

Grade One Social Studies

Unit One

Unit Title: My class, my community

Essential Questions:

- What is a community?
- Why do we need rules?
- How should people in our community be treated?
- How does understanding the ways we are alike help us to appreciate our differences?
- How do we make decisions in a community (democracy)?
- How do we make good choices in how we treat others?

Enduring Understandings / Content Statements:

- A community is a group of people working together towards the same goal.
- Rules are necessary to maintain order, resolve conflicts and ensure that everyone is treated fairly.
- Members of a community should learn to resolve problems in a peaceful manner.
- Power is the ability to make someone do what you want.
- Authority includes the right to exercise power.
- Parents and teachers have the right to exercise power to protect and support children.
- Some choices, like sharing and being respectful, are better because that is the way we would like to be treated.
- Someone who is exercising power through fear or intimidation has no authority and is bullying.
- Each person has the right to be happy and deserves to be treated with respect and dignity.
- We respect others when we listen to, consider and make choices that value their wishes and interests.
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NJSLS Correlations:

- 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
- 6.3.4.A.1 Evaluate what makes a good rule or law.
- 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.3. 4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Sample Assessment / Targeted ELA Common Core:

Students develop “good” rules for the classroom. Divide the class into committees to each develop a class rule that meets the criterion of a good rule, have all members of the class vote on the best rules for the class,

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post the rules publicly in the room for all to see, share them with your principal and send them home to parents. Students write short opinion pieces that explain why these rules are necessary and good.

Common Core ELA standards:

RL.1.1 Ask and answer questions about key details in text.

RL.1.2 Identify the main topic and retell key details of a text

RL.1.3 Describe the connection between two individuals, events, ideas or pieces of information in a text

RL.1.4 Ask and answer questions about unknown words in a text

W.1.2 Write informative/explanatory text in which they name a topic, supply some facts about the topic and provide some sense of closure.

SL.1.1 Participate in collaborative conversations with diverse partners in small and larger groups.

SL.1.6 Produce complete sentences

After reading and discussing children's literature, such as *The Sneetches* or *Stand Tall Molly Lou Melon*, have students identify the actions that were unfair or discriminatory and identify actions in their lives that have been unfair or discriminatory. Students draw an image or write about how they would stop a bully who was teasing them. This can be done as a private dialogue with the teacher or as a classroom discussion to identify solutions to address actions, such as bullying, that are unfair or discriminatory.

Common Core ELA Standards:

RL.1.1 Ask and answer questions about key details in a text

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9 Compare and contrast the treatment of similar themes and topics...

W.1.2 Write informative/explanatory text in which they name a topic, supply some facts about the topic and provide some sense of closure.

SL.1.1 Participate in collaborative conversations with diverse partners in small and larger groups.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6 -Produce complete sentences

Content/Focus Questions:

What is a community?

- How is a family a community?
- How is school a community?
- What is the difference between a neighborhood and the town/city I live in?
- How are people who live and work in my town/city similar to one another?
- Who lives in my town/city? and Where did the people who live my town/city come from?
- What holidays do people in my town/city celebrate?
- How can we show respect for the uniqueness of ourselves and the uniqueness of others?
- Who are community helpers in our school, neighborhood, and town/city?

How should people in my school/community be treated and why?

- How do the actions of others affect me? How do my actions affect others?
- How can we avoid judging others by their outward appearances?
- How can understanding ways that I am similar and different from others help me to resolve conflicts?

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- Why is it important to respect others?
- How do we show respect for others?
- What are ways that people can help each other and the community?

How do we make good/fair decisions/choices and resolve conflicts in our community (democracy)?

- What is justice or fairness?
- How do we make fair decisions? Understand the difference between consensus (everyone agrees) and majority rule (more than half agree).
- How can rules help us resolve conflicts?
- How can those in authority help resolve conflicts?
- How can you help to resolve conflicts at home and at school?
- What are unfair actions/behaviors?
- What is a bully? (uses power through intimidation without authority)?
- Why is bullying unfair?
- How can/should you/we respond to unfair actions or behaviors?
- How can you stop a bully?

Why do we need rules and someone in authority?

- What would a world be like without rules?
- What problems might arise from lack of effective authority?
- Why do we need rules at home, at school and in our town?
- What is the difference between power and authority?
- How do you get authority?
- What are examples of authority?

What makes a good rule?

- Can a good rule or law be unfair?
- Can a good rule or law be unclear?
- Can a good rule or law be impossible to follow?
- How can rules help us resolve conflicts?
- What would be good rules for the classroom?

Sample Activities and Resources:

- *Foundations of Democracy: Learning About Authority* (Center for Civic Education, 1999). Draw two pictures. In one picture show a person using power without authority. In the other show a person using authority. Describe why and how they have power or authority (RI.1.1-7; W.1.8, SL.1.4-6)
- Review hypothetical “unfair” classroom and school rules. Have students identify the problems with the rules. (See What makes a good rule activity at <http://civiced.rutgers.edu/interdisciplinary>). Conclude that a good rule or law must be fair, clear, possible to follow, enforceable, consistent with constitutionally guaranteed individual rights, flexible and have a legitimate purpose
- Read, discuss and compare *The Sneetches* (Seuss, 1961) and *We Can Get Along: A Child's book of Choices* (Payne, 1997). Consider how we make choices that can respect or hurt others. (RI.1.1-9, W.1.2-3,SL.1.2)
- Read, discuss and compare *Stand Tall Molly Lou Melon* (Lovell, 2001) and *Bullies Never Win* (Cuyler, 2009). What does it mean to “stand tall”? How does a Bully make others do what he/she wants? What would you have done? What can you do to stop a bully? (RI.1.1-7,9; SL.1.1-2)

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- For additional resources and activities go to Holocaust Commission model curriculum at http://civiced.rutgers.edu/INTERDISCIPLINARY/Law_Literature_and_Society_Lessons.pdf

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Unit Two

Unit Title: Cultural Traditions

Essential Questions:

- What is diversity?
- How are families around the world similar and different?
- How are schools around the world similar and different?
- How is my community a diverse place?
- How does diversity make my community a better place?
- How are the significance of American holidays and symbols?

Enduring Understandings / Content Statements:

- Each human being has qualities that make him or her unique.
- A family includes a group of people usually of common ancestry living together.
- Families around the world have similarities (individual members care about other members of the family) and differences (food, homes, cultures)
- Schools reflect the families in their communities.
- Diversity is the inclusion of different types of people (of different races or cultures).
- Diversity benefits society because it brings new ideas and new ways of thinking and forces us to be more accepting of differences.
- American holidays have a historical significance and are celebrated with different traditions and symbols.
- Families celebrate holidays and symbols that reflect their history and culture.

NJSLS Correlations:

- 6.1.4.D.13 Describe how culture is expressed and influenced by the behavior of people.
- 6.1.4.D.14 Trace how the American identity evolved over time.
- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community...challenges.
- 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.3. 4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Sample Assessment / Targeted ELA Common Core:

Students identify groups to which they belong and chart them on a pie graph. Students compare and contrast their group memberships to those of their classmates.

Students collect artifacts (photos, dishes, clothing, candles, letters) from their families that demonstrate family traditions and holidays and bring them to class. Compare and contrast different family traditions and celebrations. Using National Geographic or similar publications, have students identify and compare

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illustrations of homes, schools, clothes, food, activities and holidays from different countries. Reinforce geographic understandings of why buildings, clothes and food might be different. Students explore these artifacts and illustrations and complete a written/drawn reflection highlighting similarities and differences, using a T chart with the headings How we are Alike and How we are Different.

Common Core ELA Standards:

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.8 ...Gather information from provided sources to answer a question.
- SL.1.1 Participate in collaborative conversations with diverse partners with peers and adults in small and larger groups.
- SL.1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
- SL.1.6 Produce complete sentences when appropriate.

Content/ Focus Questions:

How are families around the world similar and different?

- Homes
- Schools
- Clothes
- Food
- Activities
- Holidays

How are schools around the world similar and different?

- Schools reflect the culture of their communities

What do we celebrate in our families?

- Religious holidays
- Family events
- Community events

How is my community a diverse place?

- Different religious beliefs
- Different ethnic and cultural backgrounds
- Different jobs
- Different ages
- All concerned about each other and our community

How does diversity make my community a better place?

- What is diversity?
- What would the world be like if everybody looked alike and thought the same?

What are the significance of American holidays and symbols?

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- How has folklore contributed to the American national heritage?
- Why do we celebrate national holidays and heroes in our country?
- How do symbols, such as Uncle Sam, the Statue of Liberty and the American flag, and holidays, such as Thanksgiving, Memorial Day, Flag Day and July 4th, reflect our common heritage as members of the United States of America?

Sample Activities and Resources :

- Students identify groups to which they belong and chart them on a pie graph. Students compare and contrast their group memberships to those of their classmates. Online classroom lesson from the Anti-Defamation League’s World of Difference classroom program at http://www.adl.org/education/edu_awod/guideline_level.asp
- Read relevant parts of *Uncle Sam and Old Glory* (West, 2000) to class. Students explain how national celebrations (e.g., July 4th) and symbols (American flag, Statue of Liberty) are part of our national identity. Recite and discuss the meaning of the “Pledge of Allegiance”. Read a folktale, such as Paul Bunyan, and discuss its significance in forging American identity

Unit Three

Unit Title: Making Changes: Past and Present

Essential Questions:

- How was life different long ago?
- How have actions of people in the past affected the present?
- How have people in the past responded to unfair actions/behaviors?
- What is the common good?
- What is civic virtue?
- How have people resolved conflicts in the past?
- How do individuals and groups make positive changes in their communities?

Enduring Understandings / Content Statements:

- Life was different long ago: homes, families and schools have changed over time.
- Individuals and groups have not always been fair to each other in the past.
- The actions of some individuals and groups in the past, in response to unfairness and injustice, have made our community a better place.
- The common good is what helps the broader society or most members of a given community, rather than individual interests.
- Civic virtue is behaving and making decisions that considers the broader needs of society.
- When you work to help others and to promote the common good, you are demonstrating civic virtue.
- I can make my community a better place by respecting others and taking action in response to unfair actions/behaviors.
- In resolving a conflict, it is important to recognize each other’s point of view.
- Recognizing how we are similar helps us to find common ground for understanding our differences.

NJSLS Correlations:

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- 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government
- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- 6.3. 4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4.D.11 Determine how local...communities have changed over time, and explain the reasons for the changes.
- 6.1.4.D.12 Explain how folklore and actions of famous and fictional characters ...have contributed to the American national heritage
- 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

Sample Assessment / Targeted ELA Common Core:

Interview parents, grandparents or relatives about their lives as children. Bring photographs of home life or artifacts such as household items or clothes to class. Write a short report with drawings or other visuals about life in their family in the past. Discuss differences in homes, clothes, food, activities.

Common Core ELA Standards:

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.8 ...Gather information from provided sources to answer a question
- SL.1.1 Participate in collaborative conversations with ...adults
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

Select a local school issue and prepare a group action plan to inform school and/or community members about the issue.

Common Core ELA Standards:

- W.1.8 ...Gather information from provided sources to answer a question
- SL.1.1 Participate in collaborative conversations with ...adults
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

Content/Focus Questions:

How was family life different long ago? How were families the same long ago as they are today?
(homes, schools, clothes , food, activities , holidays)

How have actions of people in the past affected the present?

- Decisions made in the past have consequences for the future.
- How has a decision you made in the past influenced your life today or in the future?

How have people in the past responded to unfair actions/behaviors?

- What were the lives of historical figures, such as George Washington, Abraham Lincoln, Martin Luther King, Jr., like?
- How were their lives different from ours?
- What leadership qualities did they have?
- How did they respond to injustices?
- What positive changes did they make?

What is the common good?

- What kinds of behavior and decisions would help the common good?
- What would be behavior that helps the “common good” in your classroom?

What is civic virtue?

- How are civic knowledge, self-restraint, self-assertion, and self-reliance part of civic virtue?
- How does school help us gain the knowledge and skills for civic virtue?
- When George Washington accepted the role of general of the colonial revolutionary forces, and later as the first president of the United States, how did this demonstrate civic virtue?
- When George Washington left the presidency and went back to his farm after serving as our first president for two terms, how did this demonstrate civic virtue?

How have people resolved conflicts in the past?

- Does fighting resolve a conflict?
- Does ignoring a conflict resolve it?
- What are some fair ways to resolve a conflict?
- When do you need a “mediator”/person with authority to help resolve a conflict?

How do individuals and groups make positive changes in their communities?

- How can you make positive changes in your class, family or school?
- How can you set a positive example?

Sample Activities and Resources :

- *The House on Maple Street* (Pryor, 1992) describes the changes over 300 years where the house on Maple Street now stands. How has your town changed over time?

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- Read biographies of George Washington, Benjamin Franklin, Abraham Lincoln, Martin Luther King, Jr., or other prominent Americans and discuss their contributions to the common good. Adapt the PBS lesson about George Washington and Civic Virtue at http://www.pbs.org/georgewashington/classroom/civic_virtue.html
- Read *The Butter Battle Book* (Seuss, 1984)—differences in customs about buttering bread leads to escalating conflict. Have students divide into pairs of Zook generals and Yook grandfathers and roleplay a negotiation session. Use Win/Win strategies to resolve the conflict: 1. Agree to no blaming, no name calling and no interrupting. 2. Each person states problem from his or her perspective 3. Each person restates the problem as the other person sees it. 4. Brainstorm possible solutions together. 5. Choose a solution that satisfies both—Win/Win 5. Affirm, forgive or thank the other person.

Unit Four Unit Title: Our Place in the world	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What can maps, globes, and other sources tell us about places and their characteristics? • What is the geography of my neighborhood? • What are the characteristics of local, rural, and suburban communities? • How do climate and geography affect daily life? 	<p>Enduring Understandings / Content Statements:</p> <ul style="list-style-type: none"> • Maps and globes are important tools to teach us about the world. • A globe is a model of the earth and maps are representations of local and distant places. • Maps and globes include features such as scale, and geographic tools such as physical features (mountains, rivers, etc.) and/or political features (cities, states, countries) • Local, rural, and suburban communities have differences in physical and human characteristics. • Weather affects the daily activities of people around the world in many different ways. • Our geography (location) and climate influence our family and community life. • The decisions we make impact our community and the environment.
<p>NJSLS Correlations:</p> <ul style="list-style-type: none"> 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. 6.1.4.B.1 Compare and contrast information that can be found in different type of maps, and determine when the information may be useful. 6.1.4.B.2 Describe how landforms, climate, and weather and availability of resources have impacted where and how people live and work... 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work... 	

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- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently

Sample Assessment / Targeted ELA Common Core:

Create a map of your town, placing your home, your school and other public buildings on the map. Use Neighborhood Map Machines if available.

Common Core ELA Standards:

- RL.1.5 Add drawing so other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.
- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- RI.1.5 Know and use various text features to locate key facts or information in a text.
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.SL.1.1 Participate in collaborative conversations with diverse partners
- W.1.6 Use a variety of digital tools to produce and publish writing
- W.1.7 Participate in shared research and writing projects
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Content/ Focus Questions:

What can maps, globes and other sources tell us about places and their characteristics?

- Where are places located?
- How can we represent the world around us?
- What goes on a map? How do maps and globes teach me about my world?
- What is north, south, east and west?
What are continents?

What is the geography of my neighborhood?

- How can I find my community on a map?
- How do I get from home to school?
- How can I draw a map of my community?

What are the characteristics of urban, rural and suburban communities?

- Is my community urban, rural or suburban?
- What are the advantages and disadvantages of each type of community?
- What makes a community?
- What do you like about your community?

How do climate and geography affect daily family life?

- What is the climate in my community?
- What is the climate around the globe?

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- How does the climate and geography affect \what we wear, what we eat and what are homes look like?

Sample Activities and Resources :

- *Town Mouse, Country Mouse* (Brett, 1994)—costs and benefits of city and country life (read to class and discuss)
- *Fly Away Home* (Bunting, 1993)—What is a home? Living homeless at an airport
- *Mapping Penny's World* (Leedy, 2000)—using map and creating your own maps of your room, your school, your community.

Unit Five

Unit Title: Making Good Choices

Essential Questions:

- What is the difference between a want and a need?
- How do families satisfy needs and wants?
- What are the resources that we have available in our community?
- How can we make good choices with limited resources (scarcity)?
- What are goods and services?
- What are the trade-offs in any decision (opportunity costs)?
- What is bartering?
- What is money?
- Why do we need them (exchange)?

Enduring Understandings / Content Statements:

- Needs are what we must have to survive (food, shelter, clothing, affection)
- Wants are everything we might like to have but do not really need—they are unlimited.
- Resources include natural resources (water, land), human resources (labor and skills), and capital resources (buildings, cars).
- Choices always involve trade-offs or opportunity costs—the cost of what we did not do by doing what we did.
- Scarcity is the inability to satisfy all needs or wants.
- Goods are items that satisfy our needs and wants.
- Services are skills that individuals have that they can offer for money or good.
- Bartering is the exchange of goods without money.
- Money is the portable, durable, divisible and accepted medium of exchange that is used to purchase goods and services.

NJSLS Correlations:

- 6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities and nations.
- 6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently

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- 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individual's lives
- 6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.

Sample Assessment / Targeted ELA Common Core:

Read and compare the trade-offs and opportunity costs in *A Chair for my Mother* (Williams, 1982)) and *Ruby and Max's Shopping Trip* See "Bunny Money," lesson at http://www.stlouisfed.org/education_resources/assets/lesson_plans/BunnyMoneyLessonPlan.pdf

Common Core ELA Standards:

- RL.1.1 Ask and answer questions about key details in a text
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9 Compare and contrast the treatment of similar themes and topics...
- W.1.2 Write informative/explanatory text in which they name a topic, supply some facts about the topic and provide some sense of closure.
- SL.1.1 Participate in collaborative conversations with diverse partners in small and larger groups.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.6 -Produce complete sentences

Content/Focus Questions:

How do wants and need affect family life?

- What do you need? What do you want?
- What is the difference between a want and a need?
- What is scarcity?
- What are goods and services?
- What resources (goods and services) does my family have?
- How do families satisfy their needs and wants?

What is money/bartering and why do we need it (trade)?

- Have you ever traded something you had for something that you wanted more?
- What is bartering?
- What is money?
- How do we use money to get what we need?
- What is trade?

What are the trade-offs (opportunity costs) in any decision?

- What choices/decisions do you need to make in your life? Identify five choices we make every day in preparing to go to school and identify the opportunity costs associated with each choice.
- How do you identify the costs of choosing one item over another?
- How do you establish savings goals?

Sample Activities and Resources:

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- *Charlie Needs a Cloak* (DePaola, 1973, also on YouTube). Charlie's cloak (coat) is in rags. Does he need a new one? Why? What might happen if Charlie does not get a new cloak? How does Charlie get a new cloak (he uses the wool from his sheep and his skills)? What do the sheep get in exchange? What do people get from other animals and plants that they can use? Draw a picture or write a sentence.
- See We are all Consumers and Producers lesson at <http://www.econedlink.org/lessons/index.php?lid=457&type=educatorTeaching Economics Using or Children's Literature> Use a T chart to examine goods versus services or Community Construction Kit Make a web of occupations and tools people use in those occupations
- Read and compare the trade-offs and opportunity costs in *A Chair for my Mother* (Williams, 1982) (a family and a community save to help replace a chair lost in a fire) and *Bunny Money-Ruby and Max* (Well, 1997). See "Bunny Money" lesson at http://www.stlouisfed.org/education_resources/assets/lesson_plans/BunnyMoneyLessonPlan.pdf