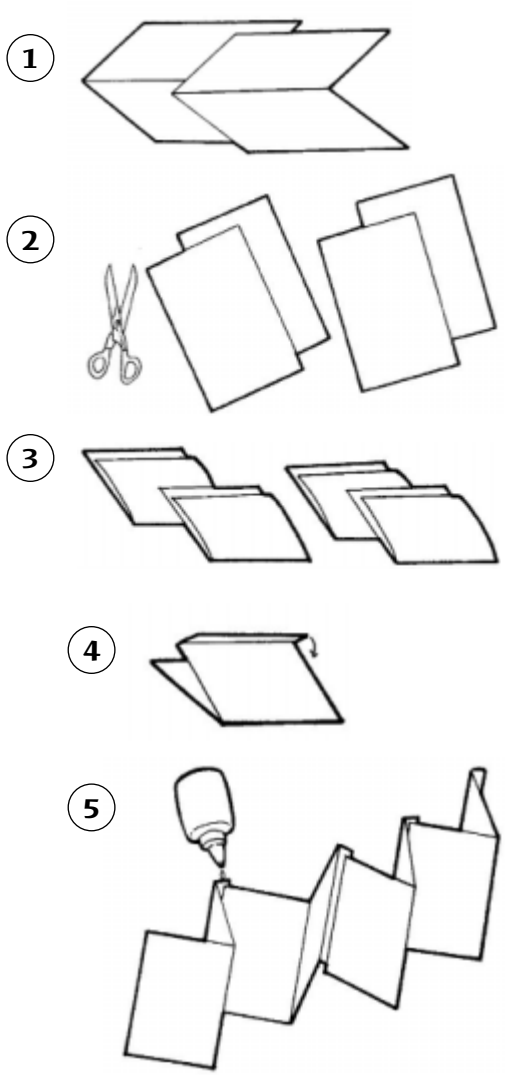
NOTE: *Steps 1 and 2 should be done only if paper is too large to begin with.*

1. Fold the selected paper into *hamburgers.*
2. Cut the paper in half along the fold lines.
3. Fold each section of paper into *hamburgers.* However, fold one side one-half inch shorter than the other side. This will form a tab that is one-half inch long.
4. Fold this tab forward over the shorter side, and then fold it back away from the shorter piece of paper (in other words, fold it the opposite way).
5. Glue together to form an *accordion* by gluing a straight edge of one section into the *valley* of another section.

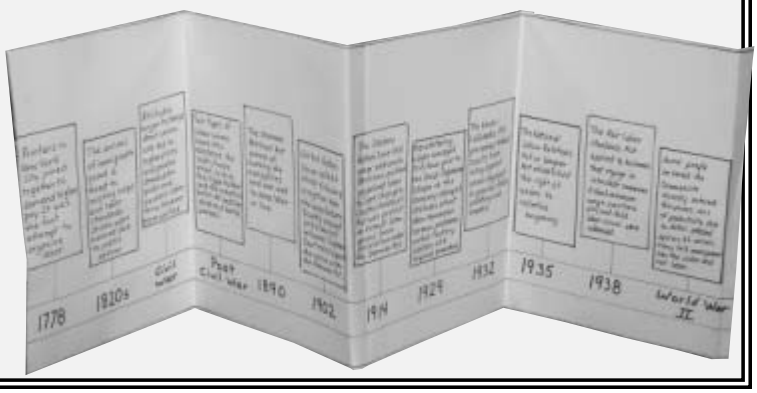
NOTE: *Stand the sections on end to form an* accordion *to help students visualize how to glue them together.* (See illustration.)

Always place the extra tab at the back of the book so you can add more pages later.

Use this book for time lines, student projects that grow, sequencing events or data, and biographies.



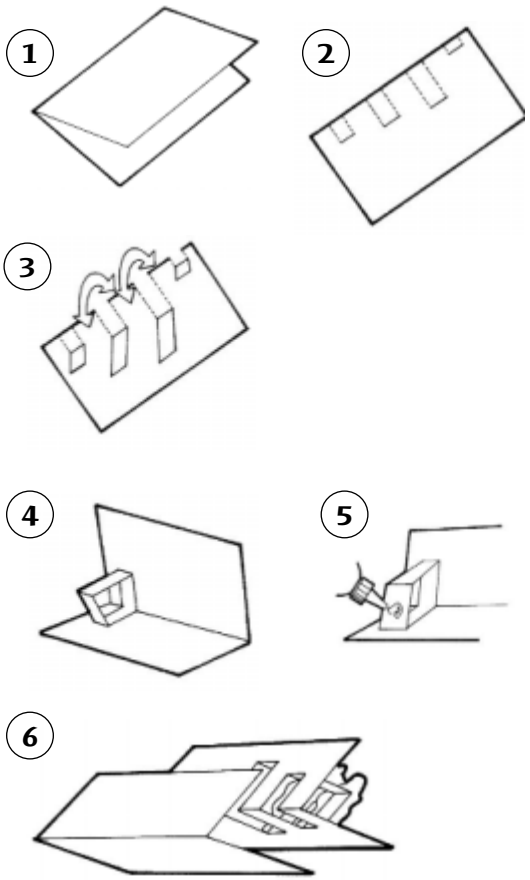


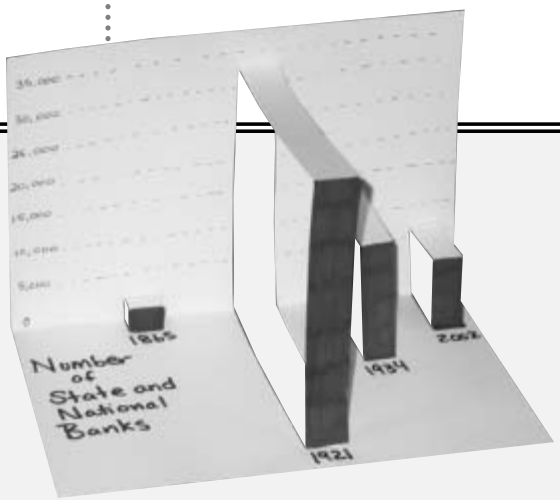


When folded, this project is used like a book, and it can be stored in student portfolios. When open, it makes a nice project display. Accordion books can be stored in file cabinets for future use, too.

Pop-Up Book

1. Fold a sheet of paper (8 1/2" × 11") in half like a *hamburger.*
2. Beginning at the fold, or *mountain top,* cut one or more tabs.
3. Fold the tabs back and forth several times until there is a good fold line formed.
4. Partially open the *hamburger* fold and push the tabs through to the inside.
5. With one small dot of glue, glue figures for the *pop-up book* to the front of each tab. Allow the glue to dry before going on to the next step.
6. Make a cover for the book by folding another sheet of paper in half like a *hamburger.* Place glue around the outside edges of the *pop-up book* and firmly press inside the *hamburger* cover.



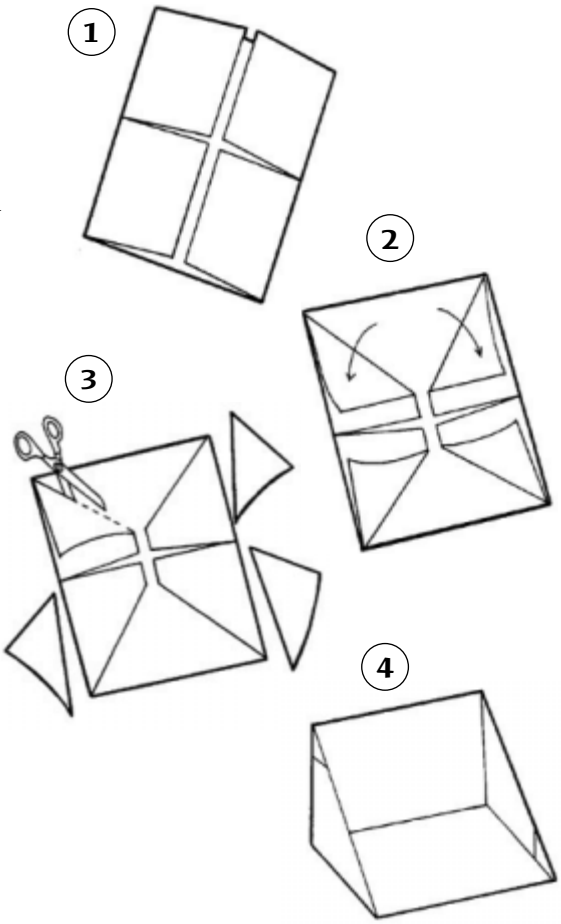




Pop-up sheets can be glued side-by-side to make pop-up books.

Four-Door Diorama

1. Make a *four-door book* out of a *shutter fold.*
2. Fold the two inside corners back to the outer edges (*mountaintops*) of the *shutter fold.* This will result in two *tacos* that will make the *four-door book* look like it has a shirt collar. Do the same thing to the bottom of the *four-door book.* When finished, four small triangular *tacos* have been made.
3. Form a 90-degree angle and overlap the folded triangles to make a display case that doesn't use staples or glue. (It can be collapsed for storage.)
4. Or, as illustrated, cut off all four triangles, or *tacos.* Staple or glue the sides.





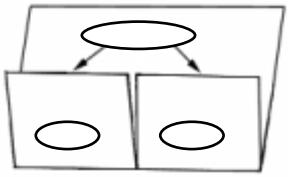
Use 11″ × 17″ paper to make a large display case.

Use poster board to make giant display cases.

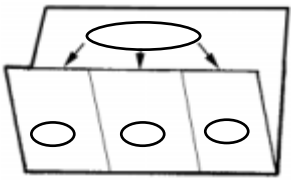
Glue display cases end-to-end to compare and contrast or to sequence events or data.

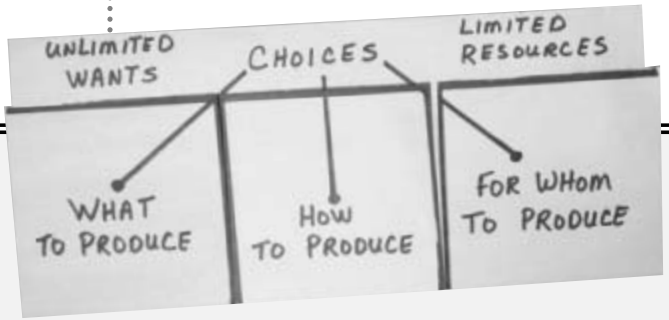


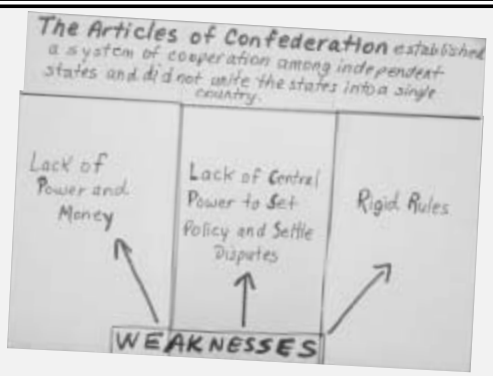
Concept-Map Book

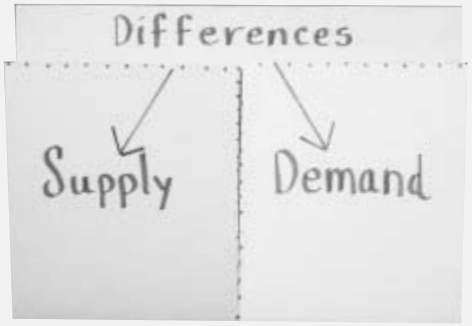


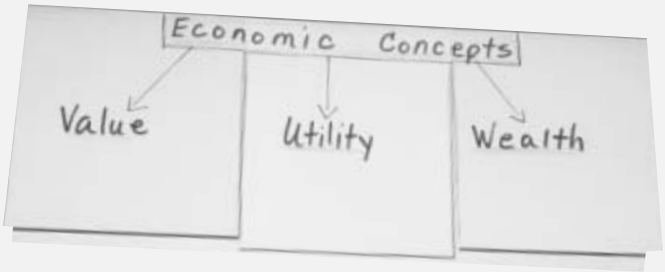
1. Fold a sheet of paper along the long or short axis, leaving a two-inch tab uncovered along the top.
2. Fold in half or in thirds.
3. Unfold and cut along the two or three inside fold lines.

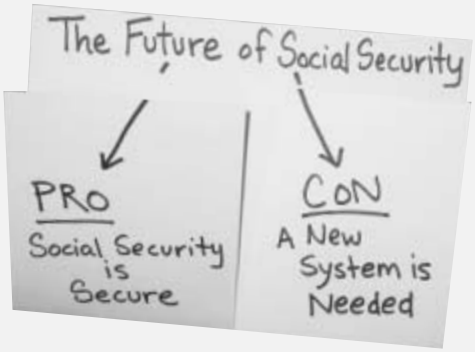


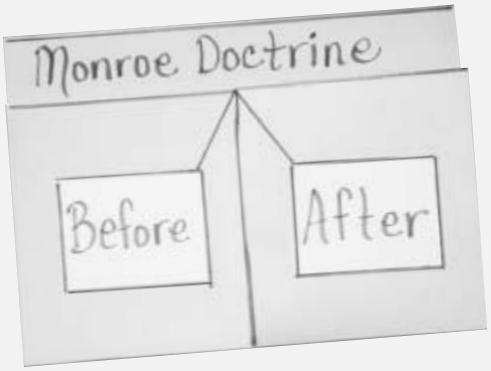






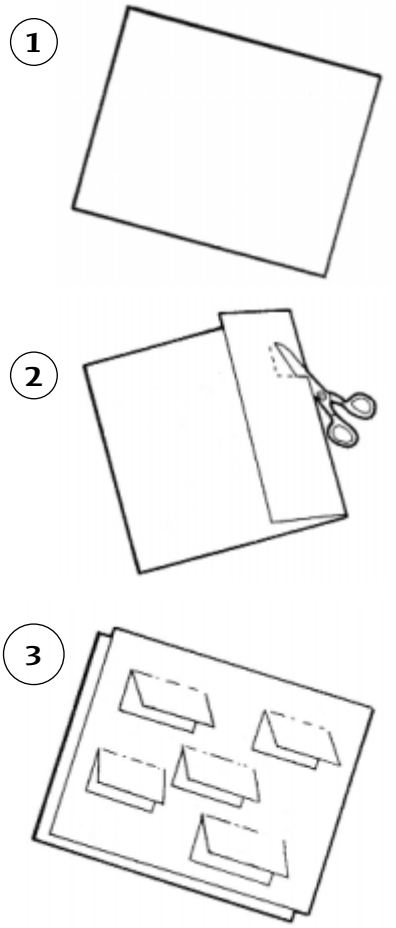


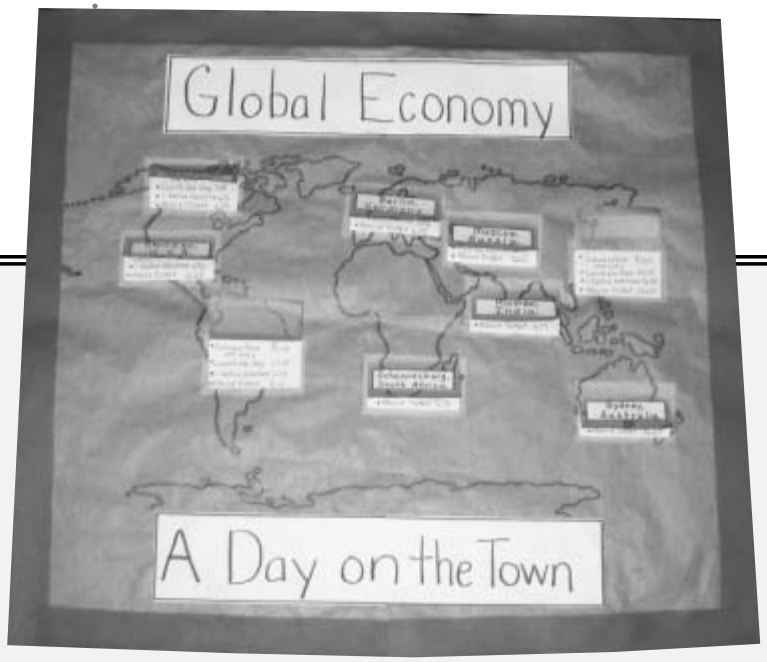




Project Board with Tabs

1. Draw a large illustration or a series of small illustrations or write on the front of one of the pieces of selected-size paper.
2. Pinch and slightly fold the paper at the point where a tab is desired on the illustrated project board. Cut into the paper on the fold. Cut straight in, then cut up to form an "L." When the paper is unfolded, it will form a tab with an illustration on the front.
3. After all tabs have been cut, glue this front sheet onto a second piece of paper. Place glue around all four edges and in the middle, away from tabs.





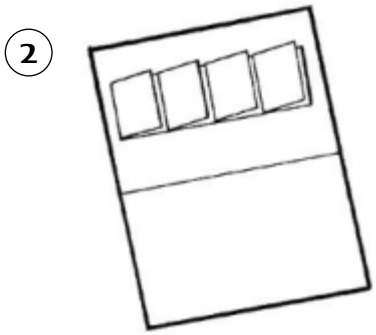
Write or draw under the tabs. If the project is made as a bulletin board using butcher paper, quarter and half-sheets of paper can be glued under the tabs.

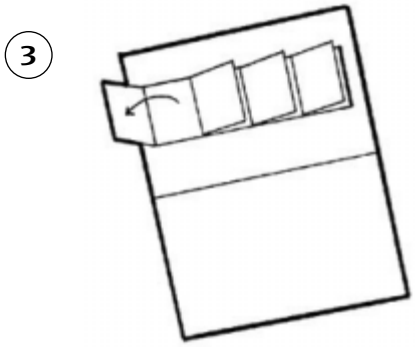
Billboard Project

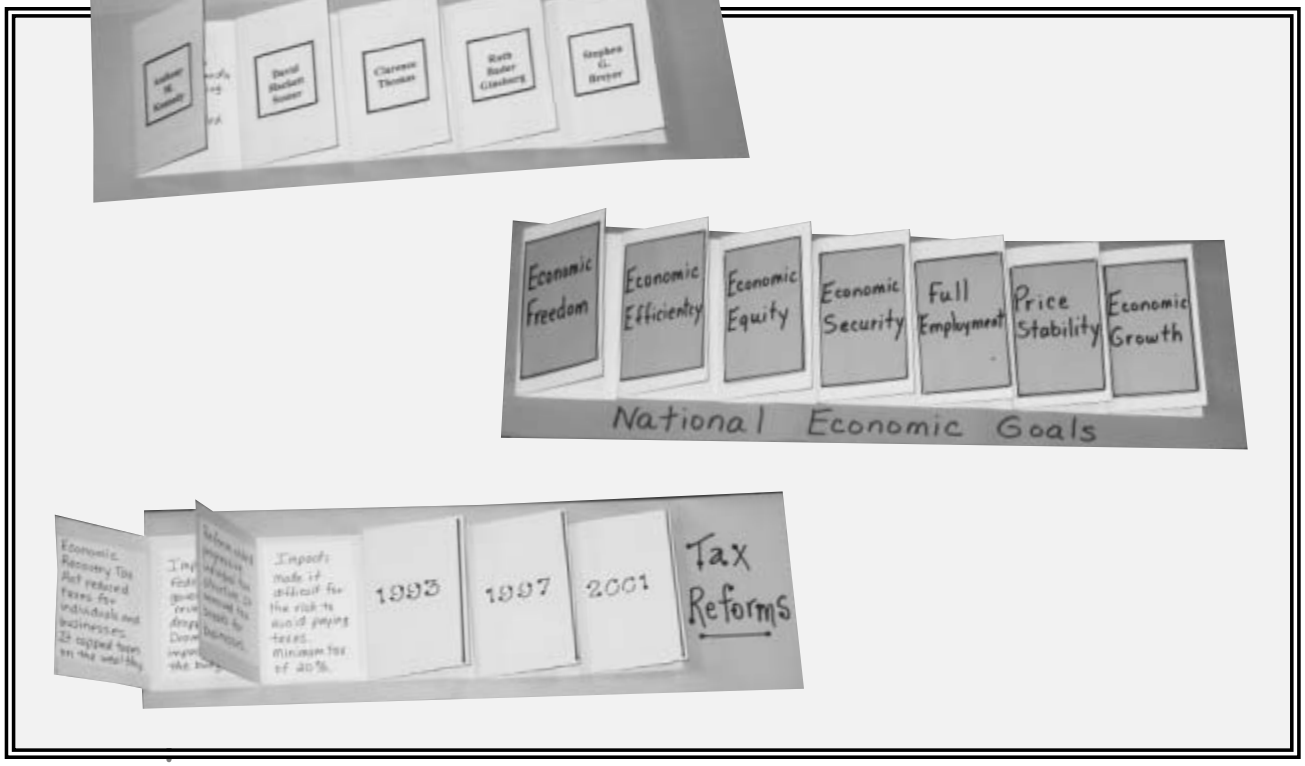
1. Fold all pieces of the same size of paper in half like *hamburgers.*
2. Place a line of glue at the top and bottom of one side of each folded billboard section and glue them edge-to-edge on a background paper or project board. If glued correctly, all doors will open from right to left.
3. Pictures, dates, words, or symbols go on the front of each billboard section. When opened, writing or drawings can be seen on the inside left of each section. The base, or the part glued to the background, is a good place for more in-depth information or definitions.

Use for time lines or sequencing data.

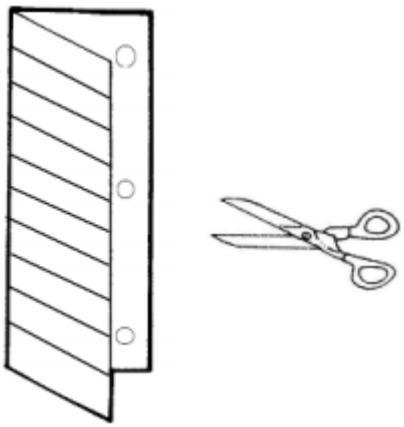




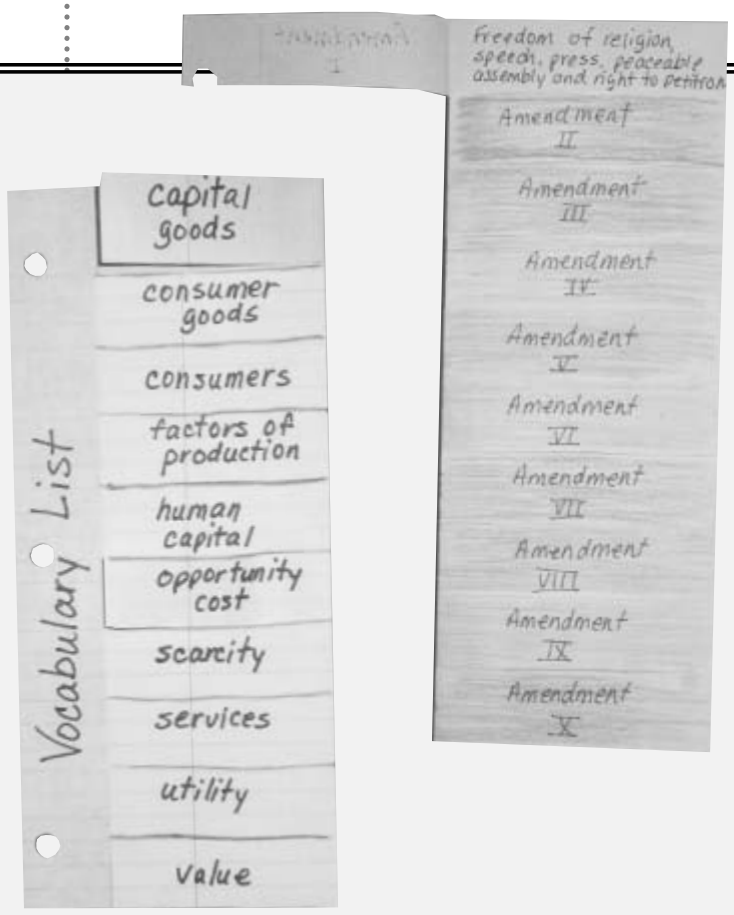




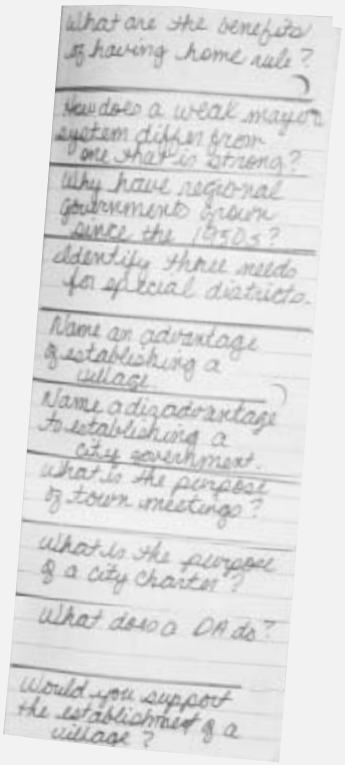
Vocabulary Book



1. Fold a sheet of notebook paper in half like a *hotdog.*
2. On one side, cut every third line. This results in ten tabs on wide ruled notebook paper and twelve tabs on college ruled.
3. Label the tabs.

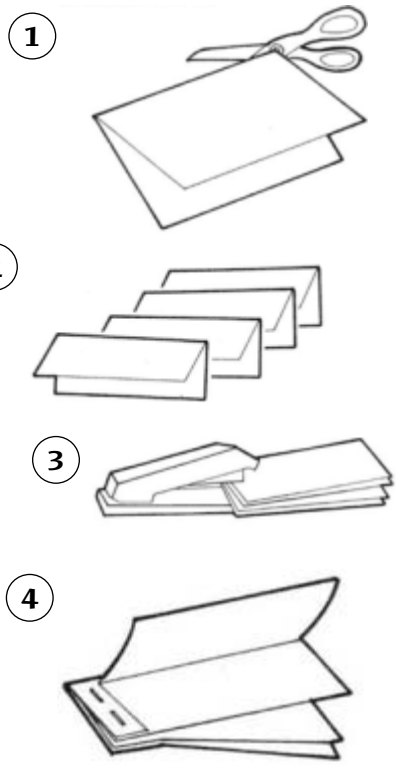


Use for recording student questions and answers.



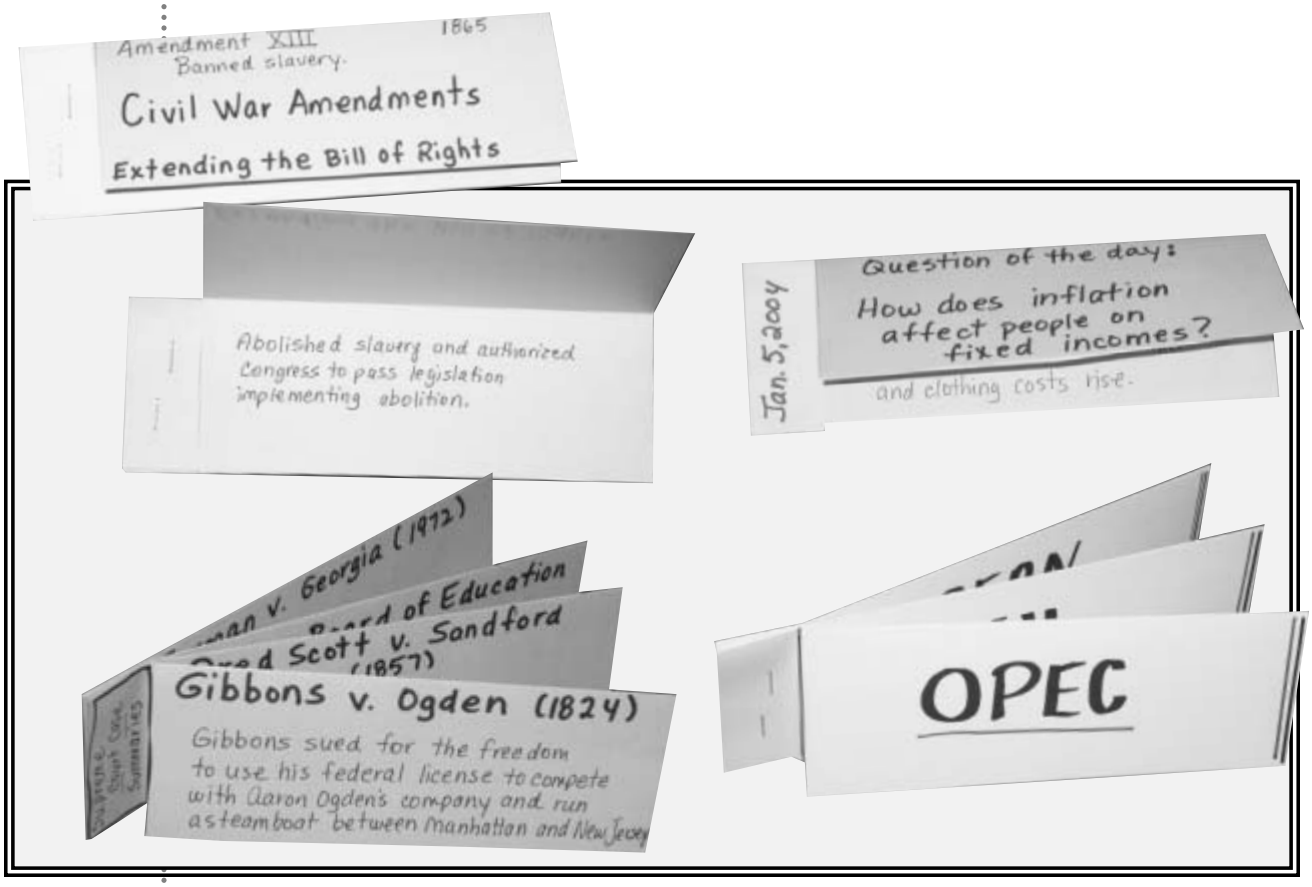
Use to take notes and record data. Leave the notebook holes uncovered and it can be stored in a notebook.

Sentence Strips



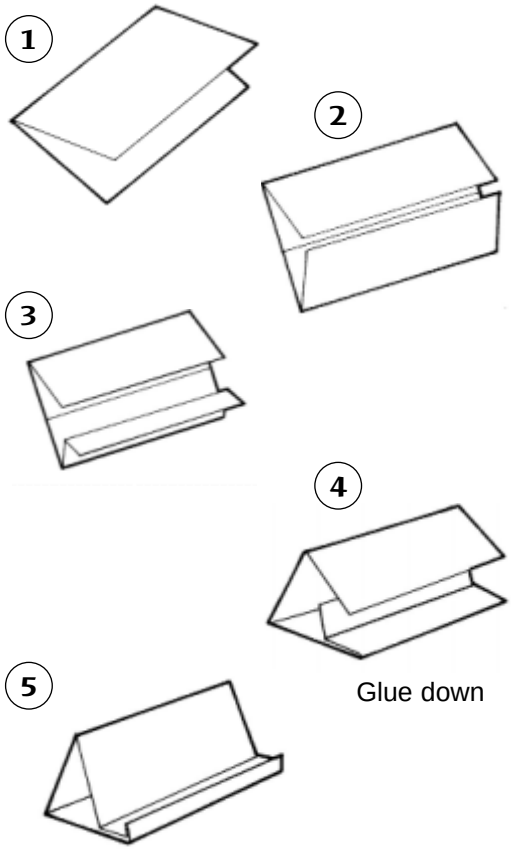
1. Take two sheets of paper (8 1/2" × 11") and fold into *hamburgers*. Cut along the fold lines making four half-sheets. *(Use as many half sheets as necessary for additional pages to your book.)*
2. Fold each sheet in half like a *hot dog*.
3. Place the folds side-by-side and staple them together on the left side.
4. One inch from the stapled edge, cut the front page of each folded section up to the *mountain top*. These cuts form flaps that can be raised and lowered.

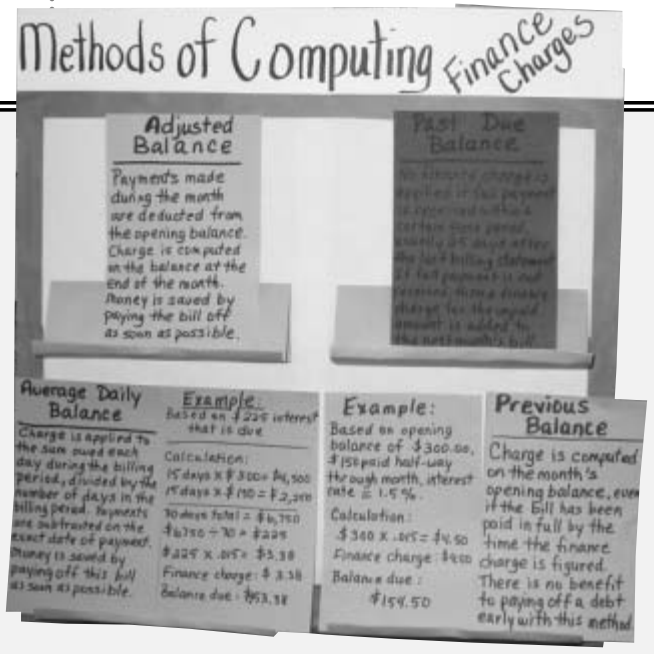
To make a half-cover, use a sheet of construction paper one inch longer than the book. Glue the back of the last sheet to the construction paper strip leaving one inch, on the left side, to fold over and cover the original staples. Staple this half-cover in place.

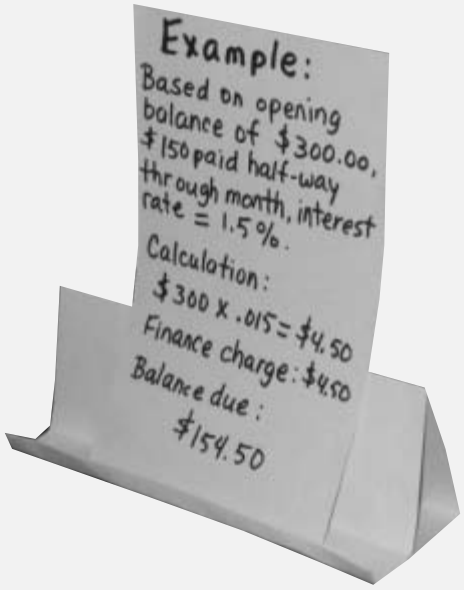


Sentence-Strip Holder

1. Fold a sheet of paper (8 1/2" × 11") in half like a *hamburger.*
2. Open the *hamburger* and fold the two outer edges toward the *valley.* This forms a *shutter fold.*
3. Fold one of the inside edges of the shutter back to the outside fold. This fold forms a floppy "L."
4. Glue the floppy L-tab down to the base so that it forms a strong, straight L-tab.
5. Glue the other shutter side to the front of this L-tab. This forms a tent that is the backboard for the flashcards or student work to be displayed.
6. Fold the edge of the L-tab up one-quarter to one-half to form a lip that will keep the student work from slipping off the holder.







Use these holders to display student work on a table, or glue them onto a bulletin board to make it interactive.

FOLDABLES™ Activities for

High School Economics

The pages that follow contain Foldable activities to use for key topics in high school economics – from important issues in fiscal policy to everyday problems of consumer decision making. For teachers' convenience, the topics are correlated to chapters in *Economics: Principles and Practices* and *Economics Today and Tomorrow* (see page 42).

A summary and three Foldable activities are provided for each topic, with instructions and illustrations for students and teachers. Students review subject material as they create the Foldables. Students can then use their Foldables as graphic organizers to prepare for classroom and standardized tests.

Topic 1 What is Economics?
Topic 2 Economic Systems
Topic 3 Business Organization
Topic 4 Producing Goods and Services
Topic 5 Marketing and Distribution
Topic 6 Consumer Decision Making
Topic 7 Borrowing Money
Topic 8 Saving and Investing
Topic 9 Demand
Topic 10 Supply
Topic 11 Prices
Topic 12 Competition
Topic 13 Labor and Wages
Topic 14 Government Revenue
Topic 15 Government Spending
Topic 16 Money and Banking
Topic 17 Measuring Economic Performance
Topic 18 Economic Instability
Topic 19 Stabilizing the Economy
Topic 20 The Federal Reserve System
Topic 21 International Trade
Topic 22 Comparing Economic Systems
Topic 23 Economic Development
Topic 24 The Global Economy

Correlation to Glencoe Economics

FOLDABLES TOPIC	Economics: Principles and Practices	Economics Today and Tomorrow
1. What is Economics?	1	1
2. Economic Systems	2	2
3. Business Organization	3	8
4. Producing Goods and Services	5	10
5. Marketing and Distribution	5	11
6. Consumer Decision Making	1, 6*	3, 5
7. Borrowing Money	11, 12*	4
8. Saving and Investing	12*	6
9. Demand	4	7
10. Supply	5	7
11. Prices	6	7
12. Competition	7	9
13. Labor and Wages	8	12
14. Government Revenue	9	16
15. Government Spending	10	16
16. Money and Banking	11	14
17. Measuring Economic Performance	13	13
18. Economic Instability	14	13, 17
19. Stabilizing the Economy	16	17
20. The Federal Reserve System	15	15
21. International Trade	17	18
22. Comparing Economic Systems	18	19
23. Economic Development	19	20
24. The Global Economy	20	21, 22

* See also Reference Handbook, Life Skills

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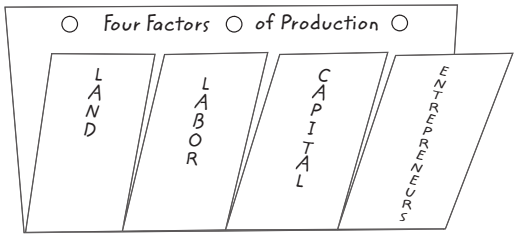
What is Economics?

TOPIC SUMMARY

Economics is the study of how people make choices about how to use limited resources to get what they need and want. Scarcity of these resources means societies have to decide what to produce, how to produce it, and for whom to produce. The factors that go into this production process are land, capital, labor, and entrepreneurs.

Outlining the Factors of Production

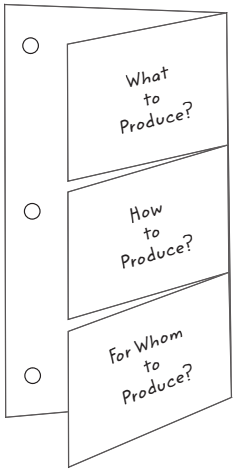


Four-Tab Book

Have students create a Four-Tab Book, labeling the outside of the tabs with the four factors of production: Land, Labor, Capital, andEntrepreneurs. Ask students to find several examples of each factor and list the examples on the inside of each tab. Students can start by thinking of a product, such as bananas, then listing and categorizing the specific factors needed to produce it.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Making Economic Decisions

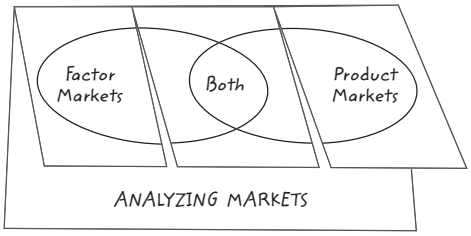


Three-Tab Book

Ask students to create a Three-Tab Book and label the tabs with the three economic questions. In small groups, students can suggest possible answers to each question and list these ideas under the appropriate tabs. How might the United States answer these questions? How might another country answer these questions differently?

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Analyzing Markets



Three-Tab Venn Diagram

Ask students to create a Three-Tab Venn Diagram with the following labels: Factor Markets, Both, and Product Markets. Challenge students to list examples of factor markets, product markets, and markets that have both factor and product characteristics. Ask students to explain what distinguishes one kind of market from the other.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

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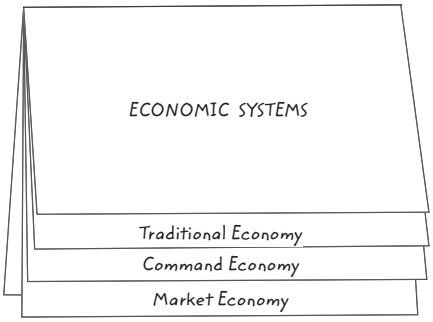
Economic Systems

TOPIC SUMMARY

In every society, people have more needs and wants than they can meet. Since resources are scarce, people must choose what goods and services to produce, as well as how and for whom to produce them. The way a society answers these questions determines which of the three basic economic systems it develops: traditional, command, or market. The United States has a market economy, which has five main characteristics: economic freedom, voluntary exchange, private property rights, profit motive, and competition.

Distinguishing Three Economic Systems

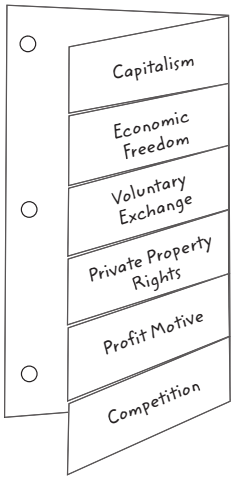


Layered-Look Book

Guide students in creating Layered Books to strengthen their knowledge of the three economic systems. Under each tab, students should describe the characteristics of each type of economy, being sure to include advantages and disadvantages of each. Challenge pupils to give an example of a society with each type of economy.

Materials Needed: Two sheets of 8.5" by 11" paper, stapler or glue.

Examining Capitalism

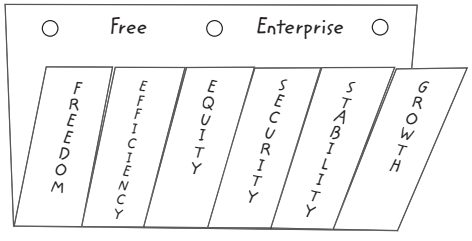


Six-Tab Book

Students can use a Six-Tab Book to examine the five characteristics of capitalism. First, have students define each characteristic. Then ask them to give three or more examples of that characteristic in the U.S. economy and list them on the inside.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Identifying Economic Goals



Six-Tab Book

Identifying the economic goals of the United States will help students distinguish a market economy from other kinds of economies. Students should use the tabs to describe six national economic goals. In addition, ask them to predict what the future goals of the United States will be.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

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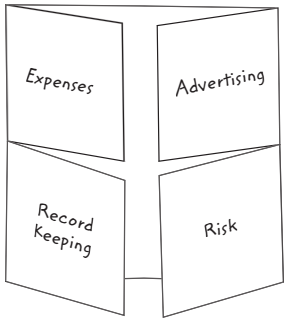
Business Organization

TOPIC SUMMARY

The many different ways businesses can be organized include sole proprietorships, partnerships, and corporations. Businesses grow through reinvestment and through mergers, sometimes becoming conglomerates or multinationals. In addition, there are other kinds of organizations; such as nonprofits, cooperatives, and professional associations.

Starting a Business

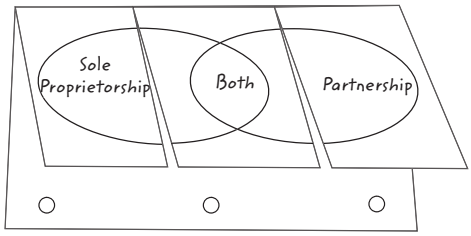


Four-Door Book

Ask students to work in pairs or small groups and imagine a business they could start, such as baby-sitting, dog walking, or housecleaning. Have them create a Four-Door Book to analyze the elements of operating their business. For expenses, students can list the supplies they would need. Tell them to consider how to advertise the business, how to keep accurate records, and what risks they will face. Remind students that advertising and record keeping may also incur expenses.

Materials Needed: One sheet of 11" by 17" paper, scissors.

Comparing Sole Proprietorships with Partnerships



Three-Tab Book with Venn Diagram

Students can use a Venn diagram to identify the unique characteristics of sole proprietorships and partnerships, as well as the overlapping characteristics. Students should study their notes before diagramming the important qualities of each type of business operation. Ask students which type they would prefer and why.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Evaluating Three Types of Businesses

	Advantages	Disadvantages
Sole Proprietorships		
Partnerships		
Corporations		

Folded Table

Each type of business operation has advantages and disadvantages. Have students make a Folded Table to compare and contrast the pros and cons of sole proprietorships, partnerships, and corporations. Challenge them to think of examples when one type of operation might be preferable over another.

Materials Needed: One sheet of 11" by 17" paper.

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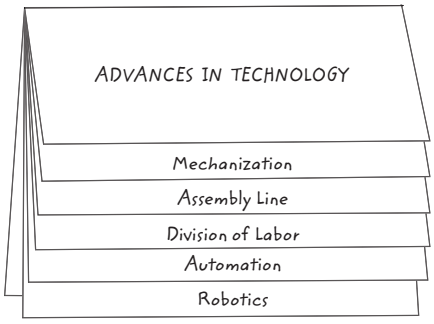
Producing Goods and Services

TOPIC SUMMARY

A business must consider planning, purchasing, quality, inventory, and technology when producing goods. Before deciding whether to expand, a business performs a cost-benefit analysis. If the benefits of expanding, such as higher profits, exceed the projected costs, such as office space, staffing, and equipment, then a business may decide to borrow money to finance the expansion.

Summarizing the Effects of Technology on Production

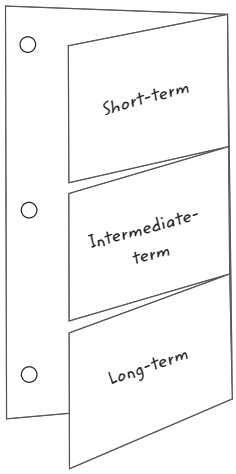


Layered-Look Book

Have students use a Layered-Look Book to summarize the effects of five technological advances on production. Encourage students to give examples. Ask students how technology affects the kinds of jobs done by people.

Materials Needed: Three sheets of 8" by 11" paper, glue, or stapler.

Defining Types of Financing

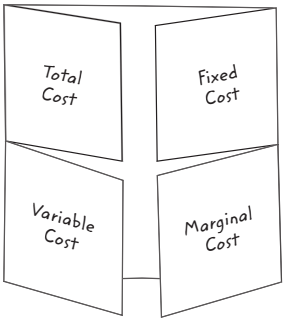


Three-Tab Book

In a market economy, businesses can choose between different methods of debt financing. Ask students to make a Three-Tab Foldable to describe the three methods of borrowing and to give an example of a situation in which a business might choose each type.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Understanding Measures of Cost



Four-Door Book

Students should create a Four-Door Book to examine the costs that every business faces. Emphasize that identifying examples is a good way to understand the four measures of cost.

Materials Needed: One sheet of 8.5" by 11 or 11" by 17" paper, scissors.

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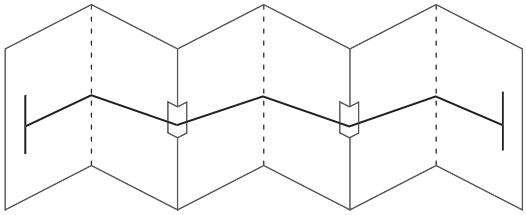
Marketing and Distribution

TOPIC SUMMARY

Companies use marketing to persuade customers that a product or service has utility, or the ability to satisfy consumer wants and needs. Market research and test-marketing help marketers make decisions about the four Ps: product, price, place, and promotion. Businesses also choose the channels of distribution they will use: wholesale, retail, or e-commerce.

Making a Marketing Time Line

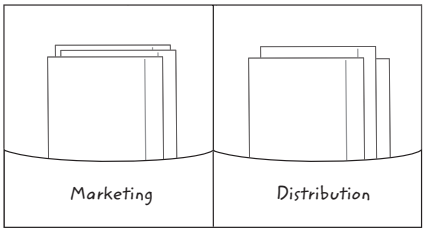


Accordion Book

Students can create a time line of marketing history to study the many facets of marketing. Have students use what they have read and conduct outside research to complete this activity. Time lines should include specific products or methods that have influenced marketing strategies. Time lines can also identify larger marketing trends and when they were popular.

Materials Needed: Three sheets of 8" by 11" paper, scissors, glue.

Explaining Marketing and Distribution

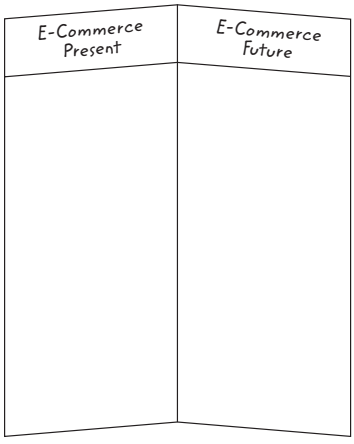


Pocket Book

A Pocket Book Foldable can be used to record facts about marketing and distribution. Students should review the material in the text, note the most important information, and summarize these key points on index cards. Information that pertains to both marketing and distribution can go into both pockets.

Materials Needed: One sheet of 8.5" by 11" paper, scissors, glue, 3" by 5" index cards.

E-Commerce, Present and Future



Folded Chart

Ask students to make a Folded Chart to identify the effects of e-commerce on marketing and distribution. To strengthen their statements, students should list examples of companies that successfully use e-commerce. For the "Future" column, invite students to speculate how e-commerce might change marketing and distribution in the next ten years. Encourage them to explore ideas that might come to pass in the near future.

Materials Needed: One sheet of 8" by 11" paper.

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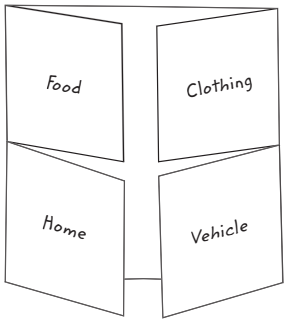
Consumer Decision Making

TOPIC SUMMARY

Every consumer makes decisions about what to buy. To make wise decisions, consumers must learn about trade-offs and comparison shopping. Prices are flexible enough in a market economy to be determined in part by competition. Economists analyze consumer behavior and construct economic models to predict which products and services will be most competitive.

Comparison Shopping

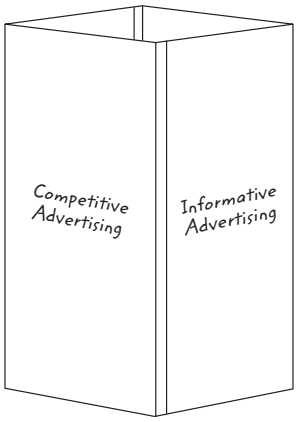


Four-Door Book

Students should make a Four-Door Book to list the factors consumers consider when purchasing food, clothing, a home, or a vehicle. What are the options and the trade-offs in each case? What do consumers consider when evaluating each type of good?

Materials Needed: One sheet of 8" by 11" paper, scissors.

Advertising and Information Gathering

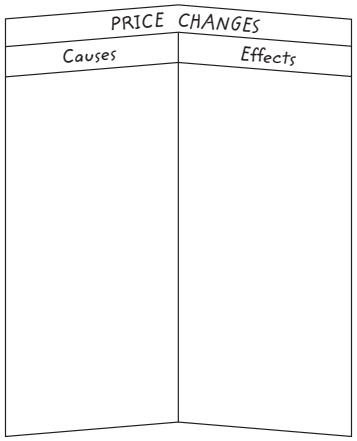


Standing Cube

Students should create a Standing Cube to compare different ways of looking at a product. Ask them to label the four sides: Informative Ad, Competitive Ad, Comparison Shopping, and Trade-Offs. Students can create both an informative advertisement and a competitive advertisement for a product of their choice. They can use the remaining sides to list facts about the product, including possible trade-offs involved in buying it.

Materials Needed: Two sheets of 8.5" by 11" paper, glue.

Establishing Causes and Effects of Price Changes



Folded Chart

Have students review the material on price changes and create a Folded Chart to illustrate the causes and effects of price changes. In the left column, students should list the various causes of price changes. Across from each cause, they can describe its effect. Remind students that it is possible for a cause to have more than one effect.

Materials Needed: One sheet of 8" by 11" paper.

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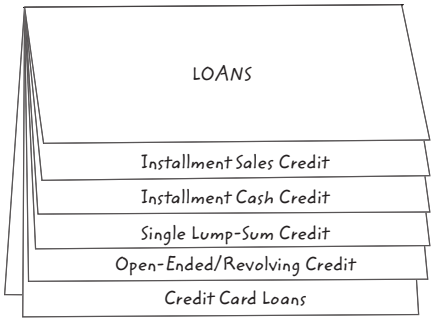
Borrowing Money

TOPIC SUMMARY

Credit can come from a credit card or as a loan from a financial institution. The interest rate, finance charge, or annual percentage rate affects the total amount that must be repaid. Many people go into debt through the misuse of credit. A negative credit history can hurt a person's ability to get credit in the future. Creditors consider assets, ability to repay, and character when approving loans.

Understanding Loans



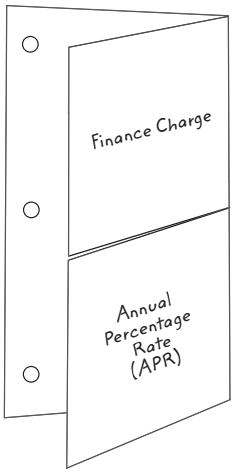
Layered-Look Book

Students should review the material on the five following types of loans: installment sales credit, installment cash credit, single lump-sum credit, open-ended/revolving credit, and credit card.

Then students can make a Layered-Look Book describing the differences between the five types of credit, including the advantages and disadvantages of each.

Materials Needed: Three sheets of 8.5" by 11" paper and glue or stapler.

Defining Finance Charge and APR

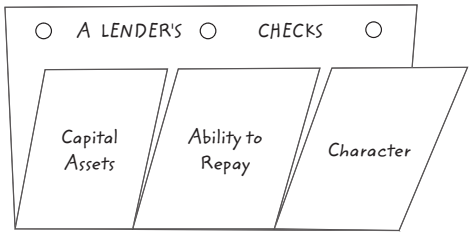


Two-Tab Book

Credit cards use finance charges and annual percentage rates to calculate the cost of credit. A Two-Tab Book is the perfect way for students to distinguish between a finance charge and an annual percentage rate.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Identifying Creditworthiness



Three-Tab Concept Map

Lenders look at three things when deciding whether to grant credit. Ask the class to summarize how lenders determine a borrower's character, ability to repay, and capital assets. Students should identify specific things a creditor might use to assess a borrower's creditworthiness. For an extra challenge, students might evaluate the accuracy and fairness of these methods.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

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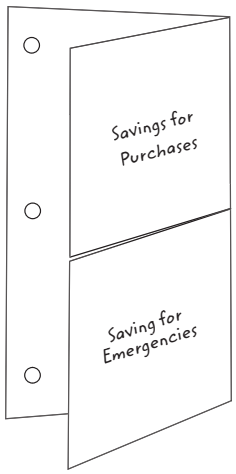
Saving and Investing

TOPIC SUMMARY

People set aside a portion of their income in order to use it later. Whether this income is saved or invested might depend on the reason for setting it aside. Options include savings accounts, time deposit accounts, or investing in the stock market. Like most decisions, saving money means giving up other possible uses. Money that is placed in savings accounts, stocks, and bonds can help stimulate the economy by funding other people's loans or the expansion of businesses.

Purposes of Saving

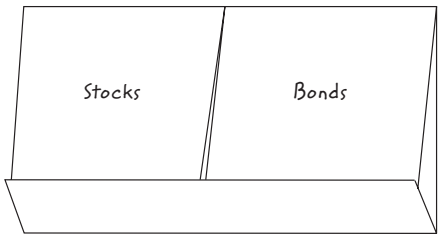


Two-Tab Book

Have students make a Two-Tab Book to explore how reasons for saving might affect the methods of saving. Ask students to list the features they would look for in an account if they were saving money for purchases, and then list the features to look for if they were saving for emergencies. Finally, have them decide which kind of account would be appropriate for each use.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Stocks or Bonds?

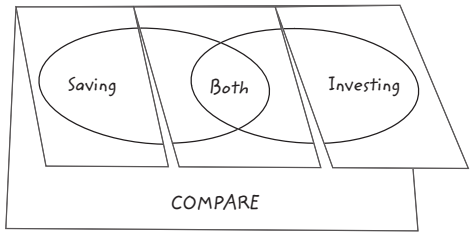


MatchBook

A MatchBook is a handy way for students to compare and contrast stocks and bonds. In addition to listing their characteristics, students should give examples of different types of stocks and bonds. Then ask students to work in pairs, taking turns reading aloud from their MatchBook and guessing whether their partner is describing stocks or bonds.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Saving versus Investing



Three-Tab Venn Diagram

Ask students to use a Three-Tab Venn Diagram to compare saving with investing. Under the left tab, students should describe ways of saving, reasons to save, and some of the advantages and disadvantages of saving. Under the right tab, they can analyze methods, advantages, and disadvantages of investing. The middle tab should be used to show the qualities that saving and investing share.

Materials Needed: One sheet of 8.5" by 11" paper.

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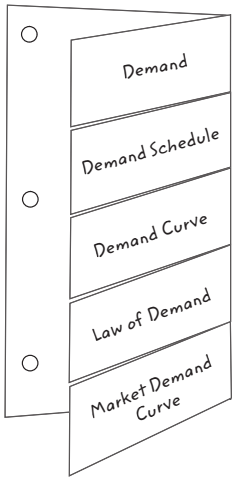
Demand

TOPIC SUMMARY

Goods are in demand when consumers are willing and able to pay for them. Demand and price have an inverse relationship: as the price goes up, the quantity demanded goes down, and as prices decrease, the quantity demanded increases. Elasticity of demand measures how much consumers respond to changes in price.

Measuring Demand

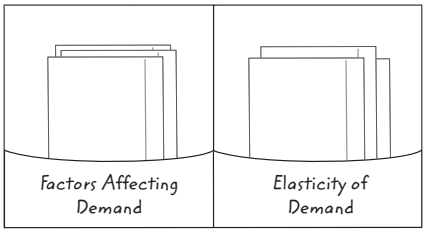


Five-Tab Book

Economists measure the demand for a product by using a demand schedule, demand curve, and market demand curve. Students can use a Five-Tab Book to examine some of the intricacies of demand. For each tab, students should define the term and give an example that illustrates how it is used.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Changes in Demand

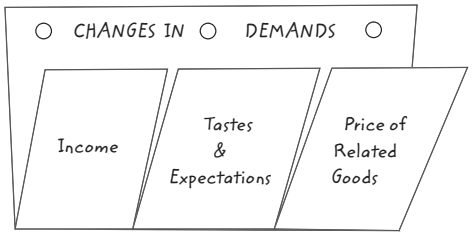


Two-Pocket Book

What factors affect demand? What is elasticity of demand? Have students use a Two-Pocket Foldable to answer these questions and more. What kind of products have elastic demand and what products have inelastic demand? Give examples. Why is the demand for these products elastic or inelastic? Encourage students to think of their own questions and search for answers.

Materials Needed: One sheet of 8.5" by 11" paper, scissors, glue, 3" by 5" index cards.

Why Demand Changes



Three-Tab Concept Map

Many factors can affect demand, including changes in population, income, tastes, and substitute goods. Students can use this Foldable to study in more detail the causes of changes in demand. Ask the class to explain why each factor results in a change in demand.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

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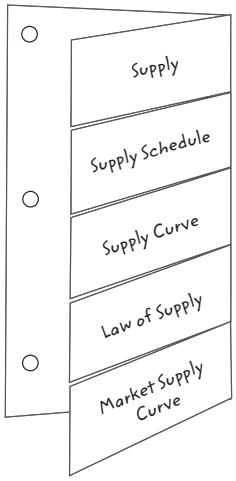
Supply

TOPIC SUMMARY

Supply and price have a direct relationship: when price increases, so does supply, and when price decreases, supply decreases as well. Although supply (which has a direct relationship) and demand (which has an inverse relationship) may seem to work at cross-purposes, they tend to shift until they meet at the equilibrium price. In a market economy, four factors affect supply: the price of inputs, the number of firms in an industry, taxes, and technology.

Understanding Supply

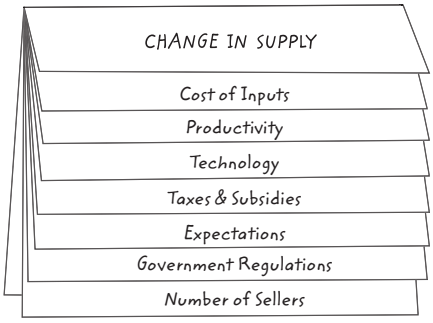


Five-Tab Book

A Five-Tab Book can be used to define terms that are important in understanding supply. Ask students to review the material and create this Foldable, labeling the tabs: Supply, Supply Schedule, Supply Curve, Law of Supply, and Market Supply Curve.

Materials Needed: Three sheets of 8.5" by 11" paper, scissors.

Identifying Changes in Supply

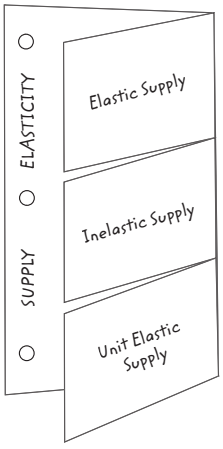


Layered-Look Book

Have students make a Layered-Look Book to study how various economic factors create changes in supply. For each of the seven factors, students should describe how and why supply is affected. Remind the class to use concrete examples to illustrate their points.

Materials Needed: Four sheets of 8.5" by 11" paper, glue or stapler, scissors.

Measuring Supply Elasticity



Three-Tab Book

Supply elasticity measures the way changes in the price of a product influence the quantity supplied. Like demand, supply has three types of elasticity. Ask the class to use a Three-Tab Book to explain the three types of elasticity. What factors influence elasticity in supply?

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

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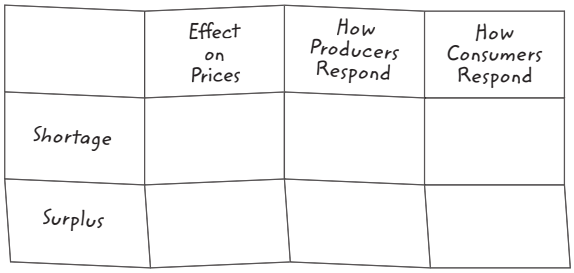
Prices

TOPIC SUMMARY

In a competitive market, supply and demand determine prices. A change in either supply or demand can cause a price change. High prices send a signal to consumers to buy less and to businesses to produce more. Low prices send the opposite signal, so consumers buy more and producers supply less. When the equilibrium price is met, there is neither a surplus nor a shortage of goods.

The Supply-Demand-Price Relationship

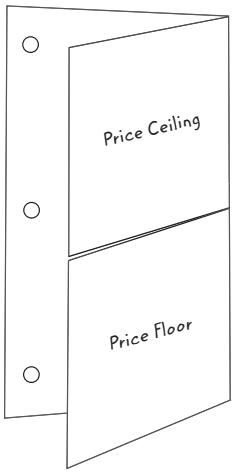


Folded Table

Prices that are too low can result in a shortage of product. Prices that are too high can cause a product surplus. Ask students to make a Folded Table to show the relationships between supply, demand, and price

Materials Needed: One sheet of 11" by 17" paper, scissors.

Examining Price Controls

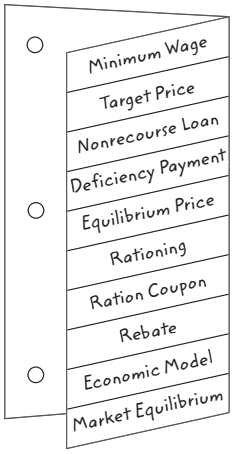


Two-Tab Book

Have students read how the government sometimes sets price controls to achieve social goals. A Two-Tab Book should provide the class with a straightforward approach to understanding price ceilings and floors. In their descriptions of each, students should explain what social goals are behind the price controls and how effective they are.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Defining Important Terms



Ten-Tab Vocabulary Book

Ask the class to make a Ten-Tab Vocabulary Foldable to define key terms related to the price system. On the outside of the tabs, write terms such as: minimum wage, target price, equilibrium price, rationing, ration coupon, and market equilibrium. Other terms might include: nonrecourse loan, deficiency payment, rebate, and economic model. Encourage students to add and define other key terms.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

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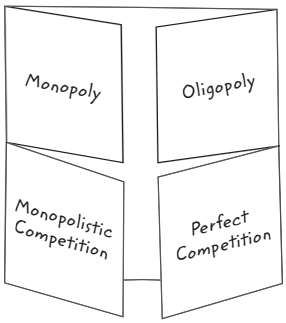
Competition

TOPIC SUMMARY

Economists recognize four kinds of market structures in the United States: monopoly, oligopoly, monopolistic competition, and perfect competition. In practice, few industries are examples of either perfect competition or pure monopoly. Some industries have the traits of a monopoly or oligopoly, and in fact, monopolistic competition is the most common U.S. market structure.

Comparing Market Structures

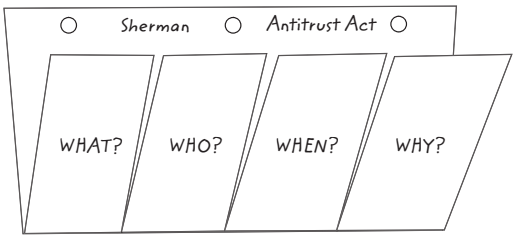


Four-Door Book

Students can use a Four-Door Book to compare the four major types of market structures. For each type, students should define the term, list the conditions necessary for the structure to exist, and give an example of an industry that fits that market structure.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Antitrust Legislation

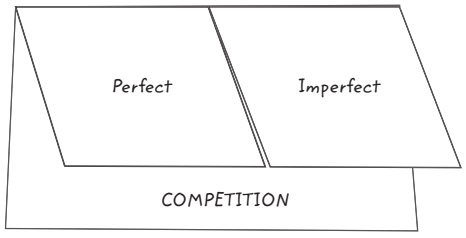


Four-Tab Book

Congress passed antitrust legislation, such as the Sherman Antitrust Act, to increase competition and decrease monopolies. Have students make a Four-Tab Book to answer the questions What? Who? When? and Why? regarding the Sherman Antitrust Act. In addition, ask students to identify a weakness in this early antitrust legislation.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Perfect versus Imperfect



Two-Tab Book

Ask students to distinguish between perfect and imperfect competition using a Two-Tab Foldable. On the left, students can list everything they know about perfect competition. On the right, students should describe imperfect competition. Encourage the class to list any questions they have about perfect and imperfect competition. Then work as a class to answer those questions.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

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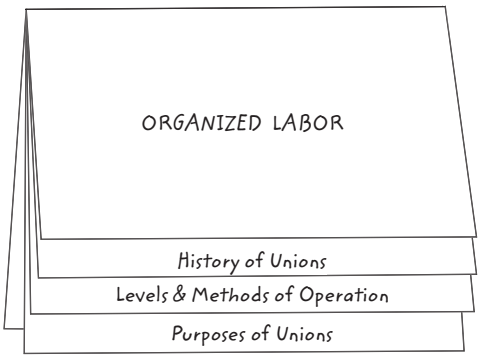
Labor and Wages

TOPIC SUMMARY

By the end of the Civil War, workers had formed the first unions. Strikes, boycotts, and picketing helped unions to achieve some of their goals. Employers used lockouts to pressure workers to give up their demands. Labor and management normally engage in collective bargaining to reach agreement on issues such as wages and working conditions. Three factors that determine wages are: the skills required, the type of job, and the demand for those skills in a specific location.

Understanding Unions

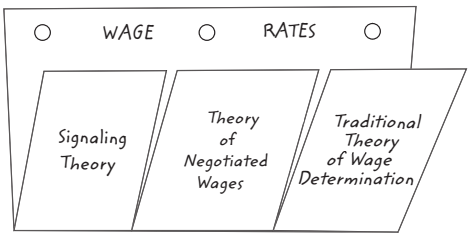


Layered-Look Book

Have students make Layered-Look Books to study the history of organized labor. Ask students if they have family members who belong to a union. Encourage a discussion by asking the following questions: Do unions achieve their goals? Why or why not? What would life in this country be like for workers if unions didn't exist?

Materials Needed: Two sheets of 8.5" by 11" paper, glue or stapler, scissors.

Evaluating Wage Theories

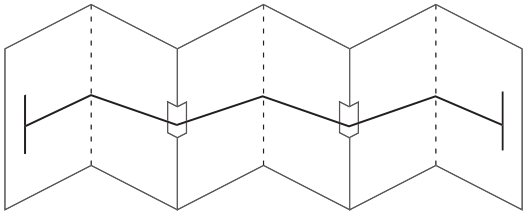


Three-Tab Concept Map

Have students define the three theories of wage determination on a Three-Tab Concept Map. Ask students to consider the strengths and weaknesses of each theory and summarize their opinions in their Foldables. Students can use pen to show facts and pencil to show their opinions.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Creating a Labor History Time Line



Accordion Book

Using an Accordion Foldable, students can create a time line of the history of the labor movement. Time lines should highlight dates that signify important events, organizations, and people. Encourage students to speculate what the future might hold for the labor movement and add their predictions to the time line in a different color.

Materials Needed: Three sheets of 8.5" by 11" paper, glue or stapler, scissors.

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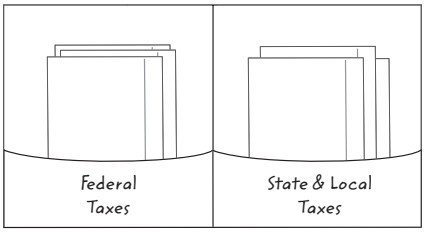
Government Revenue

TOPIC SUMMARY

Local, state, and federal governments all participate in the U.S. economy. Governments collect taxes from people to pay for public-works projects, social programs, and public goods such as parks. The federal government's main source of revenue is the individual income tax, which is a progressive tax. Other taxes are proportional or regressive. The benefit principle (who will gain?) and the ability-to-pay principle (who can afford it?) guide modern tax systems.

Categorizing Federal, State, and Local Taxes

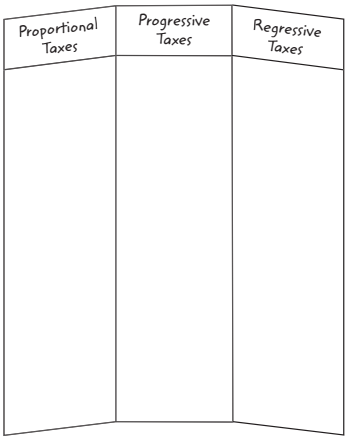


Two-Pocket Book

Students can use a Two-Pocket Book to categorize taxes as either federal or state and local. On each index card, students should describe a specific type of tax (sales tax, for example) and file it in the appropriate pocket: Federal Taxes or State and Local Taxes.

Materials Needed: One sheet of 8.5" by 11" paper, scissors, glue, 3" by 5" index cards.

Comparing Proportional, Progressive, and Regressive Taxes

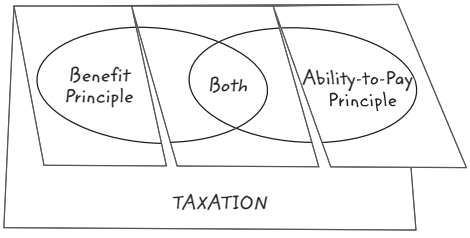


Three-Column Chart

Have students create a Three-Column Chart comparing three kinds of taxes. In each column, students should list pertinent facts and give examples that demonstrate the differences between each category of taxes. Challenge students to give examples of a tax that fits each category.

Materials Needed: One sheet of 8.5" by 11" paper.

Showing Similarities and Differences



Three-Tab Venn Diagram

Students can use a Venn diagram to identify similarities and differences between the two principles that guide modern tax systems. Along with a factual definition, students should explain the assumptions behind each principle and their limitations, if any.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

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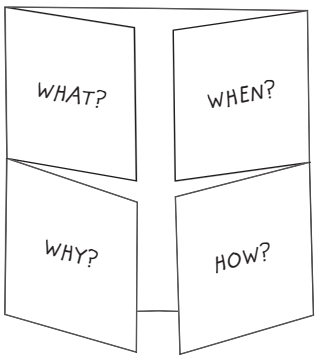
Government Spending

TOPIC SUMMARY

Government spending takes many forms. Most federal spending goes toward public goods and services, such as national defense and Social Security, or transfer payments, such as welfare or grants-in-aid. State expenditures include intergovernmental spending, which funds local governments, and higher education. Local governments spend money on schools and public utilities. Each year the president develops a federal budget for the next fiscal year. Like individuals, the federal government can go into debt.

Examining National Debt

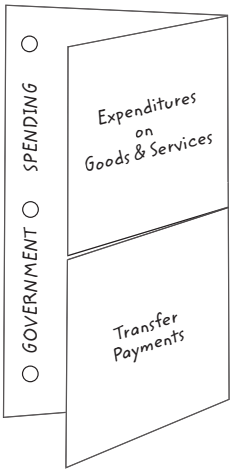


Four-Door Book

Ask students to make a Four-Door Book Foldable that answers questions about the national debt. Questions should include: What is the national debt? Why do we have it? When did it start? How does it affect our economy? Challenge students to ask other questions about the national debt and its consequences.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Differentiating Government Spending

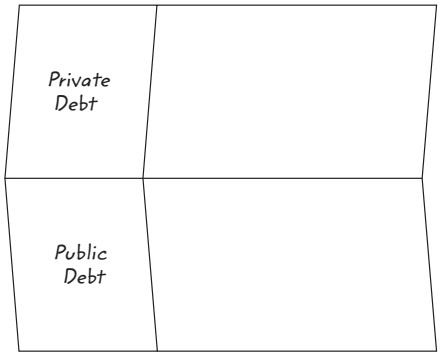


Two-Tab Book

Government spending falls into two categories: (1) goods and services, and (2) transfer payments. Nothing is received in return for transfer payments, unlike expenditures on goods and services. Students should review the reading to identify other differences and then record them in a Two-Tab Foldable.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Contrasting Public and Private Debt



Folded Chart

A Folded Chart with two columns will enable students to contrast the characteristics of public and private debt. Each column should cover differences in purchasing power, methods of repayment, and who is owed.

Materials Needed: One sheet of 8.5" by 11" paper.

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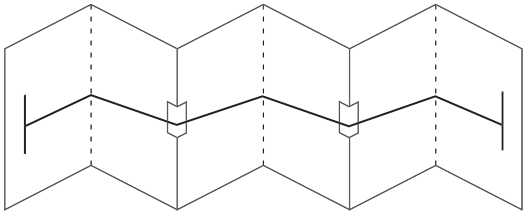
Money and Banking

TOPIC SUMMARY

Money is used as a medium of exchange, a unit of accounting, and a store of value. Before coins and paper money, people used commodity money, such as shells or leather. Anything used as money should be durable, portable, divisible, stable in value, scarce, and accepted as payment for debts. The U.S. monetary system changed in 1913, when Congress established the Federal Reserve System to regulate the amount of money in circulation. Paper money, or Federal Reserve notes, was first issued in 1914. A more recent change revolutionizing banking is the electronic funds transfer.

Tracking Changes Through Time

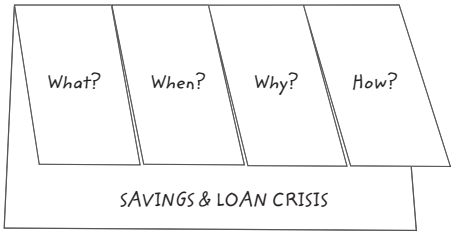


Accordion Book

Students can make a time line to strengthen their understanding of U.S. banking and monetary standards. Ask students to highlight 10 to 15 important events, including: early use of commodity money; over-issuing of Continentals; establishment of national banks; creation of the Federal Reserve System; adoption of the gold standard; effects of the Great Depression; establishment of the FDIC; passage of the Truth in Lending Act; the savings and loan crisis of the 1980s; and the effects of technology on banking.

Materials Needed: Three sheets of 8.5" by 11" paper, glue or stapler, scissors.

Scrutinizing the Savings and Loan Crisis

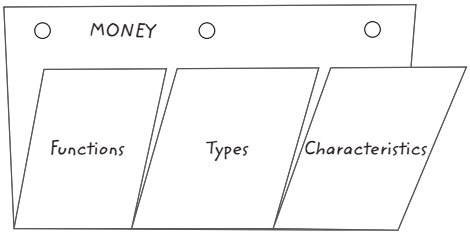


Four-Tab Concept Map

In making their time lines, students touched on the savings and loan crisis. In this activity, they will closely examine the causes of this financial crisis. A Four-Tab Concept Map will allow students to answer in detail the questions What? When? Why? and How?

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Distinguishing Between Kinds of Money



Three-Tab Concept Map

There is more to money than coins and dollar bills. Have students create a Three-Tab Concept Map to summarize what they have learned about the types of money and their different functions. Encourage students to discuss how their lives would be different if our society used money other than the coins and notes currently used.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

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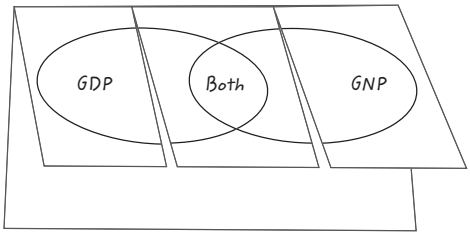
Measuring Economic Performance

TOPIC SUMMARY

Economists gauge the performance of the nation's economy using five measurements: gross domestic product (GDP), net domestic product, national income, personal income, and disposable personal income. In measuring the nation's GDP, economists adjust for inflation. Another way to judge the nation's performance is to calculate aggregate supply and demand. Real GDP reflects the ups and downs known as business fluctuations.

Understanding GDP and GNP

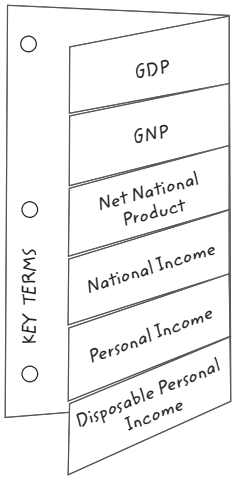


Three-Tab Venn Diagram

A Venn diagram will help students understand the similarities and differences between gross domestic product and gross national product. Ask the class to review the factors included in calculating GDP and GNP before creating this Three-Tab Venn Diagram.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Defining Key Terms

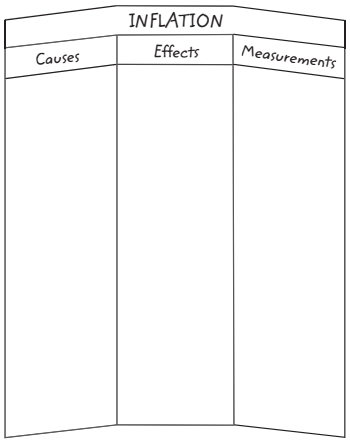


Vocabulary Book

Six terms are crucial to understanding economic performance: GDP, GNP, net national product, national income, personal income, and disposable personal income. By defining these terms in a Six-Tab Vocabulary Book, students can build the foundation for a solid understanding of the nation's economic performance.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Showing Cause and Effect



Folded Chart

Have students make a Folded Chart to examine the role inflation plays in our economy. Students should list some of the causes of inflation in the left column and its effects in the middle column. In the right column, students should list and explain some of the ways inflation is measured, such as the consumer price index (CPI), producer price index (PPI), and the GDP price deflator.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

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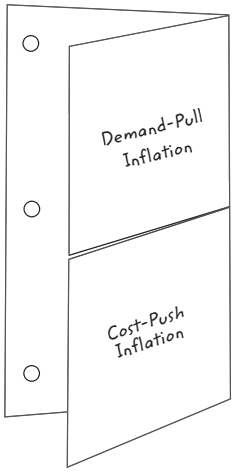
Economic Instability

TOPIC SUMMARY

When unemployment and inflation disrupt the economy, the federal government uses monetary and fiscal policies to stabilize it. Economists have identified four kinds of unemployment: cyclical, structural, seasonal, and frictional. They offer two conflicting views of the causes of inflation: the demand-pull theory and the cost-push theory.

Examining Theories on Inflation

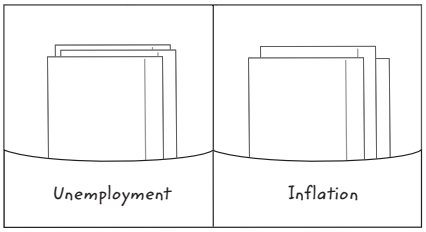


Two-Tab Book

Ask students to use a Two-Tab Foldable to clarify the two conflicting theories of inflation. Using their notes, students should describe each theory and the reasoning behind it. Then ask them which theory makes more sense. Remind students that their answers aren't necessarily right or wrong, but their conclusions should be rationally supported.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Components of Stability

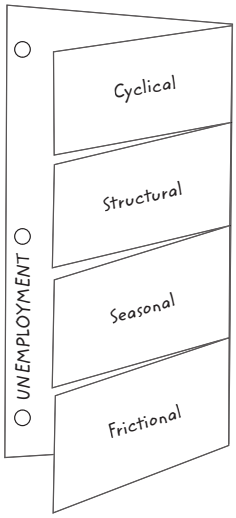


Pocket Book

Students can sort through the causes and effects of inflation and unemployment with a Pocket Book. Ask students to define terms and write factual statements on index cards. Then have them write connecting statements relating these facts to the stability or instability of the nation's economy.

Materials Needed: One sheet of 8.5" by 11" paper, scissors, glue, 3" by 5" index cards.

Identifying Types of Unemployment



Four-Tab Book

Economists recognize four types of unemployment. Ask students to use a Four-Tab Book to define cyclical, structural, seasonal, and frictional unemployment. Encourage students to think of two or more examples of each type.

Materials Needed: One sheet of 8.5" by 11" paper.

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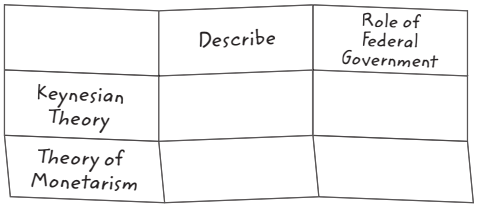
Stabilizing the Economy

TOPIC SUMMARY

Keynesian theory and monetarism are two competing views of economic stabilization. Both have the goal of a low unemployment rate, but they differ in their approaches. Keynesian theorists advocate using fiscal policy to influence the economy through government spending. Monetarists criticize fiscal policy as politically complicated and ineffective due to time lags.

Examining the Details

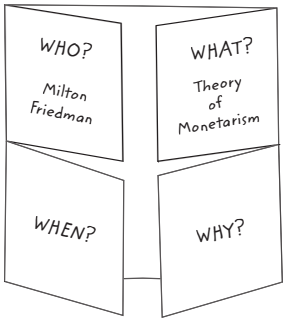


Foldable Table

A Folded Table will help students identify the distinguishing characteristics of the two major theories on stabilizing the economy. In the left column, students should describe the general beliefs of each theory. In the right column, students should outline the role the federal government plays in each system.

Materials Needed: One sheet of 11" by 17" paper.

Opening Doors on Monetary Theory

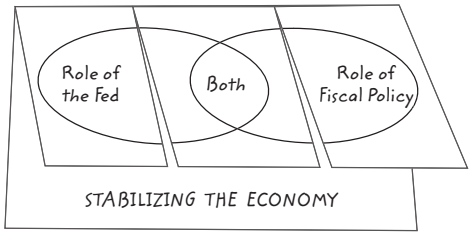


Four-Door Book

Milton Friedman is an advocate of monetary policy. Using this Four-Door Book, students can explore the general theory of monetarism and the specific arguments put forth by Friedman. In addition, students should note when monetarism developed and why monetarists believe in monetary rule. Finally, encourage students to express their own opinions and support them with facts.

Materials Needed: One sheet of 11" by 17" paper, scissors.

Stabilizing the Economy: Finding Common Ground



Venn Diagram

Have students create a Venn Diagram to examine the role of the Federal Reserve and the role of fiscal policy in stabilizing the economy. The outside tabs can be used to explore differences between the two, and the middle tab, where the two circles overlap, can be used to describe their common ground.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

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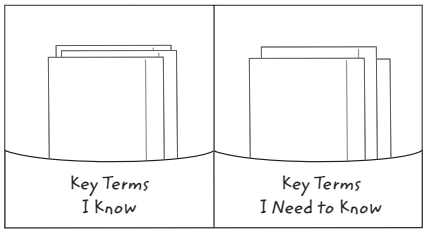
The Federal Reserve System

TOPIC SUMMARY

The Federal Reserve, the central bank of the United States, was created in 1913 to regulate the amount of money in circulation. To control the money supply, the Fed can change the reserve requirements for financial institutions, change the discount rate, or engage in open market operations. It also clears deposited checks, supervises member banks, and protects consumers.

Coming to Terms

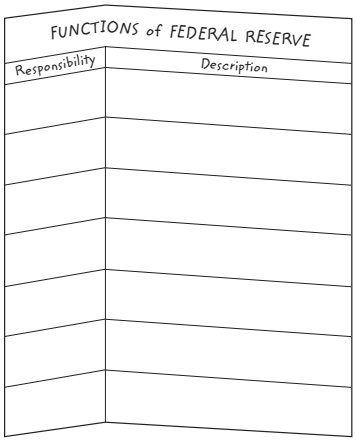


Two-Pocket Book

Ask students to make a Two-Pocket Book to use as a study guide on the Federal Reserve System. They should label the left pocket "Key Terms I Know" and the right pocket "Key Terms I Need to Know." Have students write the definitions of terms such as *discount rate*, *loose money policy*, *fractional reserve system*, and *margin requirement* on index cards. Then, as they learn the terms, they can move the cards from the right pocket to the left.

Materials Needed: One sheet of 8.5" by 11" paper, scissors, glue, 3" by 5" index cards.

Summarizing the Functions of the Fed

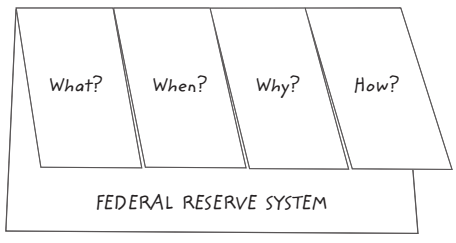


Folded Chart

A Folded Chart will provide students with a way to organize information about the responsibilities of the Federal Reserve. In the left column, students can list the responsibilities. In the right column, they can describe in more detail what those responsibilities entail. Students can quiz each other in pairs to test their retention.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Federal Reserve Facts



Four-Tab Book

In this activity, students answer the questions that every journalist must ask: What? When? Why? How? Using a Four-Tab Book, students will find and record the facts on the Federal Reserve System.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

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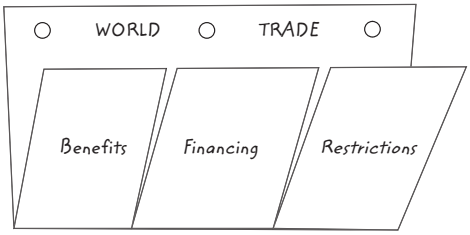
International Trade

TOPIC SUMMARY

Many goods bought in the United States are imports that come to this country through international trade. Likewise, the U.S. exports some of its goods to other countries. The goods a country specializes in are the ones it is able to produce at an absolute or comparative advantage. A nation's "balance of trade" refers to the difference between the value of its imports and the value of its exports.

Analyzing Aspects of World Trade

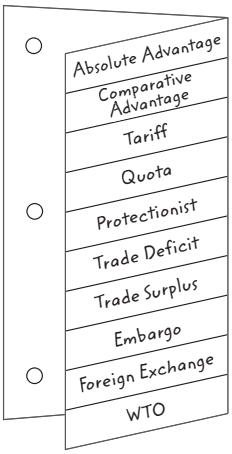


Three-Tab Concept Map

Have students create a Three-Tab Concept Map labeled "Benefits," "Financing," and "Restrictions." Ask students to use the information they have read about world trade to describe some of its benefits, where its financing comes from, and any restrictions there are on it. Encourage students to explore different opinions, perspectives, and approaches to world trade. Why is trade controversial?

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Defining Key Terms

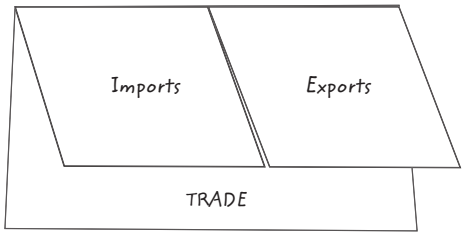


Vocabulary Book

Students can use a Ten-Tab Vocabulary Book to define important terms in understanding international trade. Some terms to include are: *absolute advantage*, *comparative advantage*, *tariff*, *quota*, *protectionist*, *trade deficit*, *trade surplus*, *embargo*, *foreign exchange*, and *WTO*.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Getting the Goods on Imports and Exports



Two-Tab Book

A Two-Tab Book can provide a good way to examine the relationship between a country's imports and its exports. Have students use this foldable to discuss which countries have an absolute advantage in producing certain goods and a comparative advantage in others. Ask students to consider factors such as natural, human, and technological resources and exchange rates.

Materials Needed: One sheet of 8.5" by 11" paper.

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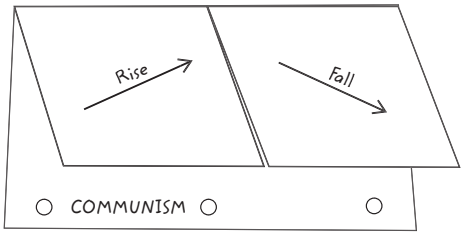
Comparing Economic Systems

TOPIC SUMMARY

In theory, "pure" capitalism differs greatly from "pure" socialism. In practice, most economies mix elements of capitalism and socialism. Capitalism revolves around private ownership of property; supply and demand set prices. Socialism makes more property public, and the state controls prices. Democratic socialism, communism, and welfare states combine different elements of capitalist and socialist theories.

Narrating the Rise and Fall of Communism

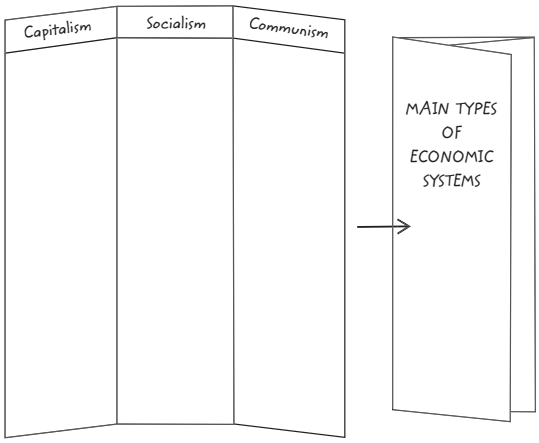


Two-Tab Book

Students can tell the story of the rise and fall of Soviet communism in a Two-Tab Book. The left tab, labeled "Rise," should list events, names, dates, beliefs, causes, effects, and other facts related to the growth of communism. The right tab, labeled "Fall," should describe events, people, dates, changes, and results in the decline of communist economies.

Materials Needed: One sheet of 8" by 11" paper, scissors.

Summarizing Central Beliefs

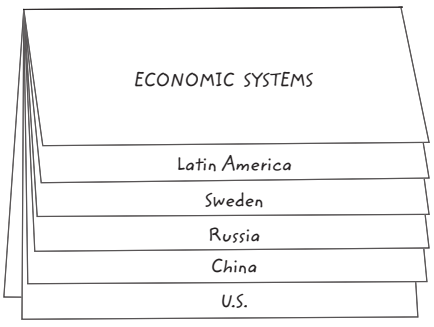


Folded Chart

Ask students to create a Folded Chart to summarize the beliefs and characteristics of three types of economies: capitalism, socialism, and communism. Encourage students to highlight the issues on which the three systems converge and diverge. Invite students to research real-life examples that illustrate those issues and beliefs.

Materials Needed: One sheet of 11" by 17" paper, scissors.

Economies in Practice



Layered-Look Book

A Layered Book on selected world economies will provide students real-life models of the economic theories they are studying. Each layer of their books can describe how a theory was put into practice in Latin America, Sweden, Russia, China, or the United States. Ask students to note how closely the practical results resemble the theories.

Materials Needed: Three sheets of 8.5" by 11" paper, scissors, glue or stapler.

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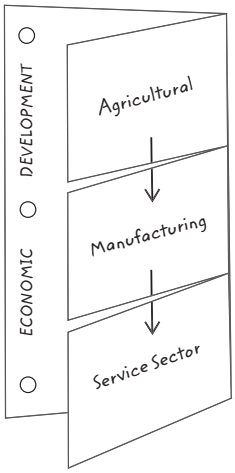
Economic Development

TOPIC SUMMARY

Nations are often categorized as "developed" or "developing." A developing nation goes through three stages on its way to becoming a developed nation: agricultural, industrial, and service sector. Sometimes developed nations provide economic aid to developing nations. However, it can be difficult for a country to escape the cycle of poverty and begin to prosper.

Tracking Development

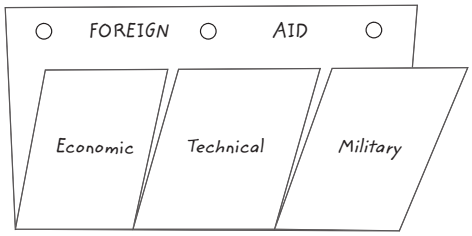


Three-Tab Flow Chart

Have students make a Three-Tab Flow Chart to track the progress of economically developing nations. Each of the three tabs—Agricultural, Manufacturing, and Service Sector—should list characteristics of that stage. Wherever possible, students should also include the conditions necessary for a nation to develop further.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Defining Concepts

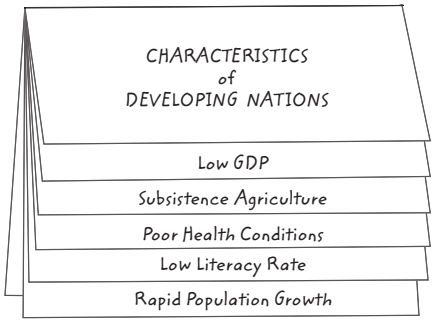


Three-Tab Concept Map

The three major forms of foreign aid are economic, technical, and military assistance. Ask students to use a Three-Tab Concept Map to define each kind of assistance, give examples, and explain how each contributes to the development (not just the preservation) of a country. Then ask students to explore the reasons developed nations provide aid to developing nations. What advantages and disadvantages are there for the developed nation?

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

The Cycle of Poverty



Layered-Look Book

A Layered Book can help students identify characteristics of developing nations. Ask students to explain how each characteristic has results that perpetuate poverty. Students should label the layers: "Low GDP, Subsistence Agriculture, Poor Health Conditions, Low Literacy Rate, and Rapid Population Growth."

Materials Needed: Three sheets of 8.5" by 11" paper, scissors.

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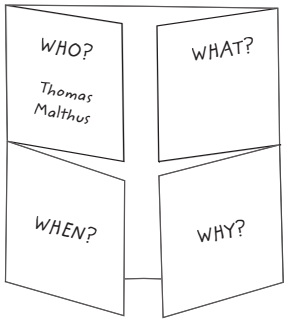
The Global Economy

TOPIC SUMMARY

Economist Thomas Malthus predicted in the late 1700s that the world's population will always exceed its ability to produce enough food. In addition to the scarcity of food, the world has a scarcity of nonrenewable resources. Revolutionary changes in technology and communication, however, have globalized markets that were previously local. As a result, the interdependence of the world's economies increases with each passing year.

Feeding the World

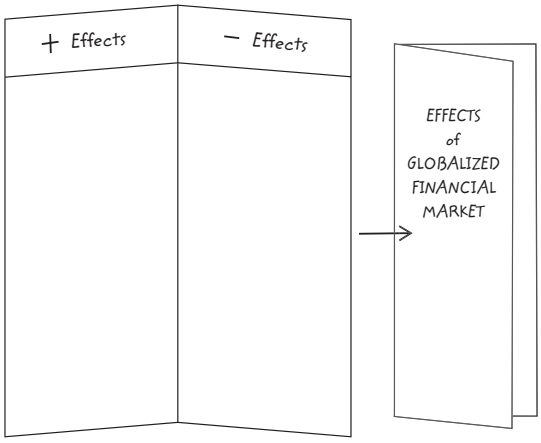


Four-Door Book

Ask students to make Four-Door Books profiling the economist Thomas Malthus. Each door should answer a question about Malthus or his ideas: Who? What? When? and Why? After their Foldables are complete, ask students if they agree with Malthus's predictions. Why or why not?

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Analyzing the Effects of a Global Market

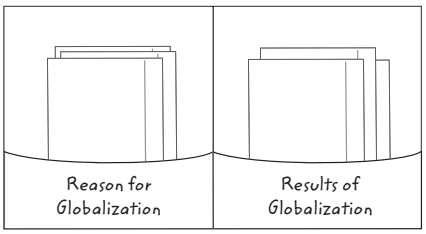


Folded Book

A Folded Half-Book can help students to analyze the positive and negative effects of globalized financial markets. Encourage students to start with established facts, and then to think beyond what they've read and make their own observations. Remind them that the effects of globalization might go beyond economics. Ask students to explain why they have categorized each effect as positive or negative.

Materials Needed: One sheet of 8.5" by 11" paper, scissors.

Pocket Guide to Globalization



Two-Pocket Book

Students can make a Two-Pocket Book to help identify conditions that have led to a global market. What other factors might lead us away from a world market? Ask students to fill out index cards and file them in the appropriate pocket. Which influences do they think stronger?

Materials Needed: One sheet of 8.5" by 11" paper, scissors, glue, 3" by 5" index cards.

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