3rd SS LEAP Practice Workbook
Week 3

1. Complete each day's work.
Week 3 Day 1
Practice 2: Positive Citizenship

1. Which of the following is the best example of good citizenship?
   A. Marianne goes to church every Sunday.
   B. Taj makes straight As in school.
   C. Clara volunteers at a local nursing home.
   D. Dorian helps his father at work every weekend.

2. Which of the following is an example of bad (or negative) citizenship?
   A. Jane votes in state and local elections.
   B. Rachel organizes a food drive in her city.
   C. Katelyn fosters homeless animals.
   D. Nate skips jury duty to take a vacation.

3. Look at the list below. Choose the two which are most accurate concerning citizenship.
   A. All citizens have rights and responsibilities.
   B. Some citizens have rights and responsibilities.
   C. Most citizens have rights, but only a few have responsibilities.
   D. Some citizens fulfill all their responsibilities, while others fulfill only some of them.
   E. Most citizens have responsibilities, but only a select few have rights.
   F. Rights and responsibilities have no relationship to each other.
   G. No citizens have either rights or responsibilities.

4. Write a few sentences about a good leader you like, and explain why you chose that good leader. He or she does not have to be on the list.

Citizens Helping Out

We have talked about character traits a good citizen should have. We have also talked about good leaders. Good citizens help each other. When they see a problem, they try to fix it. Adults can attend public meetings, like city council meetings, to learn how to help their community. They can volunteer for a neighborhood watch program to keep the people in their community safe. There are many ways adults can solve local issues.
Did you know you can help solve problems? You can go to a town meeting with your parent(s). You can obey the law. You can write a letter to a town leader or help with a political campaign. You can solve local issues, too.

Sometimes there will be problems you can solve on your own. Other times, you might need help from an adult. It's okay to ask for help. That shows you have responsibility.

Let's look at some issues you might see in your school or community. Then, we will look at how to fix them.

**School Issues**

<table>
<thead>
<tr>
<th>Bullying</th>
<th>You might see someone being mean to another kid. Or maybe someone is mean to you. You can speak up for the other person and tell the mean kid it is not nice to bully others. You can also tell your teacher or another adult that you have seen a bully. It is important to remember <strong>not</strong> to use your fists or physically hurt another person, even if you are trying to stand up for what's right.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheating</td>
<td>If you see another student cheating on his or her schoolwork or a test, tell your teacher. This is the honest thing to do. Do not try to stop the other student by yourself.</td>
</tr>
</tbody>
</table>

**Community Issues**

<table>
<thead>
<tr>
<th>Littering</th>
<th>If you see litter (trash) on the ground in your neighborhood, you can pick it up and throw it in the proper neighborhood trash can. If you see trash in your school hallway or classroom, you should pick it up. Trash hurts the environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recycling</td>
<td>Recycling is good for the environment. To help your community, you can form a recycling drive. Have people bring their cans, bottles, and papers to one place and then take all of the material to a recycling plant. This is also called <strong>environmental stewardship</strong>.</td>
</tr>
<tr>
<td>Community Garden</td>
<td>Maybe your community has planted a <strong>garden</strong> where people can share the plants, herbs, and vegetables. You can help out by planting seeds, pulling weeds, or making sure the plants get water.</td>
</tr>
</tbody>
</table>

**Practice 3: Citizens Helping Out**

1. Select **two** correct answers. All of the following are ways you can stop someone from being a bully **except**
   A. telling your parents about the bully.
   B. telling a teacher about the bully.
   C. kicking or punching the bully.
   D. telling the bully it is not nice to be mean.
   E. playing a prank on the bully.
2. Describe at least two ways you can help in a community garden.


3. Explain why it is good citizenship for you to help in your community.


Activity 4

Pick a partner in class. With your teacher's help, pick an important school or community issue. You and your partner decide how good citizenship could help solve the problem. Present the idea to your class.
Chapter 8 Key Term Activity

Fill in the blank with the correct word.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>free speech</td>
</tr>
<tr>
<td>jury duty</td>
</tr>
<tr>
<td>community garden</td>
</tr>
<tr>
<td>due process</td>
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<tr>
<td>rights</td>
</tr>
<tr>
<td>recycle</td>
</tr>
<tr>
<td>responsibilities</td>
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<tr>
<td>vote</td>
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</tbody>
</table>

All US citizens have certain 1. ________________, meaning things which cannot be taken away from them. Among these, the right to 2. ________________ is treasured, because it means no one can be shouted down or stopped from expressing his or her beliefs.

All US citizens also have certain 3. ________________, meaning things they must do. These include the responsibility to 4. ________________, meaning their case must be heard in court.

There is also a duty to serve when called for 5. ________________.

Some actions combine rights and responsibilities. All citizens have the right to 6. ________________. They also have the responsibility to do so.

Citizens should also do whatever they can to make their neighborhoods better. Two ways that you can do this are to 7. ________________ whenever possible, and to participate in a 8. ________________.

Key terms are defined in the book’s glossary. Answers to Key Term Activities and chapter reviews are found in the Teacher’s Guide.
Week 3 Day 2
Chapter 9

Louisiana’s Economic Relationships

Unit Five: Louisiana’s Future

Standards covered: 3.7.1, 3.7.2, 3.7.3, 3.8.1, 3.8.2, 3.8.4, 3.9.1, 3.9.2, 3.10.2

Key term activity at the end of this chapter

What is an Economy?

Almost everyone lives in an economy. It might not be visible. But almost everyone is involved in the making and buying and selling of things. Things can mean cars, houses, and furniture. But they can also mean ideas, designs, and concepts.

From Bartering to Money

For most of human history, people bartered with each other. They traded one item for another. This worked very well in some places.

In the early times of civilization, people bartered with each other for goods. They would trade item for item. It was a practice among merchants and townspeople that taught supply and demand. If you had more chickens than you could use, you could trade some for a tool you needed. It was often not a quick process. People were forced to swap what they had for what they needed. Sometimes, what they had was not what another person needed, so it took time and effort to make the best trade.

Around 600 BCE, the people of Lydia created the first coins. This was the first money system. They stamped different pictures on each coin which represented how much each coin was worth. The use of coins made Lydia a very rich area, as it aided in their internal and external trade.

The idea of using the money for goods and services eventually caught on. The ancient Chinese were the first to use paper money. The Greeks set up places to loan citizens money to buy things. You might recognize these as banks like we use today. Using cash to purchase items is very different than bartering. Spending money is easy. It is also good to have consistent prices for goods and services.
Main Economic Players

Households

Households are the first of the major players. People who live together make up a household. Families are households. Roommates can be households, too.

Households provide both consumers and producers. As consumers, they buy things. By doing so, they provide labor and tax revenue to the state and local governments. But households provide producers, too. On the same morning, one member of the household may go out to purchase something at a store, while another member of the same household drives to work to make things. This is why households are the first—and often the most important—of all the main economic players.

Businesses

Businesses sell goods or services. They provide jobs for people. They pay taxes to the government. Businesses also consume, however. They purchase goods. They hire transportation drivers to carry their goods to far-off places.

Banks

Banks are vital to the US economy. Banks are businesses that lend money. Without banks, it would be hard for people to buy houses or cars. This would make it hard for businesses to stay open.

Producers depend on consumers to buy their goods (things). Consumers depend on producers to make enough of those goods to go around. Producers and consumers both depend upon banks to lend money to keep the wheel of the economy turning. But nearly all of these depend on households, which have both producers and consumers.

Government

Governments exist to serve the needs of citizens. But governments also produce many jobs. Policemen and firefighters are obvious examples, but so are park rangers and librarians.

Households, businesses, banks, and the government need each other. They are economically interdependent. This means that these main economic players need each other.
Human Resources

Producers also need human resources. Labor is a human resource. Labor is work that people do. Without labor, producers could not make things.

Different jobs have different qualifications. Doctors must graduate from medical school. Teachers must pass a teacher's exam. Police officers must complete law enforcement training.

Some jobs are blue collar jobs. These are jobs which usually involve manual labor. Plumbers, TV repair people, factory workers, truck drivers, and construction workers are examples of blue collar workers.

Other jobs are white collar jobs. These jobs usually involve office work. Accountants, lawyers, doctors, architects, and bankers are examples of white-collar workers.

All workers should strive to do a good job. Proper training, following directions, hard work, and a person's best effort is the key to a job well done.

Capital Resources

Capital resources are human-made resources. They are used for production. Machines, cars, trucks, office supplies, and computers are examples of capital resources.

Labor

Specialization means workers do one job in a large process. Think about people who make cars. Each worker does not try to make a whole car. Instead, each worker makes one part for a lot of cars. Some people make engines. Some make the doors. Others make the seats. Specialization helps people to produce things more quickly. A person may choose to specialize instead of doing many things. An expert in a job can earn more money. They are valuable workers.

Interdependence means people need each other. Specialization leads to interdependence. Workers need each other to produce things.

Think about the car example we discussed. Workers who make the steering wheels need workers who make car brakes. Workers who put the engines in place need workers who install spark plugs. All the workers need each other to build a car. They are interdependent.
Sugar Production

The process of making sugar relied on labor and interdependence. Sugarcane grows well in Louisiana. It is a large industry. Sugarcane is a natural resource. Sugarcane is sent to factories after the harvest. The factories refine the sugar. Sugar is then placed in stores to be sold. Consumers then use it for baking and candy. Factories need farmers to grow sugar. Farmers need consumers to buy their sugar.

Characteristics of Good Workers

You probably don’t have a job—at least not yet, but maybe you do chores or help around the house. This prepares you for a job when you grow up. All employers are looking for workers who have certain traits. These qualities are essential for success in any career— with any employer. The term human capital is often used to describe those things which make an employee more productive. Human capital can be education and training, but it can include things like getting vaccines to make sure workers stay healthy and reduce sick days.

Essential Skills

- **Reading and Writing**—Knowing how to read and write is necessary for most jobs. On the job, you may be required to fill out forms, read manuals, and write e-mails to co-workers.
- **Math**—Basic knowledge of math is a requirement for employment. Every time companies buy or sell products, there is a use of mathematics. Based on your career of choice, you may have to apply other forms of mathematics, such as geometry (engineering) or algebra (physics).
- **Computers**—Knowing how to use a computer is important to many jobs. It will be helpful for you to understand the basic operations of a computer. If you can learn any software used in to a job you want, it will be easier for you to get a job.

Essential Character Traits

- **Productivity**—Being productive is of the highest importance to an employer. To make a good impression, do the best work you can.
- **Neat appearance**—You want to maintain a clean image through good personal hygiene, which means taking showers and brushing your teeth.
- **Punctuality**—Being on time to work shows your employer you are responsible.
Week 3 Day 3
Activity 1

In the chart below, put the words into the correct box.

Messy, late, neat appearance, productivity, laziness, punctuality

<table>
<thead>
<tr>
<th>Good Worker</th>
<th>Bad Worker</th>
</tr>
</thead>
</table>

Specific Characteristics and Responsibilities of Various Jobs

Let's look at some specific jobs. We will look at some characteristics that these jobs require as well as some responsibilities workers in these fields have.

**Police officers** work for the city or state. Police officers are responsible for keeping the peace, going on patrol, making sure citizens stay safe, and arresting criminals. Officers are sworn in by taking an oath to uphold the law. They go through training to become officers of the law. Police officers should be loyal, determined, honest, protective, and approachable. They are always in contact with other people, so they must have excellent communication skills as well as be community-minded. Being a police officer can be a scary job, so one must be confident, courageous, and responsible.

**Doctors and nurses** are responsible for keeping people safe and healthy. They treat patients who are sick or injured, give medicine, and run tests. Sometimes doctors and nurses work in hospitals, but sometimes they work in hospitals. Doctors and nurses go to school for their training and must take specific tests and perform tasks to become licensed. Both doctors and nurses must be calm and patient. They must have attention to detail and be good at problem-solving. They interact with people all day, so they must have strong communication skills as well as listening skills. They should also be respectful and professional as well as compassionate.

**Fishermen** are responsible for catching fish and seafood for local markets as well as for trade. They catch fish in different ways. Some use nets or traps. Fishermen often use machinery to catch and pull fish back into the boat. Fishing requires knowledge and skill. After the fish and seafood are caught, they must be handled safely so consumers do not get sick. Fishermen must be patient, determined, and prepared for anything. They must navigate their boat in good and bad weather.
Lawyers practice law and help people. There are many different types of lawyers. They can defend people accused of crimes, or they can help people who are getting a divorce. Lawyers must go to school and pass a test called the bar exam. Lawyers have many responsibilities to their clients as well as to other lawyers and judges. They must be confident, driven, faithful, and honest. They must keep their clients' words confidential.

Teachers provide students with education. They help students understand concepts which will help their students succeed in everyday life. They are responsible for making lesson plans, keeping students safe, and grading assignments and tests. Teachers must be organized, creative, and approachable. Teachers must have solid communication skills as well as being very skilled in the subjects they teach. Students often come to their teachers with problems, so teachers must have excellent listening skills and be understanding toward others.

Farmers work the land by planting vegetables, fruits, and grains, as well as tending to animals. They are responsible for keeping their land free from weeds and keeping their animals healthy and fed. They rise early each day to do chores and often work late into the evening. Many farmers need to know how to operate machinery like tractors, plows, and trucks. Farmers must be patient, hard-working, and diligent. They often work closely with other farmers, so they must be team players.

Construction workers build and repair houses and other buildings. They use machinery and tools all the time, so they must be skilled in how each piece works. There is much physical labor in construction. Construction workers must be strong, dedicated, and knowledgeable. They must use math skills, especially when measuring and cutting. Construction workers must be precise and accurate as well as have good eyesight and coordination. They often work outside for many hours in the day, so they must be careful to eat well and drink plenty of fluids.
Activity 2

Look at the picture above. On the lines below, write a response.
How is your classroom different than the one in the photo? What do you think school was like for the students and the teacher? Take note of the wood stove and the desks.

Practice 1: What is an Economy?
1. What is specialization? Explain why specialization is important.

2. Select two correct answers. Police officers are responsible for all of the following except
   A. arresting criminals.
   B. keeping the peace.
   C. giving medicine to sick people.
   D. upholding the law.
   E. repairing windows.
3. Look at the diagram above. Which of the following should not be written in one of the ovals?
   A. businesses
   B. government
   C. capital resources
   D. households

4. Explain the ways in which money is better, or more convenient, than bartering.
Week 3 Day 4
Basic Economic Ideas

Scarcity

Scarcity happens when people do not have enough of a resource. If there is not enough food for everyone, then food is scarce. If a good is underproduced, there is not enough for people to buy. If there are not enough jobs for everyone who wants one, then jobs are scarce.
Money is something that has value. People use money to buy things. In the United States, people use dollars as money. Money is a resource. Money is scarce when people do not have enough to buy what they want.

Example #1 of Scarcity:

Marianne has $5.00. She wants to buy a sandwich, potato chips, and a drink for lunch. She also wants to buy a ring she saw at the store. Together, the sandwich, chips, and drink costs $4.00. The ring costs $4.00. Marianne does not have enough money to buy both lunch and the ring. Marianne's money is scarce.

Example #2 of Scarcity:

In 2009, many people lost their jobs. Without jobs, people did not get paid. Lots of people in the United States had a scarcity of money. The United States also had a scarcity of jobs. There were not enough new jobs for those who needed them.

Abundance

Abundance is the opposite of scarcity. Abundance happens when people have more than they need. People may have an abundance of money. They may have an abundance of food. Overproduction can cause too many products to be for sale. Companies might have an abundance of jobs. Many things can be abundant.

Example #1 of Abundance:

Mark starts his own business. He mows his neighbor's yards in the summer. Mark is the only kid in the neighborhood who mows yards. All the neighbors want their yards mowed. He cannot mow all the yards that his neighbors want mowed. He has an abundance of work.

Example #2 of Abundance:

In 2008, the home industry entered a major crisis. More people lost their homes through foreclosure than wanted to buy homes. There was an abundance of houses.
Activity 3

Use the term abundance or the term scarcity to describe what is happening in each sentence.

1. Emily bought a new bookshelf. Not all her books fit on the shelf. Emily has a(n) _______________ of books.

2. David went to buy a new game system. The store was sold out. The cashier told David the store had a limited number. The store has a(n) _______________ of game systems.

3. Teri opened a cupcake shop. Many customers come to her store, and she sells out of cupcakes. Teri has a(n) _______________ of customers.

4. Savannah looks at a new car that is for sale. It cost $10,000. She only had $7,000. Savannah has a(n) _______________ of money.

Supply, Demand, and Price

Supply and Demand

Supply is the amount of a product for sale. Demand is the amount of a product people want to buy. If Phil has twenty pairs of shoes for sale in his store, then Phil has a supply of twenty pairs of shoes. If one hundred people each want to buy a pair of Phil's shoes, then demand for Phil's shoes is high. If only three people want to purchase Phil's shoes, then demand for Phil's shoes is low.

Price

Price is the amount of money something costs. If you buy a basketball for $15.00, then $15.00 is the price of the basketball. People who buy things are called consumers. Consumers want to pay low prices. Low prices mean they can buy things for less money.

People who make and sell things are called producers. Producers want to charge high prices. High prices mean producers make more money. But producers cannot charge too high a price. If they do, no one will buy their products. A product is whatever a producer makes or sells. Producers must produce and sell products that are in demand. If they try to sell products people don't want, then no one will buy their product. This is an example of overproduction.

How Producers and Consumers Affect Price

Scarcity means goods cost more. If a product is scarce, it means there is not enough for everyone. Consumers will pay more to be one of the people who get the product. Producers can charge a higher price. They know plenty of people will pay the high price, even if some people won't.
Chapter 9 Louisiana's Economic Relationships

Things which are abundant cost less because more of them are for sale. Consumers can find abundant products in more places. Producers must lower prices. If they don't, people will buy the same product from someone else for a lower price.

Example #1: How Producers and Consumers Affect Price

Karen sells cars. Since many people in her town are out of work, fewer people have money to buy cars. Karen's supply of cars is high. The demand for her vehicles is low. Since Karen knows people buy more when prices are low, she lowers her prices. She hopes lower prices will get people to buy her cars. When products are abundant (like Karen's cars), they cost less.

Example #2: How Producers and Consumers Affect Price

Remember Mark's mowing business? Demand for Mark's mowing is high. Mark’s supply is low. He cannot mow all the yards. Mark can charge a higher price. People will pay more to be among the people whose yard he mows. When services are scarce (like Mark's mowing services), they cost more.

Practice 2: Basic Economic Ideas

1. Which time is better for the consumer to buy a car?
   A. in the season when there are many on the lot
   B. in the season where there are few on the lot
   C. in the season when none are on the lot
   D. It makes no difference which season the consumer goes to the car lot.

2. When resources exceed demand, this is known as—
   A. economics.
   B. price.
   C. scarcity.
   D. abundance.

3. Look at the statements below. Which three are most accurate concerning basic economic ideas?
   A. It is almost always better to spend than to save.
   B. Supply is the level of desire that people have for a particular product.
   C. Demand is the level of interest people show for a particular product.
   D. Abundance and scarcity are the same thing.
   E. Abundance means having more than enough items to sell.
   F. Scarcity means having too many items to sell.
   G. It is usually—but not always—better to save than to spend.
Week 3 Day 5
Economic Decisions

Money is scarce. This is one of the basic laws of economics. Very few people can have everything they want. They must make economic decisions.

Needs and Wants

Money can buy many things. Sometimes this leads us to mistake wants for needs. A need is something you must have in order to live. A want is something you would like to have in order to live better than you do now.

Wants can include toys, a TV, candy, or a bicycle. Needs and wants can be tricky. For instance, transportation is often considered a need. Your parent(s) need to be able to get to their job or to get you to school. That does not necessarily mean your family needs a fast, shiny car. That might be considered a want. You need clothes to survive certain weather conditions, but you might want a pair of name brand shoes. When you are trying to decide if something is a need or want, ask yourself, “Can I survive without this item?”

Costs, Benefits, and Opportunity Cost

When people make economic decisions, they look at benefits and costs. Benefits are advantages a person gains from an economic decision. Costs are advantages that a person gives up because of an economic decision.

Every time a person chooses to buy one good or service, he or she must give up something else. The benefit of giving up something is called an opportunity cost.

Example: Benefits, Costs, and Opportunity Cost

Alan has $12.00. He wants to go to the movies. While at the movies, he wants to buy popcorn and a drink. The movie costs $8.00. The popcorn costs $3.00. The drink costs $2.00. Alan does not have enough for both popcorn and a drink.

If he buys the popcorn, the benefit will be that he is not hungry. The cost will be that he is thirsty. His opportunity cost will be that he gave up his drink.

If Alan buys the drink, the benefit will be that he is not thirsty. The cost will be that he is hungry. His opportunity cost is that he gave up the popcorn.

Comparative Shopping

People want to make smart economic decisions. That is why they do comparative shopping. They compare prices and products. Sometimes, they compare to find the lowest price. Sometimes, they compare to find the best product.

Sometimes, consumers buy from one seller instead of another because of the price. Suppose one store sells a shirt for $40.00. Another store sells the same shirt for $30.00. Most people will buy the $30.00 shirt. It costs less. It is a better economic decision.
Sometimes consumers will buy one product instead of another based on price and quality. Say Jenny wants to buy a car. She finds one car which costs $10,000. She sees another car which costs $18,000. Jenny compares the two. She decides the $18,000 car is much better. It is worth the extra $8,000. Jenny decides to buy the $18,000 car.

When you shop, it is important to weigh your options. Sometimes the least expensive item might not be the best item. You need to compare prices and quality when shopping.

**Spending and Saving Money**

**Why People Save Money**

People save money for many reasons. Many save for emergencies. For example, if they lose their jobs or if they get sick, they will have the money they need. Most people save for retirement. Retirement occurs when a person stops working or they cannot work anymore. They use retirement savings to live.

Others save for special reasons. They want to go on vacation. They want to buy a car or a house. Parents often save money to pay for their kids to go to college. Saving money is hard work. Sometimes you want to buy an item, but you know saving money might be a better choice.

There are different ways to save money. You can put money into the bank. You can do this by opening a savings account. You can shop when items are on sale. You can clip coupons as well. You can put money into a piggy bank to save up for a bigger purchase. All of these are ways to save money. However, there are some disadvantages to saving money. If you keep cash at home, it might not be safe. The bank may also charge you a fee at the bank for a savings account. It's best to do your homework to find the best place to save money.
Practice 3: Making Economic Decisions

1. Morgan wants to buy a new video game. She goes to four stores to find the lowest price. What is Morgan doing?
   A. comparative shopping
   B. producing
   C. buying a natural resource
   D. using coupons

2. Name at least two reasons to save money.
   
   
   
   

3. Look at the list below. Which three are good examples of ways to save money?
   A. open a savings account
   B. shop for items that are on sale
   C. take a group of friends to the movies
   D. open a debit card account, which will encourage you to spend more
   E. take a trip without planning it out in advance
   F. clip coupons from the local newspaper

4. Mason wants to buy a toy robot which costs $10. He makes $5 mowing his grandparents' lawn and $3 for helping his mom paint the kitchen. What is the best thing he can do to afford his toy robot?
   A. save his money until he has enough
   B. get a loan from the bank
   C. ask the toy store to lower the robot's price
   D. spend his money on something else