

# Economics – 2<sup>nd</sup> Grade

## Digital Mini-Kit

presented by West Chicago City Museum

*The purpose of this kit is to supplement your regular curriculum with fun activities that reinforce the concepts taught, while at the same time exposing students to the history of West Chicago.*

**Worksheets** can be projected on a screen or wall to serve as *whole-class* activities. They can also be printed out in limited numbers for *small-group work* or given to each individual child for *independent work*.

In presenting these activities, please point out to the children that all of the photographs and documents represent a part of West Chicago's history. To see and learn more, students (and teachers!) can visit the West Chicago City Museum at 132 Main Street.

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*Revised June 2015*

**Standards Matrix –  
2<sup>nd</sup> Grade Economics Digital Mini Kit**

	<b>15.A.1a</b>	<b>15.A.1b</b>	<b>15.B.1</b>	<b>15.C.1a</b>	<b>15.C.1b</b>	<b>15.E.1</b>
<b>Sing, Look +Learn: Goods</b>	<b>X</b>					
<b>Sing, Look +Learn: Services</b>	<b>X</b>					
<b>Government or Private?</b>						<b>X</b>
<b>Name That Resource</b>				<b>X</b>		
<b>Where Did it Come From?</b>				<b>X</b>		
<b>Scarcity Drives Decision</b>			<b>X</b>			
<b>Rationing and World War II</b>			<b>X</b>		<b>X</b>	

- 15.A.1a** Identify advantages and disadvantages of different ways to distribute goods and services.
- 15.B.1** Explain why consumers must make choices.
- 15.C.1a** Describe how human, natural, and capital resources are used to produce goods and services.
- 15.C.1b** Identify limitations in resources that force producers to make choices about what to produce.
- 15.E.1** Identify goods and services provided by government.



**WEST CHICAGO CITY MUSEUM**  
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# GOODS

Goods are things we touch and feel,  
Touch and feel,  
Touch and feel.  
Goods are things we touch and feel.  
An apple is a good.

*Sing to the tune of Mary Had a Little Lamb*

Sing the *Goods* song using your  
answers in place of the word  
“apple”.



What goods might you buy at Norris Furniture?

*Norris Furniture Store was founded in 1872  
by Charles E. Norris.*



What goods might you buy at City Bakery?

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What goods might you buy at National Food grocery store?

**Extension:**

For each picture, tell **what kinds** of resources were used to make the goods.

and

**How** were these resources used?

*Natural resources*

*Human resources*

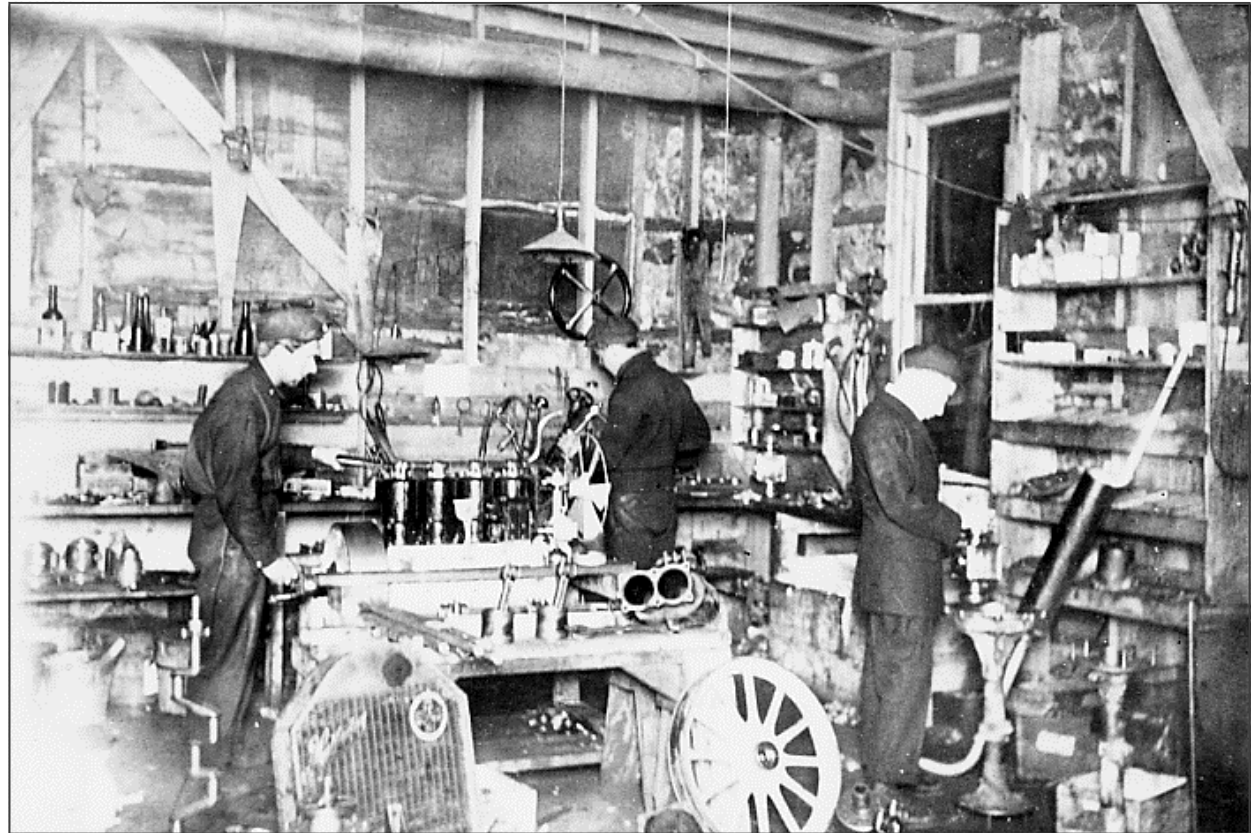
*Capital resources*

# SERVICES

Services are things we do for others,  
Do for others,  
Do for others.  
Services are things we do for others.  
Teaching is a service.

*Sing to tune of Mary Had a Little Lamb*

Sing the *Services* song using  
your answers in place of the  
word “teaching”.



What service might be performed by Fraza's Garage?

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State Trust & Savings Bank, West Chicago, Ill.



What service could State Trust & Savings Bank do for its customers?

*Built in 1891 by Captain Newton and C. E. Smiley*

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What service is provided by this West Chicago cab stand?

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**Extension:**

For each picture, tell **what kinds** of resources were used to produce the services.

and

**How** were these resources used?

*Natural resources*

*Human resources*

*Capital resources*



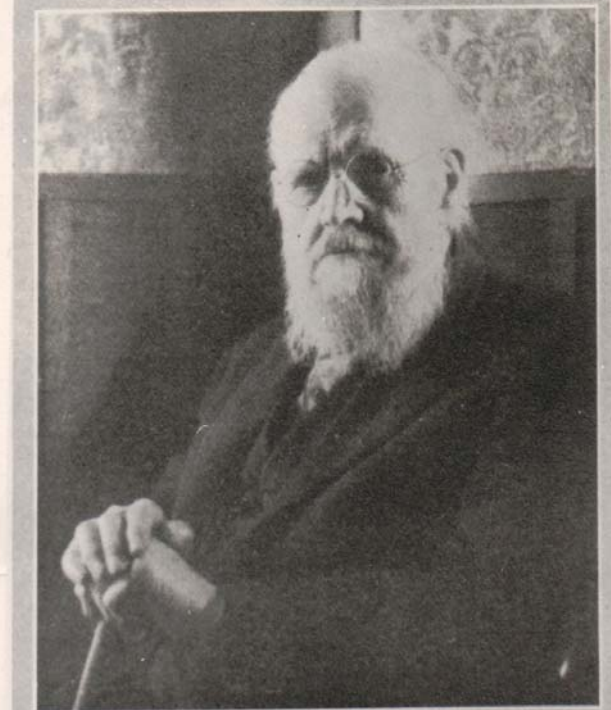
## GOODS & SERVICES: Government or Private?



Main Street (Looking South), circa 1930

Electrical lines, street lights, roadways

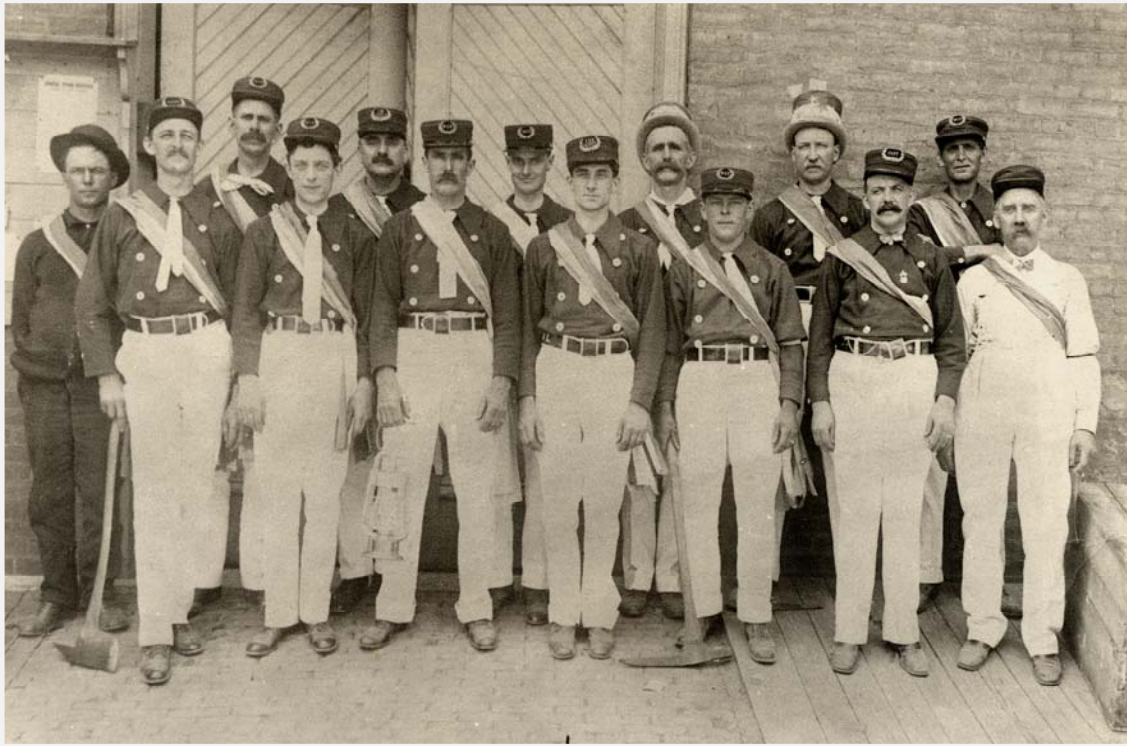
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DR. G.L. MADISON M.D.

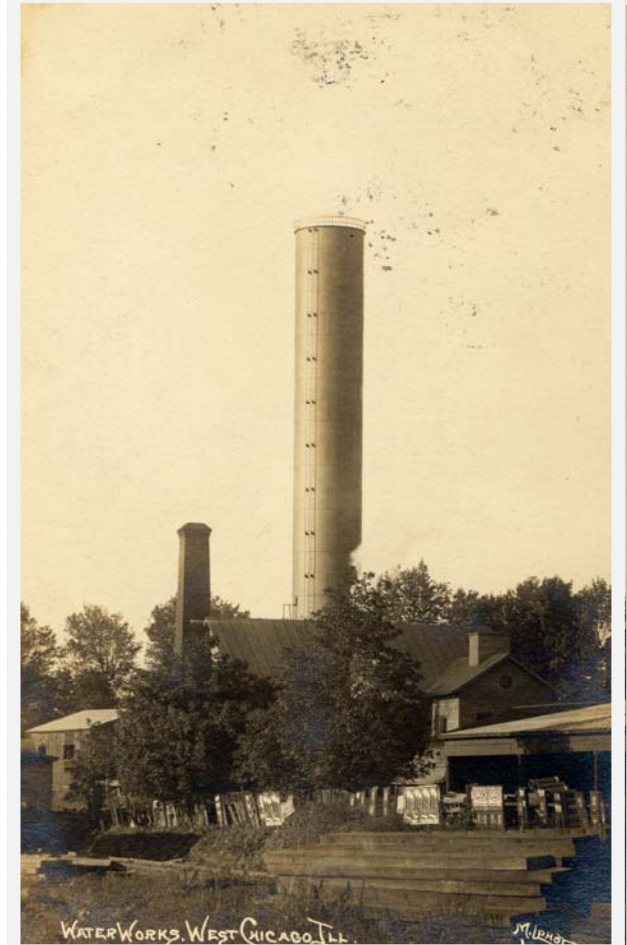
Healthcare from doctor

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Fire Department, circa 1908

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Water Works, circa 1911

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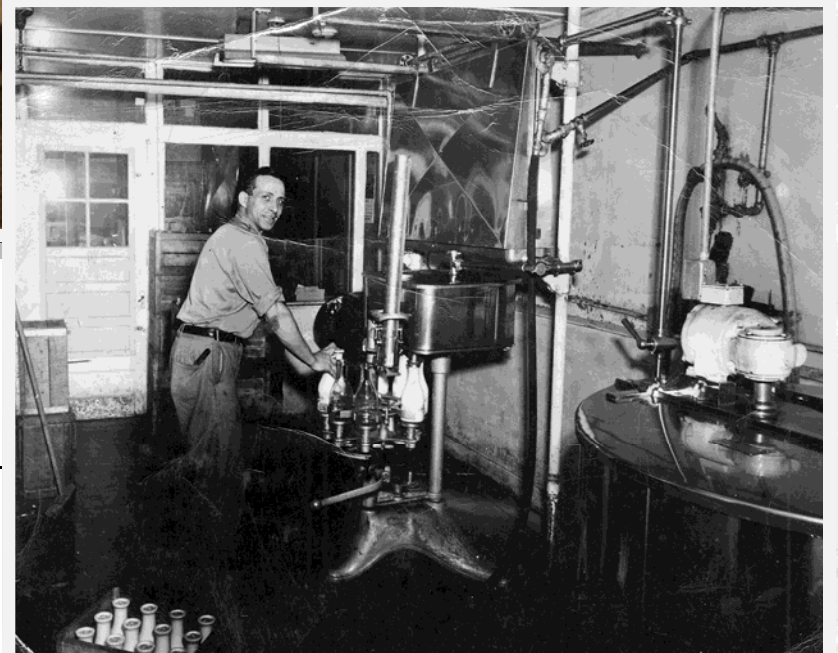
Public Education, Washington School , circa 1956

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Automobile for transportation

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Milk from Markl Dairy

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# Name That Resource!!

Use American Sign Language letters to tell if  
the resource in the picture is a...

## Natural Resource

things we get from nature or  
the earth and use to  
produce goods or services

Nn



**Natural  
Resource**

*Sing to the tune of London Bridge*

Sun and trees and oil and land,  
oil and land, oil and land,  
Sun and trees and oil and land,  
Are **natural** resources.

## Capital Resource

goods produced to make  
*other* goods or services

Cc



**Capital  
Resource**

Machines and tools, computers and trucks,  
computers and trucks, computers and trucks,  
Machines and tools, computers and trucks,  
Are **capital** resources.

## Human Resource

the people who work to  
produce goods and services

Hh



**Human  
Resource**

Farmers, doctors, secretaries  
secretaries, secretaries,  
Farmers, doctors, secretaries,  
Are **human** resources.

**Nn**



**Natural  
Resource**

**Cc**



**Capital  
Resource**

**Hh**



**Human  
Resource**



**1.The locomotive engine for the CA & D railway.**

**2.The coal in the tender of the locomotive.**

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Nn



Natural  
Resource

Cc



Capital  
Resource

Hh



Human  
Resource



1.Firefighters with the 1908 Fire Department.

2.The horses used to pull the fire wagon.

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Nn



Natural  
Resource

Cc



Capital  
Resource

Hh



Human  
Resource



1.The equipment in the pickle factory.

2.The workers in the pickle factory.

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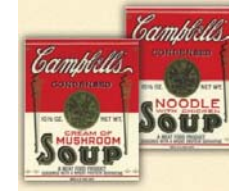




## Where Did it Come From?

### Campbell's Soup and West Chicago

#### A Lesson in History and Economics



Campbell's Soup obtained Prince Crossing Farm in 1947 in order to have a place to grow their mushrooms. The company had been growing mushrooms in Pennsylvania. But, Cream of Mushroom soup was made at the Chicago Campbell's Soup plant. It cost a lot of money to ship the mushrooms from Pennsylvania to Chicago. So, Prince Crossing Farm was used to grow mushrooms to be used at the plant in Chicago.



Mushroom Barns at Prince Crossing Farm

Follow the path of mushroom production below. As you look at each photograph, identify the natural, human, and capital resources used in the production of mushrooms to be used in Campbell's Soups.



Preparing plots



Tractor working the land



Mushroom Barns—exterior



Mushroom beds  
inside barns



Chef Louis Charles DeLisle in  
1902, pictured at Campbell's  
Soup Factory in Camden, NJ



Campbell's Soup on grocery shelf

# Scarcity Drives Decision-Making

In economics, **scarcity** means that goods and services that people want and need are limited.

There are not enough hot dogs in the world for every person to eat hot dogs all day long, every day.

A doctor only has a limited amount of office hours, so they can only see a certain number of patients each day.

What is your favorite food to eat? How often do you eat this food?

Where is your favorite place to go in the car? How often do you go there?

People make decisions based on scarcity every day.

Families must decide what groceries to buy with their limited amount of income. Berries are more expensive in the winter because there are not as many available. They cost less in the summer when they are less scarce.

*If your family had unlimited money to buy food and gasoline:*

What would you eat?

Where would you go?



Sometimes, things we need or want are very scarce. There is not enough for everyone to have as much as they need or want.

Wartime can be one of those times. During World War II, people were issued **ration books** for food and gasoline, because there was not enough food or gasoline for everyone to help themselves to whatever they needed.

Look at the ration posters pictured below. Then, answer the questions.



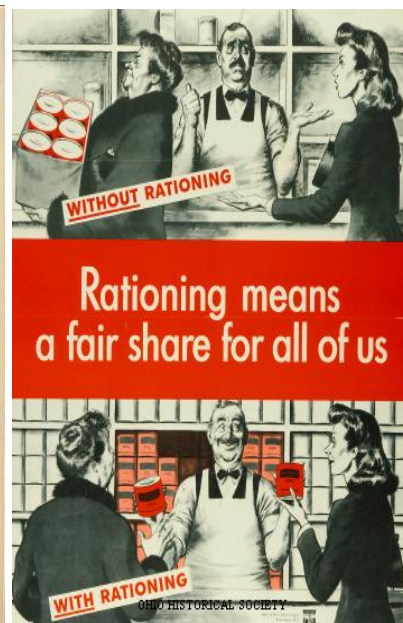
1. Which poster does the best job of showing the idea of scarcity?
2. How did rationing during WWII help the United States be better prepared to fight the war?
3. How would the home canning of foods help with the scarcity of food during WWII?

# The Home Front during World War II

## Rationing

Why were some foods in short supply in the United States? First, many factories that made food products had to convert at least part of their operations to making defense items. Manufacturers were simply not making as much food as they had before the war. Some food items, such as fats, were essential in making the glycerin that was an essential ingredient in explosives. Because cargo ships were vulnerable to attack by the Germans or Japanese, shipments of exotic foods that needed to cross the Atlantic or Pacific Ocean to reach the U.S. were limited.

One of the first things President Roosevelt did once America entered the war was create the Office of Price Administration (OPA). Roosevelt recognized that there would have to be limits on some items. These restrictions would prevent people from buying as many of one item as they could, leaving other people with nothing. Roosevelt had earlier promised “a chicken in every pot,” and he still meant it. To prevent hoarding the government enacted rationing rules. Each person in a household was issued a rationing book with specially numbered stamps inside that would allow people to get certain kinds of food on certain days. Other rationed goods included nonfood items, especially rubber and gasoline.





## Teacher Resources: 2<sup>nd</sup> Grade Economics

### VIDEOS

Goods and Services video

<https://www.youtube.com/watch?v=uRcAFS-0wpE&index=10&list=PLEMOXkZBxPOUx2Wnp0LljzBr2rpsAz7G9>

Mr. Rogers Neighborhood: Factory visits

<http://pbskids.org/rogers/picpic.html>

How it's Made (TV show): How pencils are made

<https://www.youtube.com/watch?v=y9FC7EqkKMw>

### GAMES

Drag-and-Drop Goods and Services online game

<http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=101&full>

Sequencing Goods and Services online game

<https://jr.brainpop.com/socialstudies/economics/goodsandservices/sequenceorder/>

Services Riddle Game

Have the children play the "I Have a Job" riddle game. Write names of service jobs on index cards. Have each student select a job card from the pile. Then, have students take turns reciting job riddles for their classmates to solve. Example "I have a job. I help to put out fires in burning buildings. I drive a big red truck. I wear a helmet and heavy coat to protect me from getting burned. I use a hose and water in my job. What job do I have?"