



## **Capitalism and Entrepreneurs**

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A curriculum recommended for  
Exploring Business Management and Entrepreneurship  
Career and Technical Education  
Eighth Grade Students

**Keywords:** entrepreneur, entrepreneurship, capitalism, economy, traditional economy, command economy, market economy, mixed economy, free enterprise, global economy

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

### **Synopsis:**

This curriculum unit on capitalism and entrepreneurs offers the eighth grade student in the North Carolina (NC) Career and Technical Education (CTE) Exploring Business Marketing and Entrepreneurship (EBME) course an opportunity to learn the basic tenets of capitalism. In addition, the unit presents how capitalism renders the entrepreneur opportunities for success in an economy. Critical thinking will take place in the various activities of this unit. Students will become more knowledgeable of the concept of capitalism and that different economies affect countries in various ways. For higher-level thinking, students will compare three different countries, analyze their differences, and make suggestions as to how each country might improve their economic systems. For enrichment, students will also engage in interactive online games representing the money systems of the past and present. Ultimately, students will understand the process of how an entrepreneur depends upon a market/capitalist economy for a successful career.

*I plan to teach this unit during the coming year to 20 students in Exploring Business Management and Entrepreneurship course in Career and Technical Education, 8<sup>th</sup> grade.*

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# Capitalism and Entrepreneurs

*Anna Currie*

## Unit Topic

The topic for this curriculum unit is a general survey of capitalism and how capitalism works to provide opportunities for entrepreneurs in the United States of America and globally. This curriculum unit will encourage the 21<sup>st</sup> century middle school, eighth grade student to be curious and help foster future thinking.

## Introduction

### Scope of Course Curriculum

The North Carolina (NC) program description for Career and Technical Education (CTE) states that

“Business, Finance, and Information Technology Education prepares students for successful transition from school to work and postsecondary education. It empowers them to use business principles and concepts while they manage their current and future responsibilities as informed consumers and productive workers in the 21<sup>st</sup> century.”<sup>1</sup>

While most CTE courses encourage and support student success, there is a gap in the current curriculum regarding the concept of capitalism. By filling this gap, students will have a better understanding of global economies and be able to make better career decisions.

This curriculum unit will focus on the CTE middle school student (grade 8) in NC. NC offers courses in Entrepreneurship to middle school and high school students. The title of the middle school course is Exploring Business, Marketing, and Entrepreneurship (EBME). As stated in the NC CTE Essential Standards,

“This middle school course is designed to explore the nature of business in an international economy and to study related careers in fields such as entrepreneurship, financial services, information technology, marketing, office systems technology, public relations and promotion, and travel and tourism. Emphasis is on using the computer while studying applications in these careers along with problem solving and thinking skills. This course contributes to the

development of a career development plan. English language arts, mathematics, and social studies are reinforced...’’<sup>2</sup>

Although this course states that there is no prerequisite, the activities for this course require knowledge of basic computer skills, Microsoft Word, and Microsoft Excel. Therefore, this course best serves the eighth grader who has basic experience with computer skills, Microsoft Word, and Microsoft Excel. The curriculum presented in this document aligns with the NC CTE Essential Standards and Charlotte Mecklenburg Schools (CMS) CTE Course Blueprint (see Appendix 1). The next section relates the rationale and purpose of this unit.

### Rationale

The NC CTE Entrepreneurship middle school course, EBME, consists of a basic survey of business terms, business activities, United States money system, and fundamental characteristics of various economies. The course, designed for eighth graders, explores opportunities and characteristics of becoming an entrepreneur in the United States. A particular unit in the NC CTE EBME curriculum includes basic knowledge of the four different economies of countries around the world, “traditional,” “command,” “market,” and “mixed” economies. Please note that both market and mixed economies are capitalist economies.<sup>3</sup> However, because this course is basic in nature, this course does not currently include the topic of capitalism. Furthermore, this course does not include how the entrepreneur benefits from a capitalist economy. Therefore, this new curriculum proposal specifically focuses on the capitalistic economy. In addition, this curriculum focuses on how the competitive nature of a capitalistic economy can benefit the entrepreneur domestically and in a global economy.

The purpose of including the concept of capitalism in this course is to give students an opportunity to understand how the United States and many other countries today incorporate the concept of capitalism in their economies that, in turn, supports entrepreneurship. Understanding entrepreneurship is a main objective of EBME. In addition, by studying a global view of capitalism, students will better understand how capitalism affects other countries. Middle school students will initially learn related terminology and concepts then begin to understand what an economic system does for a country and the world, specifically capitalism.

Teachers can offer many options to their students from which to learn the objectives of this unit, including a culminating lesson that incorporates all objectives of this unit. For example, students will have access to an online game provided by the International Monetary Fund (IMF) that will give students insight into how basic bartering/money systems work. Students will discuss and analyze various concepts of capitalism. In addition, students will complete a culminating enrichment activity using a comparison and contrast learning strategy to become familiar with a global dynamic. By completing

this activity, students will gain an understanding of why developing countries may or may not utilize capitalism as their economic system.

In summary, by presenting a more detailed unit on the basic concept of capitalism, teachers will offer students an awareness of capitalism and how the United States utilizes capitalism to govern its economy and foster entrepreneurship. In addition, by understanding how the United States utilizes capitalism, students will understand how a country can be more productive. Furthermore, by engaging students with strategic activities, students will have an opportunity to understand the different types of global economic systems, advantages and disadvantages of capitalism, and how the United States embraces capitalism in order to support a productive economy.

By understanding how different types of economic systems work, students will be able to analyze in a critical manner how basic business concepts relate to those economies. The purpose of this unit is to expose middle school EBME students to different types of economic systems and how they work, focusing on capitalism. Students will also be able to understand the economic environment that can produce entrepreneurs. Students may use the information learned from this unit to understand how their future career might interact with the global economy. Ultimately, with this knowledge as entrepreneurs, students will engage in opportunities in the future to make a difference in this world. The next section describes the context of the school for which this curriculum may benefit.

### School/Student Demographics

Northwest School of the Arts is an arts magnet school, grades 6-12, set in a large metropolitan city of over 730,000 in population (2010 US Census data). The data indicate that as of 2010, the diverse population of the city was 50% Caucasian, 35% African American, 10% Hispanic, and 5% other. The US Census 2010 data also indicate that the population (age 25 and over) consisted of 88% high school graduates with 40% of those graduates having higher education degrees.

Student auditions per art interest for entry into the arts magnet school are required. According to the 2015-2016 School Leadership Plan, the school specifically has 1020 diverse enrolled students (451 middle school, 569 high school) that are 27% male and 73% female; 49% African American, 38% Caucasian, 7% Hispanic, 1% Asian, and about 5% of the students come from other races and ethnicities; 47% are identified as economically disadvantaged. The staff consists of 36 core subject teachers, including 2.5 positions in foreign language, 17.5 art teachers, and 3 CTE teachers. There are 81 educationally challenged (EC) students who are served by an EC staff of 3 with 1 assistant. Their composite ACT score rose to 20.1 with a 70.6% pass rate in 2015. Their graduation rate was 96.6% in 2014, 97.4% in 2015, and 100% in 2016.<sup>4</sup>

The school serves the arts community by offering the following majors: dance, theatre, costume design, visual art, orchestra, band, and chorus. Because this is an arts magnet school, creativity and originality is the norm. Therefore, every teacher honors, encourages, and practices student diversity in each classroom.

The CTE classroom is a computer lab, equipped with 26 computers, keyboards, mice, and a bookstand with a course book for every student. This set up ensures equity of access to instruction and knowledge. A ceiling projector and teacher laptop is available to demonstrate various software applications. The next section relates the unit goal and student objectives of this unit.

### Unit Goal and Student Objectives

The goal of this unit is to create a curriculum addressing standard BU 1.00 (see Appendix 1) and fill the learning gap, to understand capitalism as it relates to entrepreneurship. Therefore, this unit will attempt to address the following student objectives:

- Students will become familiar with basic economic terms.
- Students will become familiar with the basic tenets of capitalism.
- Students will engage and discuss the concept of capitalism.
- Students will critically analyze the fundamental tenets of capitalism.
- Students will compare mixed, command, and traditional economies.
- Students will synthesize how capitalism affects the global economy.

### *Essential Questions*

Standard teaching practice is to create essential questions to facilitate the goals and student expectations of a curriculum unit. The following essential questions will help students think critically about capitalism in an economy:

- What is an economic system?
- What are the different economies that exist on our world?
- What are the basic characteristics of the different economies?
- What is Gross Domestic Product (GDP)?
- What is a market/mixed economic system?
- What is a command economic system?
- What is a traditional economic system?
- What is capitalism?
- What are the characteristics of a first world country?
- What are the characteristics of a third world country?

Higher level critical thinking:

- How is capitalism implemented in productive, first world countries?

Why are developing, third world countries poor?  
Why do developing, third world countries stay poor?  
Can capitalism improve developing countries?  
If so, in what way? If not, why not?  
Does capitalism in first world countries affect third world countries?  
How does capitalism affect an entrepreneur?

The next section relates the content research and background behind the curriculum presented for this unit. In addition, the next section offers a general survey of famous writings on capitalism that have stood the test of time. Teachers will be able to use this research in the classroom to support their endeavors on this topic.

## **Content Research**

In order to teach a specific unit, teachers must have an educated scope of the subject matter and be familiar with the historical factors and current trends. The next few sections offer content data regarding basic capitalism and entrepreneurship concepts to gain a better understanding of the curriculum content.

### Capitalism

According to Fulcher, capitalism of any large scale has its roots in Great Britain during the early 1000s embedded with religious motivation.<sup>5</sup> “Capitalism is essentially the investment of money in the expectation of making a profit...”<sup>6</sup> The word “profit” is music to the entrepreneur’s ears, for it is the entrepreneur who seeks to become successful at making a profit.<sup>7</sup> As the labor market expanded and capitalism morphed over the years, the entrepreneur seemed to benefit. Although capitalism has affected the global economy in many ways,<sup>8</sup> one might speculate that the capitalistic economy perpetuates the innovative and resourceful initiatives of the entrepreneur of today. According to Sachs (1999), “...economic value is created not only by labor, but also by entrepreneurship, saving, and technological progress.”<sup>9</sup>

Capitalism as an economy initially began in Italy where feudal empires of the 14<sup>th</sup> and 15<sup>th</sup> centuries instilled the state of the working class, building the elite to higher status.<sup>10</sup> This form of government was predominant throughout Europe. As land ownership grew, tenant farmers created an internal market that, in turn, produced increased wage labor.<sup>11</sup> A major change of capitalism surfaced in the 16<sup>th</sup> century with merchant shipping as the demand for goods from across seas grew while Great Britain was becoming a world power. Merchant capitalists saw an opportunity to gain profit by utilizing more than one ship at a time, given the labor and material resources at hand, whereby the procurement of larger quantities of goods were moved in one trip.<sup>12</sup> Innovative thinking and entrepreneurship ventures saw opportunity to make greater profits by creating this international market.<sup>13</sup>

As cities grew, so did the capitalist economy. The growth of cities required an economy whereby monies could move between hands more rapidly and efficiently, transitioning to a more market economy.<sup>14</sup> Many cultural and social changes occurred at this time, including the Industrial Revolution, which supported the development of a capitalist economy. Entrepreneurs took advantage of industrialization and larger markets. Stronger money systems were established and corporations were developed. By the 18<sup>th</sup> century, Great Britain had become a major capitalist country in Europe due to its predominance of city life.<sup>15</sup> The Age of Imperialism gave way to dominating less developed countries. For example, during the 1800s, Great Britain sought to gain power and growth by utilizing an Imperialistic approach, extending its authority upon many countries.<sup>16</sup>

The next stage of capitalism encountered many changes and challenges due to factors of the Industrial Revolution. While laborers were busy building roads, railways, and constructing buildings, a lack of regulation became apparent, such as worker safety or child labor abuse. Governmental regulations began to enact laws regarding safe working conditions and child labor. With the production of steel and the railroad system, labor and materials became more mobile and therefore, the ability to mass transport goods and services grew. Various factions attempted to organize labor and governments attempted to regulate work conditions.<sup>17</sup> As repression of labor and increased poverty in industrialized areas began to take foot in the 1800s, workers slowly became more organized and governments began regulating industry. (Although, in some cases unrest and revolt was evident as early as 1539.)<sup>18</sup> Another phase of capitalism was born.<sup>19</sup> Reduced uncertainty gave way to increased productivity and economic growth. Consequently, as corporate units became larger, management functions evolved.<sup>20</sup> The capitalistic economy became more complex.

Over the next century, regulations and deregulations in various areas allowed capitalism to grow. For instance, regulating product and worker safety provided for a more reliable product and safer working conditions while deregulating the financial aspects in the market provided for a greater flow of money. Banks were born and financial markets grew.<sup>21</sup> Due to immense growth, Great Britain lost its dominance over many countries. The development of worker unions and government controls, such as restricting monopolies and minimum wages, helped balance the effects of capitalism.

Capitalism started transforming the world but it too was transforming. As Fulcher stated regarding the stage from mid 1800s to mid 1900s, “competitive small-scale manufacturing, weak labor organization, economic deregulation, a strong state, and minimal welfare were mutually reinforcing features of this stage in development of capitalism.”<sup>22</sup> For example, the Civil War in America abolished the sale of human labor. The abolishment of slave labor brought additional variables and stimulated the economy. The Great Depression of 1929 proved to be a test for every economy but with innovation

and hard work, economies recuperated. Subsequent to the Great Depression, wars and increased communication technology provided the fuel for the growth of capitalism. By the middle 1900s, various forms of capitalism had taken root in every country of the world.<sup>23</sup> Neo-liberalism, personal liberty maximized by limited government, began to take root in the late 1900s. For example, by 1991, the Soviet Union dissolved into 12 republics due to the excessiveness of governance.<sup>24</sup> The Neo-liberalism era fostered free trade agreements (i.e. North America Free Trade Agreement, NAFTA) and global competition in the 1990s.

Since the 1990s, we have seen NAFTA open up many avenues for the growth of a global economy. In addition, the World Wide Web has fostered communication and sales transactions across the globe. “Huge sums of money are transmitted across the world on a daily basis.”<sup>25</sup> Consequently, the world has become more integrated culturally and interdependent upon each other for Gross Domestic Product (GDP) growth. A free market system will cause the economy to wax and wane. For example, the Great Recession of 2008 gave rise to the analysis of production, capital, consumption, regulation, and the labor force. Bubbles occur in particular segments of the economy such as the housing market.<sup>26</sup> The next section discusses the emergence of global capitalism.

## Global Capitalism

There are different perspectives regarding the tenets of global capitalism. Due to increased communication and innovative technology, global capitalism is the give and take relationship between countries that brings the world into the same marketplace. Global capitalism places countries into the position of entrepreneurs. As a country becomes more and more innovative and productive, the country profits and benefits while supporting the needs of other countries. As capitalism integrates across the world, countries vie for competitive positioning and profit. Key agents of an economy are its strongest companies. Productive countries with vast resources and stable governments tend to be in the position of greater power fostering powerful companies. If those key companies have a strong presence across the globe, that country portrays a level of world power. Productive countries with vast resources and stable governments tend to be in the position of greater power. For example, the United States (aka America) is a world power due to its predominance of larger corporations. Joffe supports the initiatives of global capitalism stating that America is not in a mode of decline but rather maintains a long-standing strong world power.<sup>27</sup> Unfortunately, the global relationship tends to place countries as competitors, each trying to gain more power (profit) over the other.

Unfortunately, capitalism holds many destructive conditions.<sup>28</sup> For example, left unregulated, the rich get richer and the poor get poorer. Pope Paul VI offered solutions to prevent poverty and wrote about serving the needs of others to provide for others who might not be so fortunate.<sup>29</sup> On the other hand, Adam Smith believed that capitalism



brings about an “...equality of force...that mutual communication of knowledge and of all sorts of improvements which an extensive commerce from all countries to all countries naturally, or rather necessarily, carries along with it.”<sup>30</sup> Not all countries have benefited from global capitalism. Unequal exchange takes place when industrialized countries extract raw materials at lower prices in underdeveloped countries and sell at higher prices. Unequal exchange emerged during colonial rule in the mid to late twentieth century. Consequently, underdeveloped countries get poorer. For example, during the 1960s-1970s, oil prices and interest rates increased causing inflation and economic stagnation in Brazil.<sup>31</sup>

History has pointed out over the years that capitalism seems to be taking over the world as macro economies gravitate toward finding price equilibrium.<sup>32</sup> Cowling, Dunn, and Tomlinson explore global deficits and surpluses specifically between America and China. The authors suggest that global imbalances can change with macroeconomic policy adjustments integrated with domestic policy adjustments.<sup>33</sup> As a whole, global capitalism evokes greater opportunities for the entrepreneur but not without sacrifices in other areas of the global economy. The next section relates famous writings on capitalism that have passed the test of time.

#### Famous Writings on Capitalism

There are a few famous writings on capitalism that stand out regarding the concept of capitalism and economies of scale. Adam Smith, known as the founder of economics, is very famous for his writings on how countries might manage their economy in his book titled Wealth of Nations from 1776. He discusses concepts such as division of labor and market price, documenting the theory of free market economics.<sup>34</sup> Karl Marx and Friedrich Engels wrote another famous document in the 18<sup>th</sup> century titled Manifesto of the Communist Party. The two authors’ document relates managing a state from a communistic point of view. Marx and Engels proposed

“...to organize a society in such a way that every member of it can develop and use all of his capabilities and powers in complete freedom and without thereby infringing the basic conditions of this society...elimination of private property and its replacement by community of property.”<sup>35</sup>

John Maynard Keynes wrote about the flow of money and specifically commented on the government’s fiscal policy as being more important than the monetary policy to benefit the many people as a whole.<sup>36</sup> Keynes’ work speculated that the Great Depression needed government intervention in order for the economy to get back to normal. In contrast, Milton Friedman wrote about Neo-liberalism suggesting that too much government caused the Great Depression to last longer than it should have. Friedman promoted less government regulation to encourage free trade and a more balanced budget. Friedman’s work opposed Keynesian thought and stressed the importance of the

monetary policy as being more important than the fiscal policy for a successful economy.<sup>37</sup>

In 1967, Pope Paul VI wrote supporting progressive development of people out of concern for the Church in order "...to escape the ravages of hunger, poverty..." speaking for minimum wage and personal and public obligations.<sup>38</sup> More recently, economic writings have been concerned with global economics and the effects of international trade deficits speculating a global crisis. For example, Cowling discussed the issue of saving versus consumption and focused on "...the corporate sector in the United States, which has been instrumental in creating unsustainable consumptionist tendencies through the use of excessive advertising strategies."<sup>39</sup> These various famous documents have helped mold capitalistic economies, as we know them today. The next section discusses how entrepreneurs are essential for the perpetuation of capitalism in the global economy.

### Entrepreneurs in a Global Economy

An entrepreneur is "a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk."<sup>40</sup> Entrepreneurs now must work within a global economy, which precludes the fact that the entrepreneur must be aware of the global economy and how it might affect his or her market of interest.

Capitalism and entrepreneurship go hand in hand. In other words, without either, neither would flourish. There is a direct link between the entrepreneur and the economy. Entrepreneurs play a crucial role in the survival of an economy.<sup>41</sup> Entrepreneurs are like the gas in a car. Without the gas, a car cannot go anywhere. Without the entrepreneur, an economy cannot grow and prosper. Baron believes, regarding the growth of capitalism, "...that a key driver of all this change (over the years) has been the ideas created by individuals who then, through a long and complex process, converted them into real products, services or means of production."<sup>42</sup> With this consideration and thought, it is apparent that successful entrepreneurs are the link to a growing economy.

Entrepreneurship is defined as "the application of human creativity, ingenuity, knowledge, skills, and energy to the development of something new, useful, and better than what currently exists—something that creates some kind of value (economic, social, or other)."<sup>43</sup> It takes many factors to align appropriately for the entrepreneur's idea to become successful such as various needed skills, personal characteristics, climate of markets and competitors, technology, government policies, to name a few.<sup>44</sup>

"Entrepreneurs need access to resources and markets to succeed, and this is where national policies play a vital role...Entrepreneurship is essential to a growing economy in large part because its innovations create demand for new products and services that were not previously available."<sup>45</sup>

Today, it is imperative that entrepreneurs take into consideration an analysis of the global market for their endeavors to become successful. As global capitalism grows, the entrepreneur must answer questions such as how much government intervention is appropriate to support individual entrepreneurship, what resources are available, and for how long will the resources be available. Entrepreneurs must also consider other factors regarding natural resource consumption, corruption, technology, current communication tools, and intellectual property issues.<sup>46</sup> The next section offers a summary of the content and unit objectives.

### Putting It All Together...

As mentioned in the previous sections, the capitalistic government plays a large part in an economy's success as well as the success of the entrepreneur. Many countries have embraced capitalism as a viable economy in order to be productive and prosper while meeting the needs of its citizens. One may speculate that it takes an entrepreneur for an economy to change from a developing country to a developed country. For example, it takes an entrepreneur who understands the resources at hand to create a market that is sustainable given certain variables and environment. The competitive nature of a capitalistic market fuels the entrepreneur's creativity.

Studying the existence and history of capitalism as a unit for the eighth grader will give the student a greater awareness of his or her surroundings and potential for success. Exploration of the different money markets fosters the development of entrepreneurial goals. With this knowledge, students will be able to make educated decisions for future career endeavors. The next section describes various student vocabulary terms and concepts for this unit.

### Terms and Concepts

Table 1 states basic terms and concepts that the eighth grade student will need to learn to understand the scope of this unit.

*Table 1-Terms and Concepts*

<b>Term</b>	<b>Definition</b>
Capital	“Capital refers to financial assets or the financial value of assets, such as cash and funds held in deposit accounts, as well as the tangible machinery and production equipment used in environments such as factories and other manufacturing facilities.” <sup>47</sup>
Capitalism	“Capitalism is essentially the investment of money in the expectation of making a profit...” <sup>48</sup>
Competition	“the act of competing; rivalry for supremacy” <sup>49</sup>

Economy	“The management of the resources of a community, country, etc., especially with a view to its productivity.” <sup>50</sup>
Entrepreneur	“A person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk.” <sup>51</sup>
GDP	Gross domestic product. “Gross domestic product (GDP) is one of the primary indicators used to gauge the health of a country's economy. It represents the total dollar value of all goods and services produced over a specific time period.” <sup>52</sup>
Labor	“Productive activity, especially for the sake of economic gain...the body of persons engaged in such activity, especially those working for wages.” <sup>53</sup>
Market	“The field of trade or business.” <sup>54</sup>
Money	“Any circulating medium of exchange, including coins, paper money, and demand deposits.” <sup>55</sup>
Production	“The creation of value; the producing of articles having exchange value.” <sup>56</sup>
Profit	“...Gain resulting from the employment of capital in any transaction.” <sup>57</sup>

The next section offers instructional implementation to convey the knowledge of this unit to the eighth grade student.

## **Instructional Implementation**

### Teaching Strategies

Teachers may implement strategies to facilitate student learning according to student need and assessment. Great effort should be made to offer many options for knowledge to be shared and absorbed depending upon the students’ learning styles. Gardner (1983) proposed seven different learning styles as follows: *Auditory/Musical*, *Visual/Spacial*, *Physical/Kinesthetic*, *Verbal/Linguistic*, *Intrapersonal/Solitary*, *Interpersonal/Social*, and *Logical/Mathematical*.<sup>58</sup> Activities and assessment data allow teacher flexibility and input depending upon the culture of the classroom. The following lessons and activities address each learning style throughout the unit. Therefore, all students have an equal opportunity to acquire the objectives of the unit.

### Lessons/Activities

The activities for this unit require, in total, approximately five, 90-minute classes in order for completion. The activities take into account the seven different learning styles as proposed by Gardner. The unit plan incorporates online global economic games to facilitate differentiation and offers enrichment within the unit. A schedule for each day

allows chunking and scaffolding of learning material that is highly appropriate for middle school students. Appendix 2 lists the required materials and supplies. Appendix 2 lists teacher and student resources.

The activities below answer the following essential questions:

- What is an economic system?
- What are the different economies that exist on our world?
- What are the basic characteristics of the different economies?
- What is Gross Domestic Product (GDP)?
- What is a market/mixed economic system?
- What is a command economic system?
- What is a traditional economic system?
- What is capitalism?
- What are the characteristics of a first world country?
- What are the characteristics of a third world country?

### *Day One*

*Auditory/Musical:* Discuss four types of economic governments as a group. Give examples and basic characteristics of each type. Relate various terms for understanding the unit. Point out that the class will be studying capitalism for entrepreneurs in depth.

Suggestion: Utilize Power Point presentation created by teacher and create a crossword puzzle using terms and definitions needed to understand unit. Include a short introductory video 2:19 minutes on [www.youtube.com](http://www.youtube.com) titled “Entrepreneurs Can Change the World” located at <https://www.youtube.com/watch?v=T6MhAwQ64c0>.

Homework assignment: complete crossword puzzle on terms and definitions.

Set students up to play an online global economic game called “Where in the World & What in the World is Money?” located at <http://www.imf.org/external/np/exr/center/students/money/index.htm>. The game covers the significance of money exchanges that may be in the form of gold, paper, or services, depending upon the time and culture of the moment. Students read a scenario to analyze and then offer an appropriate exchange of value. The game may take as long as 15-20 minutes. Option: To ensure total participation, go through the game as a group discussing the various options for each try.

Have students play online game regarding monetary functions called Monetary Mania located at <http://www.imf.org/external/np/exr/center/quiz/mm/index.aspx>. Money

Mania offers students a higher level of critical thinking about money and its purpose around the world. After selecting a character, scenarios prompt the student to consider various functions of money throughout the world. The game takes about 30 minutes to complete.

### *Day Two*

Discuss the different economic aspects of countries; give examples such as main products and resources. Include pictures from Google images for visualization of particular aspects. Point out differences between developing and developed countries.

Suggestion: Create a slide show of pictures for ease of presentation.

Divide students into two to four groups to choose one of the two options below:

1. *Visual/Spacial*: Have students create a poster depicting a single country's economic government (Materials: Poster board, magazines, markers, glue). Students may utilize the Internet to research their country.
2. *Physical/Kinesthetic*: Have students create a poster including the four different economic governments (Materials: Poster board, magazines, markers, glue). Students may utilize the Internet to research the governments.

Ask students to present their posters to their classmates over the last 30 minutes of class.

### *Day Three*

*Verbal/Linguistic, Intrapersonal/Solitary, and Interpersonal/Social*: Discuss related topics, terms, and concepts.

Divide students into groups of two-four students. Have each group research five aspects of a different country (population, natural resources, major products produced, money system, and GDP). Ask students to present the data describing their country's economic aspects.

Suggestion: Create a rubric for researching specific economic aspects of countries including possible websites from which to gather data. Students may type this data into MS Word and present as a group for participation credit. For example, include in the rubric research prompts such as the following:

What is your country's population?

What is your country's natural resources?  
What type of government does your country support?  
What is your country's average income per person?  
What is your country's GDP?

The activities below answer the following essential questions:

How is capitalism implemented in productive, first world countries?  
Why are developing, third world countries poor?  
Why do developing, third world countries stay poor?  
Can capitalism improve developing countries?  
If so, in what way? If not, why not?  
Does capitalism in first world countries affect third world countries?  
How does capitalism affect an entrepreneur?

#### *Day Four*

*Logical/Mathematical:* Analyze how a developing or productive country manages its market system utilizing the website [www.cia.gov/library/publications/the-world-factbook/index.html](http://www.cia.gov/library/publications/the-world-factbook/index.html) for data. Utilize the rubric for this activity located at [http://www.econedlink.org/lessons/docs\\_lessons/322\\_wkst1.pdf](http://www.econedlink.org/lessons/docs_lessons/322_wkst1.pdf).

Discuss the process of how an entrepreneur depends upon a market/capitalist economy for a successful career. Discuss the limitations or benefits that one type of economy might present versus another type of economy for an entrepreneur or a country to be successful.

#### *Day Five*

Summary, review, and quiz. Summarize data gathered throughout the unit. Review related terms and concepts with open discussion questions. Discuss ideas and possibilities for developing countries to become more productive and successful eliminating poverty and hunger. Suggest students take notes as they discuss these issues.

Create and administer a quiz of about 25 questions that adequately assesses the data that the students learned in the classroom throughout this unit.

Allow students to complete any online or daily activities that would require additional time for any reason.

The next section conveys the assessment plan for this unit.

## Assessment Plan

Assessment is a way to determine if a student is completing assignments in a timely manner and if learning is taking place. Students may receive grades from the following assignments to assess each student for goal attainment:

- Homework assignment, crossword puzzle of unit terms, completed from *day one*.
- Poster created according to rubric created by teacher from *day two*.
- MS Word document completed and printed answering research prompts created by teacher from *day three*.
- Comparative chart completed accurately from *day four*.
- Teacher made quiz of about 25 questions highlighting key factors, terms, and purpose of unit completed from *day five*.

## Conclusion

This curriculum unit on capitalism offers the eighth grade student in the NC CTE EBME course an opportunity to learn the basic tenets of capitalism. In addition, the unit presents how capitalism renders the entrepreneur opportunities for success in an economy. Critical thinking will take place in the various activities of this unit. Students will become more knowledgeable of the concept of capitalism and that different economies affect countries in various ways. For higher-level thinking, students will compare three different countries, analyze their differences, and make suggestions as to how each country might improve their economic systems. For enrichment, students will also engage in interactive online games representing the money systems of the past and present. Ultimately, students will understand the process of how an entrepreneur depends upon a market/capitalist economy for a successful career. Students will also gain an understanding of the limitations or benefits that one type of economy might present versus another type of economy for an entrepreneur to be successful.

Lindblom writes that government has two subsidiary roles in the economy as follows: 1) to establish legal foundations in which the market system can operate; and 2) government is more of a regulator and the society is to regard it with suspicion.<sup>59</sup> These two factions (with the efforts of entrepreneurs) are necessary for a country to be productive and successful. As President Johnson wrote in his letter to Congress on March 16, 1964, "Poverty is deeply rooted and its causes are many."<sup>60</sup> Capitalism offers opportunity for governments to eradicate poverty through the efforts of entrepreneurs. Ultimately, students will walk away from this unit with a better understanding of capitalism for entrepreneurs and how a country can become more productive, negating the enslavement of poverty. The following pages are the appendixes, bibliography, and endnotes related to this curriculum.



**Appendix 1-Teaching Standards**  
**REVISED COURSE BLUEPRINT - June 2016**

NEW Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Local Use	Course Weight	RBT Designation	Integrated Skill Areas	Core Supp
1	2	3	4	5	6	7
<b>New Course #</b>	<b>BU202YB EXPLORING ECONOMIC SYSTEMS</b>					
			<b>16%</b>	<b>B2</b>	<b>SS</b>	<b>Core</b>
BU1.00	<i>Compare different types of economic systems: traditional, free enterprise, command, mixed.</i>		4%	B2	SS	Core
	UNIT 1.01: Economics UNIT 1.02: Economic Systems <ul style="list-style-type: none"> <li>• Traditional Economy</li> <li>• Free Enterprise or Market Economy</li> <li>• Command Economy</li> </ul>					
BU 2.00	<i>Interpret supply and demand graphs.</i>		4%	B2	SS	Core
	UNIT 2.01: Lemonade Stand UNIT 2.02: Supply and Demand					
BU3.00	<i>Explain how the Federal Reserve, stock market and E-commerce impact the U.S. economy.</i>		5%	B2	SS	Core
	UNIT 3.01: Federal Reserve UNIT 3.02: Stock Market					
BU4.00	<i>Understand the United States economic system.</i>		3%	B2	SS	Core
	UNIT 4.01: e-Commerce UNIT 4.02: Finance and Investment					

**Exploring Business, Marketing, and Entrepreneurship-**

**Course Name: Exploring Economic Systems**

**Course Number: BU202YB**

**Recommended Maximum Enrollment: 26**

**Recommended Hours of Instruction: 45 - 90**

**Prerequisite: None**

## **Appendix 2**

### **Materials and equipment needed for delivery of unit, worksheets, and power point.**

Equipment: Computers for each student and teacher, printer and printer paper, Internet access, projector.

#### *Day One*

Teacher will create Power Point to represent the four types of economic systems for discovery and discussion.

Teacher will create crossword puzzle for unit terms.

Students will access computers to play related online games.

#### *Day Two*

Teacher will gather images from Google images and create a slide show for presentation.

Materials: Poster board, magazines, markers, glue.

#### *Day Three*

Teacher will create rubric for students to research various economic aspects including possible websites from which to gather data about specific countries.

Students will access computers to create MS Word document then print.

#### *Day Four*

Teacher will access link to print comparative analysis worksheet of three countries to give to each student at [http://www.econedlink.org/lessons/docs\\_lessons/322\\_wkst1.pdf](http://www.econedlink.org/lessons/docs_lessons/322_wkst1.pdf).

Students will access computers to research the World Fact Book site at <https://www.cia.gov/library/publications/the-world-factbook/index.html> and complete printed handout.

#### *Day Five*

Teacher will create quiz.

## **Student Resources**

<https://www.cia.gov/library/publications/the-world-factbook/index.html>, Retrieved October 30, 2016.

<http://www.imf.org/external/np/exr/center/quiz/mm/index.aspx>, Retrieved June 11, 2016.

<http://www.imf.org/external/np/exr/center/students/money/index.htm>, Retrieved October 30, 2016.

## **Teacher Resources**

[http://www.econedlink.org/?gclid=CMrR1-eIoc0CFUg8gQod\\_bgKJg](http://www.econedlink.org/?gclid=CMrR1-eIoc0CFUg8gQod_bgKJg), Retrieved June 11, 2016.

Related lesson plans for teachers.

[http://www.econedlink.org/lessons/docs\\_lessons/322\\_wkst1.pdf](http://www.econedlink.org/lessons/docs_lessons/322_wkst1.pdf), Retrieved October 23, 2016.

<http://www.econedlink.org/teacher-lesson/322/Comparative-Economic-Systems>  
Retrieved October 23, 2016.

<http://www.imf.org/external/>, Retrieved June 11, 2016.

<http://www.imf.org/external/pubs/cat/longres.aspx?sk=18533.0>, Retrieved June 11, 2016.

Related lesson plans for teachers.

<http://www.imf.org/external/pubs/ft/fandd/basics/index.htm>, Retrieved October 23, 2016.

<https://www.youtube.com/watch?v=T6MhAwQ64c0>, Retrieved November 15, 2016.

<http://www.wisegeek.org/what-is-keynesian-economics.htm>, Retrieved September 24, 2016.

## Bibliography

- Baron, Robert A. *Enhancing Entrepreneurial Excellence*. Massachusetts: Edward Elgar Publishing, Inc., 2013.  
“This innovative volume tackles the complex question of entrepreneurial success, identifying the essential tools necessary for converting ideas into reality and offering concrete means for acquiring and strengthening those tools.”
- Cowling, Keith, Stephen P. Dunn, and Philip R. Tomlinson. “Global imbalances and modern capitalism: A structural approach to understanding the present economic crisis.” *Journal of Post Keynesian Economics*, 33, no. 4 (2011). 575-596.  
“This paper explores the structural causes of these imbalances that underpin the current global economic crisis.”
- Epping, Randy Charles. *A Beginner’s Guide to the World Economy*. New York: Vintage Books, 1992.  
This book answers many basic questions regarding economics and would be very helpful to explain any questions the students might ask.
- Fulcher, James. *Capitalism, a Very Short Introduction*. New York: Oxford University Press, 2015.  
“This book explores the origins, forms, and crisis tendencies of capitalism and discusses possible alternatives, including socialism, communal and cooperative ventures, and options proposed by environmentalists.”
- Gardner, Howard. *Multiple Intelligences*. <http://multipleintelligencesoasis.org>  
*Retrieved September 21, 2016.*  
This website describes the various learning styles of students.
- Joffe, Josef. *The Myth of America’s Decline*. New York: Liveright Publishing Corp., 2014.  
This book describes “Declinism” as a political strategy to evoke fear and compliance while Joffe shares how America is not in a state of decline.
- Johnson, Lyndon B. *Proposal for a Nationwide War on the Sources of Poverty*. Special message to Congress, “War on Poverty” March 16, 1964, <http://legacy.fordham.edu/halsall/mod/1964johnson-warpoverty.html>.  
This document is a proposal written to Congress by President Johnson to evoke war on poverty suggesting various actions.
- Kressel, Henry and Thomas V. Lento. *Entrepreneurship in the Global Economy*. New York: Cambridge University Press, 2012.

“This book addresses the crucial issue of state planning vs. free enterprise and examines specific problems surrounding entrepreneurship in the global economy through nine case histories of entrepreneurial companies. It also looks at how and why government gets involved in economic growth and how entrepreneurs contribute to economic value. Based on this analysis, the authors argue that companies can succeed, even in controlled economies, by understanding the customs and policies of countries where they do business.”

Lindblom, Charles Edward. *The Market System: What it is, How it Works, and What to Make of it*. New Haven: Yale University Press, 2001.

“This clear and accessible book answers this question, then explains how it works and what it can and cannot do. Lindblom, writing in nontechnical language for a wide general audience, offers an evenhanded view of the market system and its prospects for the future.”

Marx, Karl and Frederick Engels. *Manifesto of the Communist Party. Marx/Engels Selected Works, Vol. One*. Moscow: Progress Publishers, 1969.

This joint venture by Marx and Engels addressed a mass movement with historical significance, which exemplified the Communist Party.

North Carolina Career and Technical Education Essential Standards,

<http://www.ncpublicschools.org/docs/cte/curriculum/essential-standards.pdf>.  
*Retrieved September 19, 2016.*

Teachers use these standards to teach Career and Technical Education courses in North Carolina.

Paul VI, Pope. “*Populorum Progressio*” (*The Development of Peoples*). Encyclical of Pope Paul VI, March 26, 1967.

This article, written by a pope on “Catholic social thought (CST), looks at economic development from the broader framework of authentic human development. It is only by viewing both man's dignity and his social nature that we include the full nature of the human being.”

Sachs, Jeffrey. *Twentieth-century Political Economy: A Brief History of Global Capitalism*. Oxford Review of Economic Policy, Vol. 15, No. 4. Oxford: Oxford University Press, 1999.

“This paper provides a brief account of the emergence of global capitalism, and discusses some of the reasons why the diffusion of capitalism has been so conflictual and violently contested.”

Smith, Adam. *An Inquiry into the Nature and Causes of the Wealth of Nations*. 1776. Extracted from <http://www.marxists.org/reference/archive/smith-adam/works/wealth-of-nations/>. *Retrieved October 23, 2016.*

This article "...is an account of economics at the dawn of the Industrial Revolution, as well as a rhetorical piece written for the generally educated individual of the 18th century -advocating a free market economy as more productive and more beneficial to society. The book is often considered to have laid the basic groundwork for modern economic theory."

<https://www.cia.gov/library/publications/the-world-factbook/index.html>. Retrieved October 30, 2016.

Students use this site to research various characteristics of countries.

[http://schools.cms.k12.nc.us/northwestHS/Documents/NWSA\\_SIP1516finalREVIS\\_EDqtr3.pdf](http://schools.cms.k12.nc.us/northwestHS/Documents/NWSA_SIP1516finalREVIS_EDqtr3.pdf). Retrieved October 23, 2016.

This site is the source of demographic data of students at Northwest School of the Arts.

<http://www.dictionary.com>. Retrieved October 23, 2016.

This site describes the various terms used for this unit.

<http://www.dictionary.com/browse/imperialism>. Retrieved November 16, 2016.

This site describes imperialism for this unit.

[http://www.econedlink.org/?gclid=CMrR1-eIoc0CFUg8gQod\\_bgKJg](http://www.econedlink.org/?gclid=CMrR1-eIoc0CFUg8gQod_bgKJg). Retrieved June 11, 2016.

This site is a teacher resource and offers related economic lessons.

[http://www.econedlink.org/lessons/docs\\_lessons/322\\_wkst1.pdf](http://www.econedlink.org/lessons/docs_lessons/322_wkst1.pdf). Retrieved October 23, 2016.

This site is a teacher resource and offers related economic lessons.

<http://www.econedlink.org/teacher-lesson/322/Comparative-Economic-Systems>. Retrieved October 23, 2016.

This site is a teacher resource and offers related economic lessons.

<http://www.edutopia.org/multiple-intelligences-research>. Retrieved June 11, 2016.

This site relates the various multiple intelligences by Gardner.

<http://www.imf.org/external/>. Retrieved June 11, 2016.

This site is a teacher resource and offers related economic information and lessons.

<http://www.imf.org/external/np/exr/center/quiz/mm/index.aspx>. Retrieved October 30, 2016.

Students use this site to play an interactive online game about money.

<http://www.imf.org/external/np/exr/center/students/money/index.htm>. Retrieved June 11, 2016.

Students use this site to play an interactive online game about money.

<http://www.imf.org/external/pubs/cat/longres.aspx?sk=18533.0>. Retrieved June 11, 2016.

This site is a teacher resource and offers related economic information and lessons.

<http://www.imf.org/external/pubs/ft/fandd/basics/index.htm>. Retrieved October 23, 2016.

This site is a teacher resource and offers related economic information and lessons.

<http://www.investopedia.com>. Retrieved October 30, 2016.

This site describes the various terms used for this unit.

<http://www.investopedia.com/ask/answers/199.asp>. Retrieved November 12, 2016.

This site describes the various terms used for this unit.

<http://www.investopedia.com/terms/m/milton-friedman.asp>. Retrieved October 30, 2016.

This site describes the various terms used for this unit.

<http://www.wisegeek.org/what-is-keynesian-economics.htm>. Retrieved September 24, 2016.

This site is a teacher resource and offers related economic information and lessons.

<https://history.state.gov/milestones/1989-1992/collapse-soviet-union>. Retrieved November 16, 2016.

This site describes the collapse of the Soviet Union.

<https://www.youtube.com/watch?v=T6MhAwQ64c0>. Retrieved November 15, 2016.

The teacher may use this site to introduce the unit and stimulate student interest.

## Notes

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- <sup>1</sup> NC CTE Essential Standards, p. 21.
- <sup>2</sup> Ibid., p. 38.
- <sup>3</sup> Fulcher, p. 15.
- <sup>4</sup> [http://schools.cms.k12.nc.us/northwestHS/Documents/NWSA\\_SIP1516finalREVISEDqtr3.pdf](http://schools.cms.k12.nc.us/northwestHS/Documents/NWSA_SIP1516finalREVISEDqtr3.pdf), p. 11.
- <sup>5</sup> Fulcher, p. 18, 25, 34-35.
- <sup>6</sup> Ibid., p. 2.
- <sup>7</sup> Baron, p. 29.
- <sup>8</sup> Fulcher, p. 81.
- <sup>9</sup> Sachs, p. 91.
- <sup>10</sup> Marx and Engels, p. 13.
- <sup>11</sup> Fulcher, p. 23.
- <sup>12</sup> Sachs, p. 91-92.
- <sup>13</sup> Fulcher, p. 28.
- <sup>14</sup> Ibid., p. 32.
- <sup>15</sup> Ibid., p. 30.
- <sup>16</sup> <http://www.dictionary.com/browse/imperialism>
- <sup>17</sup> Fulcher, p. 39.
- <sup>18</sup> Ibid., p. 26.
- <sup>19</sup> Ibid., p. 39.
- <sup>20</sup> Ibid., p. 43.
- <sup>21</sup> Ibid., p. 50-51.
- <sup>22</sup> Ibid., p. 41.
- <sup>23</sup> Ibid., Chapter 4.
- <sup>24</sup> <https://history.state.gov/milestones/1989-1992/collapse-soviet-union>
- <sup>25</sup> Fulcher, p. 81.
- <sup>26</sup> Ibid., p. 116.
- <sup>27</sup> Joffe, p. 264.
- <sup>28</sup> Fulcher, p. 123.
- <sup>29</sup> Paul
- <sup>30</sup> Smith, book IV, chapter 7.
- <sup>31</sup> Epping, p. 87.
- <sup>32</sup> Ibid.
- <sup>33</sup> Cowling, Dunn, and Tomlinson, p. 592-593.
- <sup>34</sup> Smith
- <sup>35</sup> Marx and Engels, p. 37.
- <sup>36</sup> <http://www.wisegEEK.org/what-is-keynesian-economics.htm>
- <sup>37</sup> <http://www.investopedia.com/terms/m/milton-friedman.asp>
- <sup>38</sup> Paul
- <sup>39</sup> Cowling, Dunn, and Tomlinson, p. 575.
- <sup>40</sup> <http://www.dictionary.com>
- <sup>41</sup> Baron, p. 2



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- <sup>42</sup> Ibid., p. viii.  
<sup>43</sup> Ibid., p. 2-3.  
<sup>44</sup> Ibid., p. 73.  
<sup>45</sup> Kressel and Lento, p. 6.  
<sup>46</sup> Ibid., p. 73, 77.  
<sup>47</sup> <http://www.investopedia.com>  
<sup>48</sup> Fulcher, p. 2.  
<sup>49</sup> <http://www.dictionary.com>  
<sup>50</sup> Ibid.  
<sup>51</sup> Ibid.  
<sup>52</sup> <http://www.investopedia.com/ask/answers/199.asp>  
<sup>53</sup> Ibid.  
<sup>54</sup> Ibid.  
<sup>55</sup> Ibid.  
<sup>56</sup> Ibid.  
<sup>57</sup> Ibid.  
<sup>58</sup> Gardner  
<sup>59</sup> Lindblom, p. 256-257.  
<sup>60</sup> Johnson, p. 2.