



Bibliography

The teacher-recommended books cited in this bibliography are excellent for teaching economics to children. You may want to use the handouts provided in Part 3 of this curriculum to teach specific economics concepts.

The Indiana Department of Education thanks the National Council on Economic Education for their permission to use citations taken from their excellent *Master Curriculum Guide* publications, *Teaching Strategies K-2*, *Teaching Strategies 3-4*, and *Personal Finance Economics*. Betty Sue Williams, classroom teacher from Centerville Elementary in Oldham County, Kentucky, also recommended several books cited in this bibliography.

Ancona, George. *Bananas from Manolo to Margie*, Clarion Books, 1982.

This story follows bananas from Honduras, where they are produced, to the United States, where they are consumed. Children learn about the many specialized workers who produce and market the fruit.

Ada, Barbara Johnston. *The Go Around Dollar*, Hambelton-Hill Publishing, 1993.

This interesting story is about a dollar bill and the many hands that exchange it. Throughout the book, interesting facts about money are told in storyboard form. The key economic concepts are economic systems, money, and exchange.

Adler, David. *Prices Go Up, Prices Go Down: The Laws of Supply and Demand*, Watts, 1984.

This book describes in simple terms how supply and demand work in a market economy to determine prices and to influence what goods and services are produced.

Aliki. *How A Book Is Made*, Thomas Y. Crowell, 1986.

Animals explain the steps of producing a book, including writing, editing, and publishing.

Arnov, Jan. *Louisville Slugger*, Pantheon Books, 1984.

Learn how baseball bats are produced. Many economic concepts are featured, including production, assembly line, and specialization.

Barbour, Karen. *Little Nino's Pizzeria*, Harcourt Brace, 1990.

Nino owns a pizzeria. When someone offers him the opportunity to expand his pizzeria, Nino has to decide if money is all there is to owning a business. Key economic concepts are opportunity cost and specialization.

Blaine, Marge. *The Terrible Thing That Happened at Our House*, Scholastic, Inc., 1975.

The girl in the story begins to notice just how valuable the services her mother provides really are. Although you can't assign a precise value to mothering, students will enjoy calculating the value of a mother's work.

Clements, Andrew. *Who Owns The Cow?* Clarion Books-Houghton-Mifflin, 1995.

This is a good story to help children understand the production process. The book shows how the farmer feeds and milks the cow and then sends the milk to market. Key economic concepts are natural, human, and capital resources and interdependence.

Cole, Bruce B. *The Pumpkinville Mystery*, Simon & Schuster, 1987.

The city council members in Turkeytown own all the corn that people need to feed their turkeys. When the townspeople move to Pumpkinville and start feeding their turkeys pumpkin seeds, the council members try to destroy the pumpkin crop. Key concepts are competition, markets, and price.

Day, Alexandral. *Frank and Ernest Play Ball*, Scholastic Inc., 1992.

Frank and Ernest operate a business-sitting service. When they are hired to take care of a baseball team, they must improve their human capital by learning all about the business of baseball.

de Paola, Tomie. *The Popcorn Book*, Holiday House, 1978.

This book contains a story and information about the history, production, and preparation of popcorn. Recipes are included.

de Paola, Tomie. *Tony's Bread*, G.P. Putnam's Sons, 1989.

This Italian folktale tells how Tony the baker produces a loaf of bread.

Fabian, Carmen. *The Boy Who Cornered the Peanut Market*, Todd & Honeywell, 1984.

This story is about a young man who controlled the peanut market. He uses his fortune to help the entire country. The economic focus is marketing and entrepreneurship.

Florian, Douglas. *People Working*, Thomas Y. Crowell, 1983.

Dozens of occupations are illustrated in this picture book of people at work on land, sea, and air, day and night.

Gibbons, Gail. *How A House Is Built*, Holiday House, 1990.

Students learn the basics of building a wood-frame house, and meet the many people who are involved in the process, from architect to carpenter. Key concepts are jobs, specialization, interdependence, and resources.

Gibbons, Gail. *Up Goes The Skyscraper*, Four Winds Press, 1986.

Due to a scarcity of space, a skyscraper must be built in a busy city. Through simple text and illustrations, readers follow the building of a skyscraper step by step. What human resources are needed? What jobs do they perform? What capital resources are used? Students will find answers to these and many more questions.