



Editor Linda Bennett. Guest Editors Philip J. VanFossen and Paul Nagel.

The theme of this issue of *Social Studies and the Young Learner* is “Economics and Higher Order Thinking.” This is a very timely issue. Indeed, while the U.S. and global economies may be slowly pulling out of the worst recession in decades, economics still dominates the headlines. Articles in this issue make it clear that even elementary-age students can benefit from increased economic understanding.

In their opening article “It’s Never Too Early for Economics Education,” Bonnie T. Meszaros and Stella Evans stress that even young children can learn the basics of how to analyze the costs and benefits of their options before they make a choice, and they can practice explaining their decisions.

“The Entrepreneur Fair: Creating Fifth Grade Student Businesses” by Teresa Moore describes how students write a business plan, keep track of expenses, build a “small business,” and then enjoy a culminating event at which they purchase goods and services from each other.

In their article “Let’s Teach Students to Prioritize: Reconsidering ‘Wants’ and ‘Needs,’” Suzanne Gallagher and Shannon Hodges ask whether a pedagogical focus on classification (of items as “wants” or “needs”) overlooks the higher-order thinking skills required in considering costs and benefits, prioritizing one’s wants, and making thoughtful, informed choices.

Then, in the Pullout “Prioritizing Our Wants, Step by Step,” these same two authors outline four classroom activities to get young learners in the practice of thinking critically about costs, benefits, and limited resources.

In “The Federal Reserve and the Elementary Classroom,” Mary C. Suiter and Lyndlee Mabry explain that each of the 12 Federal Reserve Banks around the country offers different curriculum materials, publications, and professional develop-

On The Cover: Rachel’s Ribbons booth at the fifth grade Entrepreneur Fair at Stonewall Elementary School in Lexington, Kentucky. (See pages 8–13.) Photo by Katie Young.

ment opportunities. The Banks add to their education resources occasionally, so check their websites often.

“Let’s Go to Market! First Graders Discover Economics and Cultures on Field Trips” by Diana Gomez describes a series of visits to different ethnic food markets in Philadelphia as well as a working agricultural museum. She reveals how children interpret their new experiences during class discussions.

In “Money Matters for the Young Learner,” Andrew T. Hill offers activities to help students discover the advantages of using money (as opposed to a barter system) and think about the functions and characteristics of currency. Would a fresh carrot make a good form of money? Why or why not?

We would like to close by announcing that Charlee Passig Archuleta, a fifth grade teacher at Rogers Elementary School in Denver, Colorado, has agreed to serve on the *SSYL* Editorial Board. Welcome, Charlee! 🎉

Middle Level Learning

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Tulipmania 1637! A Curious Event in the Dutch Golden Age

CAROLINE C. SHEFFIELD, ILENE R. BERSON, AND MICHAEL J. BERSON

Jane Jacobs: A Citizen Fights for the Neighborhood

Book review by Wendy Ewbank

A Crossword Puzzle for Higher-Order Thinking

JAMES MONACK

