Pursuit!

On the trail of economic growth

Teachers' Guide

FEDERAL RESERVE
BANK OF BOSTON™

Contents

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Introduction

Welcome to the Teachers' Guide for **Pursuit!** ***On the trail of economic growth***, an interactive learning game from the Federal Reserve Bank of Boston. This guide provides:

- general background information and pre-game **prep materials**,
- correlation of content to specific **educational standards**,
- **tips and suggestions** for maximizing student learning,
- a ready-made **lesson plan** for incorporating the game into your economics/financial literacy curriculum, and
- links to additional **resources** on game-related topics for extended study.

A glossary of **Terms & Definitions** is provided separately.

Created with both teachers and students in mind, **Pursuit!** helps players understand the basics of economic growth—what factors cause growth to occur; how productivity growth raises living standards; and how individuals, simply through the effects of their decision-making, contribute to the economy's overall expansion.

Students of all ages absorb information better and retain it longer when they are interested in the topic or engaged in the learning process. Thus, in a shameless appeal to our youthful audience (kids 12 to 100), we've disguised our lessons on economic growth in the form of a fun, search-style game—complete with animated characters, funny sound effects, and a pinch of humor now and then for good measure.

Ultimately, we value your comments and opinions about **Pursuit!**, and we use these both to help us gauge its effectiveness and to guide us in designing future educational products. Teachers are encouraged to use the forms in the online guide's **Questions, Comments & Ideas** section to share your thoughts about the game, as well as your creative suggestions for teaching with **Pursuit!** We also request that teachers **ask students to complete the brief, online feedback form** provided at the end of each trail.

We think teachers will enjoy using **Pursuit!** in the classroom. And we hope **Pursuit!**'s carefully crafted recipe for "edutainment" will whet students' appetite for economic growth, make the lesson palatable, and help it stick to their ribs like hot "chowda" on a cold New England day!

Pursuit!

On the trail of economic growth

Background & Prep Materials

These materials may be helpful to teachers preparing to use **Pursuit!** in the classroom. We also recommend visiting the **Terms & Theory** section of the Adventure web site's "Especially for Teachers" page *(http://www.economicadventure.org/teachers/termstheory.cfm)*, for more reference sources on economic growth and standard of living.

Detailed Game Description

While taking in a bit of New England history, players learn to identify the major factors that contribute to economic growth and develop an understanding of how growth affects living standards. With a general theme of going on a quest or "pursuit," players travel the Timeline of Key Economic Events in New England (*http://www.economicadventure.org/timeline/index.cfm*) in search of the answers to questions that illustrate how growth occurs. Players scroll through the timeline and read the full-text entries, as needed, to find the answers. Also, players are accompanied through the game by an animated character guide of their choosing. These amusing guides—Inventor, Scientist, Teacher, Entrepreneur, Banker, and Uncle Sam—embody 6 major factors of economic growth, and they respond to players' answers, congratulating or encouraging them as appropriate and providing detail about their own role in promoting economic growth.

The game begins when a player launches the first of 8 multiple-choice questions designed to highlight the ingredients of economic growth. There are 24 questions in all, divided into 3 "trails" of 8 questions each. The trails may be played independently if time is limited. Each trail explores a different time period in New England history, and each is scored individually as a single game. Players may select the trails in any order and play as many times as they wish. As each of the guides represents a major factor of growth, **it is recommended that players explore all 3 trails more than once and let themselves be guided by all 6 characters.**

After an answer to a question is submitted, the player's chosen guide offers congratulations for a correct answer or encouragement for an incorrect answer. The correct answer is then displayed, along with a tidbit of relevant information (answer text), for reinforcement. If the player answers incorrectly, this answer text also contains a hyperlink to the timeline entry(ies) from which the question was drawn. As players proceed through the questions, their score is displayed on screen and updated each time an answer is submitted.

Once during the course of each trail—automatically after a player gets 3 correct answers—players are shown a "supplemental dialogue" animation, in which their guide speaks in more detail about the factor he or she represents and the role of this factor in creating economic growth. These supplemental dialogues are designed to get players thinking about how growth occurs and to help them realize that all individuals contribute to the growth process with their daily decision-making. Each guide has

a different supplemental dialogue for each of the game's 3 trails.

When all questions in a trail have been answered, the guide comments on the player's achievement, based on the final score. As incentive for good performance, players who achieve the game's highest possible score—7 or 8 correct answers—get to see a "special trick" animation, in which their guide celebrates their victory in a fun, festive way. All players then have the option to print a personalized "certificate of completion" as a souvenir of their timeline search adventure.

Game Guides

There are 6 different animated character guides to choose from with diverse personalities and ethnicities. Each guide represents 1 of the major factors of economic growth.

During each game, **the guides perform certain tasks:**

- **introduce themselves** and talk briefly about how the factors they represent contribute to a growing economy. Example: The inventor says, "Hello, I'm Spencer the Inventor, and the ideas I develop into new products and technologies help make you more productive at work, make your life easier at home, and free up more of your time for leisure!"
- **thank player** when selected as the game guide. Each guide says thanks for being picked in a unique way. Example: The Inventor says, "Hey, you picked me—great idea!" The Entrepreneur says, "Thanks for taking a risk on me!"
- **congratulate or encourage player** after each question is answered.
- **comment on player's final score** at the end of each trail. Each guide has 4 possible score comments, ranging in tone from encouraging to exuberant. Also, as an extra reward ONLY for players who answer at least 7 out of 8 questions correctly, the guides perform a "special trick" at the end to celebrate. This helps motivate players to pay attention and do their best, in order to view their guide's special trick.
- **appear on the reward certificate**. Following the guide's final comments, players may print a personalized certificate of completion that includes their name (as they entered it), the date, trail played, final score and a picture of their chosen guide. This certificate is a souvenir, but it may also be used to document completion of a trail and final score if the game is assigned as a homework or independent study activity.

Spencer the Inventor represents innovations and technological advances

Brooke the Banker represents financial resources

Selma the Scientist represents scientific discoveries and advances in health

Trevor the Entrepreneur/ Venture Capitalist represents a willingness to take risks on new ideas and businesses

Ms. Thomas the Teacher represents an educated workforce

Uncle Sam represents government's role in maintaining financial stability and promoting economic growth

Guide Dialogue Scripts

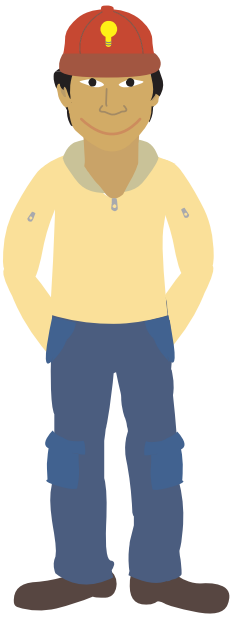
Spencer the Inventor

Introduction:

Hi, I'm Spencer, and I'm an inventor—I guess you could also call me an innovator. How do I contribute to a thriving economy? Well, the ideas I develop into new products and technologies help make all of us more productive at work, make our lives easier at home, and give us more time for leisure—you know, free time to do what we want!

Thanks:

So, you picked me—great idea! Now let's see how your beautiful mind works . . .



Supplemental Dialogue 1:

Did you know that inventors make the economy more productive? We find ways to do things faster and more efficiently so people can produce things in less time, with less effort, and at less cost.

Supplemental Dialogue 2:

Did you know that inventing is kind of like solving a puzzle? As an inventor, I study how things work and then use my mind and a little creativity to find ways to improve them. My inventions let people do things better, at less cost, and maybe have more fun, too.

Supplemental Dialogue 3:

Did you know that having lots of inventors, like me, is one of the greatest strengths of the U.S. economy? Because of our innovations, U.S. companies can produce new and better products all the time, and produce them more cheaply. Our ideas give the United States one of the most competitive economies in the world.

Congratulations for Correct Answers:

1. Whoa! Solved that one.
2. Way to go!
3. Right on target!
4. That was *supertastic*! Totally *magnabulous*!
5. Brilliant!

Encouragements for Incorrect Answers:

1. Let's try again.
2. C'mon, don't give up!
3. Oh, so close!

Game Finale/Score Presentation:

for 0-2 correct answers:

Hmm. Not so *splendificent*. Is your bulb out? Here, take mine—I've got lots! Now can you see the Timeline? The answers are right there, you know. I'm sure you'll have better luck next time!

for 3-4 correct answers:

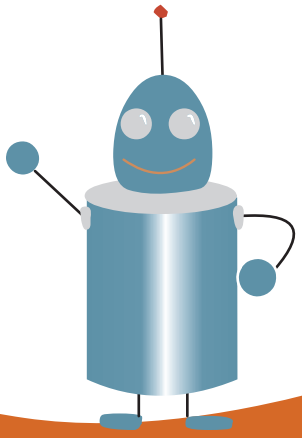
OK, not quite there yet, but you're definitely on the path to understanding economic growth. So, why not give the game another try?

for 5-6 correct answers:

Hey, check it out! Nice going. You're well on your way to understanding how economic growth works. Way to use that beautiful mind!

for 7-8 correct answers:

You did it! Just look at that sweet score! You totally get economic growth! I knew you had it in you. *Outstanderrific* job!

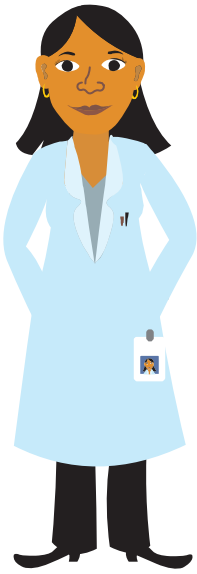


Selma the Scientist

Introduction:

Hey. I'm Selma, and my passion is science. Oh, and this is Darwin my lab assistant (Darwin: Hola!). I suppose you might be wondering what role a scientist plays in a healthy economy and rising living standards. Good question. The answer is that my research leads to important discoveries that help us understand the world around us, and to medical and technological advances that directly affect our health, safety, how long we live, and the general quality of our lives.

Thanks:



Looks like your research proved the obvious—I'm the best guide! So, let's get on with the experiment . . . oops . . . I mean game!

Supplemental Dialogue 1:

Did you know that advances in science are helping us learn how to live progressively cleaner, more efficient, more environmentally conscious lives? For example, when we try to find new ways to conserve our natural resources—such as developing alternative fuels—we help both our planet's health, by using up these resources at a slower pace, and our country's economic health, by diversifying our supplies of energy.

Supplemental Dialogue 2:

Did you know that the sciences of health and medicine are helping to increase our life spans with each generation? Discoveries, such as vaccines and new drugs that help prevent or treat diseases, coupled with scientific studies that lead to guidelines for healthy living, have resulted in the highest average life expectancy ever in the U.S.! And this makes for a stronger, healthier workforce with fewer productivity losses due to chronic illness.

Supplemental Dialogue 3:

Did you know that science is at the root of the technologies shaping how we live now and in the future? One example is the development of high-performance textiles created from materials like polyester, stainless steel, carbon, and fiberglass. With properties such as superior strength, elasticity, or stain, heat, or impact resistance, these "engineered" fibers have replaced natural ones in many everyday items, and have found vital uses in a broad range of industries, including apparel, aerospace, energy generation, fire protection, medicine, defense, and sports.

Congratulations for Correct Answers:

1. (Darwin) Eureka! (Scientist) Found it!
2. Quite promising!
3. No disputing those findings.
4. Keep up the good work!
5. (Scientist) Breakthrough! (Darwin) Wow!

Encouragements for Incorrect Answers:

1. Back to the drawing board!
2. Time to focus.
3. Concentrate!

Game Finale/Score Presentation:

for 0-2 correct answers:

Hmm. (Darwin: tsk, tsk, tsk.) Definitely NOT the result I expected. Well, if at first you don't succeed . . . (Darwin: try again!)

for 3-4 correct answers:

Mmmm. Not "terrible." I think you need to do a little more research, though. Give it another shot!

for 5-6 correct answers:

Hey! Now those are promising results. You're on the verge of fully discovering how economic growth works . . . keep at it!

for 7-8 correct answers:

Most impressive! (Darwin: smooth!) You've made significant strides in your quest to understand economic growth. Congratulations on the really fine work!

Ms. Thomas the Teacher

Introduction:

How do you do? My name is Ms. Thomas, and I'm a teacher. Now, let me see a show of hands please . . . who can tell me how a good teacher, like yours truly, makes a meaningful contribution to economic growth? Yes, you there in the front! That's right! Teachers have an awesome responsibility not only to impart knowledge, but also to spark curiosity and inspire a love of learning in their students—who are, themselves, the future workforce. And everyone knows that a highly motivated, well educated workforce is a key component of a strong, growing economy!

Thanks:

Oooh! Oooh! Pick me! Pardon? Oh, you already did! Well, of course you did! You get to go to the head of the class! Now, let's continue with today's lesson . . . oh . . . er . . . right . . . let the game begin!

Supplemental Dialogue 1:

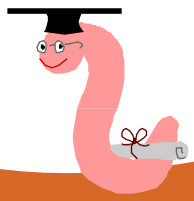
Did you know that education has been shown to increase your chances of personal economic success? That's right—I'm talking about how much money you're able to earn, which determines how high a living standard you're able to afford. It's a fact: workers with college degrees earn an "education premium"—that's the extra money employers are willing to pay highly skilled workers. For example, most economists today agree that just one year of college can raise your earning power by as much as 15 percent, and four years increases earnings potential about 65 percent! So, essentially, the more education you have, the better your chances to realize your full earnings potential and "live large!"

Supplemental Dialogue 2:

Now that you understand how education affects earnings, do you know how it affects the economy's growth? Well, the more educated our nation's workforce, the more capable we are of producing highly valued goods and services. This "high-value" output requires workers with creativity, the skills and flexibility to handle rapidly changing technologies, and a willingness to make education a life-long pursuit. Simply put, our economy grows when we find faster, cheaper ways to produce better goods and provide more services. That's how we stay competitive in trade with other countries and cause living standards to rise. And we can achieve this goal ONLY with a highly skilled, well educated workforce.

Supplemental Dialogue 3:

Look, I like you, so let me share some wisdom that will help you now, and later on. If you're going to succeed in this world, you need a good education that includes learning how to manage your money, and understanding how our economy works. It's becoming very clear that people need this knowledge to help them make the smart decisions that make their lives better and consequently contribute to growth. As consumers today, we must prepare ourselves to face with informed confidence a vast sea of choices, an undercurrent of risk associated with those choices, and a rising tide of technological change!



Congratulations for Correct Answers:

1. Exactamundo!
2. Rightarooney!
3. Star pupil!
4. Chalk that one up!
5. You know your stuff!

Encouragements for Incorrect Answers:

1. That was challenging
2. Keep plugging away!
3. Just a hint

Game Finale/Score Presentation:

for 0-2 correct answers:

Did you know this was an "open book" exercise, dear? You might want to focus a bit more attention on the Timeline. How about playing again for some "extra credit?"

for 3-4 correct answers:

Let's see here . . . well, not failing, but not exactly honor roll material either. With just a little more effort, I know you can master the subject of economic growth!

for 5-6 correct answers:

That's a passing score! Good job! You seem to be getting comfortable with the concept of economic growth. I bet you'll ace it next time!

for 7-8 correct answers:

Now that's what I'm talking about! You have an excellent command of how the economy grows and prospers. For a score like that, you get a gold star!

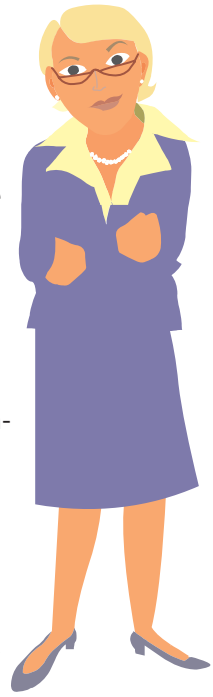
Special Trick Dialogue:

Two! Four! Six! Eight! Who's a teacher that is great! Ahem. You didn't get much wrong, . . . you've got it going on, . . . you did your best, and aced the test, and now your mind is strong! Uh, uh uh uh uh, ah ha! Uh, uh uh uh uh, ah ha! Uh, uh uh uh uh, ah ha! Go player!

Brooke the Banker

Introduction:

Hello! If you know the importance of money, perhaps you'll pick me as your guide. I'm Brooke, and I'm a banker. Bankers take deposits from people and businesses, pay interest on them, and lend that deposit money to other people and businesses. We help people buy homes and businesses to expand, and by doing so, we make money work harder and help our economy grow. Banks also provide checking accounts, savings accounts, ATM and credit cards, and they participate in a massive electronic funds transfer system that makes it possible to move money around the world almost instantaneously. So, you see how our nation's banks provide many services that are vital to a growing economy.



Thanks:

Thanks for the vote of confidence. Rest assured, your "intellectual assets" will grow under my care. My instincts tell me that we'll work well together. Here's to a mutually rewarding partnership!

Supplemental Dialogue 1:

Did you know that many banks have special services for low- and moderate-income home buyers—especially first-time home buyers? A bank in your community is a good place to turn for a loan that meets your financial circumstances. Banks make money on your loan, but they want to be sure you can pay it back too. They will give you advice on how to manage the debt you'll be taking on, and they may be able to offer you a lower-cost loan. It helps our economy grow when you take the plunge and buy a home.

Supplemental Dialogue 2:

Wait—do you have a minute? I'd like you to think about how far we've come in what we

use for money. In our country's early days, private banks in New England each printed their own paper money and got together from time to time so everybody could get back their own currency. Next, the country converted to a single currency printed by the U.S. government, and checking accounts became popular. Now, debit cards, credit cards, and electronic transfers are all the rage. With these changes, transactions have become progressively faster and easier, and our economy functions more smoothly as a result.

Supplemental Dialogue 3:

Bankers and loans to small businesses—did you know that's a powerful combination in making our economy grow? As a banker, I'm proud of what we achieve. Every year, small businesses create many new jobs. Often, these businesses can use bank loans to grow even faster and create even more jobs. Banks may team up with a government agency called the Small Business Administration—or SBA—to make loans that might be too risky without the SBA's backing. This cooperation between us and the SBA is a win/win partnership in promoting economic growth.

Congratulations for Correct Answers:

1. You're doing this well!
2. Nice work!
3. It's obvious you know what you're doing.
4. Well done.
5. That one's in the bank!

Encouragements for Incorrect Answers:

1. Take your time.
2. Not quite right.
3. Make it happen!

Game Finale/Score Presentation:

for 0-2 correct answers:

This game didn't yield the score I was banking on. I'm SURE you can do better. You might want to try this set of questions again some time.

for 3-4 correct answers:

Well, I'll give you some credit, but I certainly see room for improvement. I KNOW you can do better.

for 5-6 correct answers:

Not bad. You're pretty well grounded in the concepts of growth. I would call this a good return on your time investment!

for 7-8 correct answers:

I like these results! You have a solid grasp of how economic growth occurs. I knew our partnership would be productive!

Trevor the Entrepreneur/ Venture Capitalist

Introduction:

Hello! I'm Trevor. I'm an entrepreneur and venture capitalist. This means I take chances both on new businesses and on new business ideas. As an entrepreneur, I like to start new businesses on my own. In my venture capitalist role, if somebody has a good idea for a new product or a new business, I want to hear about it and maybe I'll put some money into it. I'm not always right, but I do my research, and I have good results to show for it.

Thanks:

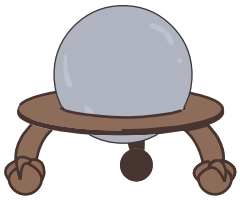
Thanks for taking a risk on me—I think you'll find it pays off. I have a good feeling about you too. Your entrepreneurial spirit and drive will mesh well with mine. Now let's get in the game!

Supplemental Dialogue 1:

Did you know people like me are EEE-sential to our economy? The economy couldn't get along without us. It needs new businesses. That's what I have to offer. Sometimes, as an

entrepreneur, I start a new business myself, and sometimes, as a venture capitalist, I invest my own money in someone else's new business. Either way, I'm taking a risk that the new business will succeed. The economy needs someone to take these risks in order to grow, and I'm that someone.

Supplemental Dialogue 2:



Hey, before you go any further, I want to be sure you understand that not every business I get into works out well, believe me. In my line of work—getting new businesses going—you win sometimes and you lose sometimes. But I do my research, and I'm VERY careful. By staying informed about things like consumer trends and local, national, and international economic conditions, I can reduce my level of risk and make pretty accurate predictions about which business ventures might succeed. Usually I win more than I lose. And I like to think about the big picture too. Because of my efforts and the efforts of people like me, the United States has one of the strongest economies in the world!

Supplemental Dialogue 3:

Hey, no doubt about it, I'm successful today, but I want you to know it wasn't always this way. I started off as a small businessman—VERY small—my first business was VERY small—and my road to the top was not at all straight. My businesses have grown, shrunk, grown again, shrunk again, and now they're good-sized, and I'm a success. But it was HARD work getting here. However, it's sure nice to know that I helped the U.S. economy grow along the way.

Congratulations for Correct Answers:

1. Right on the money!
2. You're really getting this stuff!
3. Good instincts!
4. You're looking like a sure thing!
5. Sweet success!

Encouragements for Incorrect Answers:

1. Didn't see that coming.
2. Don't forget to do your research!
3. No need to hurry.

Game Finale/Score Presentation:

for 0-2 correct answers:

Well, I didn't predict this outcome. But it's nothing you can't rebound from with a little effort. Try again.

for 3-4 correct answers:

(Sigh) Could've been worse, I guess. I KNOW you've got the wherewithal to succeed—prove me right!

for 5-6 correct answers:

Nicely done. You're obviously learning the "ins" and "outs" of economic growth, and that's bound to help you in the long run. Keep up the good work!

for 7-8 correct answers:

Wow! I thought you might be a "good risk," but I had no idea how well you'd pick up economic growth. Very impressive—and commendable.

Special Trick Dialogue:

Hey, good to see you here—and nice game, by the way! You know, I was just thinking that, in many ways, life is a series of calculated risks, and one important thing I've learned over the years is that the best tool for managing risk is knowledge. Take it from someone who's been around the block a few times—education and experience are the foundations for making good choices and being able to tell a good risk from a bad one. So, keep building that knowledge base, and you'll be able to meet life's challenges with confidence and success. Remember, *always* do your research! Peace out!

Uncle Sam

Introduction:

That's right. I look like Uncle Sam because I AM Uncle Sam, and in this game, I stand for the federal, state, and local governments and all the ways these governments promote and manage economic growth. A growing economy is desirable. It creates a bigger pie, and then there can be more for everyone. At the same time, growth needs to be managed—we need to make sure it doesn't harm the environment, for example, or favor one group of people at the expense of another, or lead to too much inflation.

Thanks:

Thanks for picking me—and good choice, by the way! I think it's very patriotic to want to learn how economic growth works. Doing so helps you be a savvy consumer and citizen, and our country can always use more of those. Let's get started!

Supplemental Dialogue 1:

Infrastructure—did you know that one role of government is to make sure our economy has the basic infrastructure—things like roads, bridges, and public transportation—that our country needs to thrive and grow? The government also provides us with public schools and libraries, clean water delivered to us when and where we want it, and efficient sewage disposal. All three levels of government—federal, state, and local—work both together and independently to create and maintain these services. Your tax dollars help to pay for everything, and all of this gives our economy a strong base from which to grow.

Supplemental Dialogue 2:

Public safety—that's another area where the government has a major impact on economic growth. In this regard, we're talking about police and fire protection, environmental protections, banking and finance regulations, and so forth. All these rules, checks, and services are designed to keep our economy and country running smoothly and to keep the economy growing in beneficial ways.

Supplemental Dialogue 3:

Is the government active or passive in promoting economic growth? Active, of course. Through its tax and spending policies and influence on the level of interest rates, the government strives to maintain a stable financial structure and keep inflation in check. The desired result is a dependable and predictable world in which businesses and consumers are willing to take risks and make the decisions that lead to growth.

Congratulations for Correct Answers:

1. Hey, you're good!
2. You're dazzling me!
3. That's correct!
4. Raise the flag!
5. Going for that big piece of pie!

Encouragements for Incorrect Answers:

1. C'mon, show me what you've got!
2. Never give up!
3. I'm counting on you!

Game Finale/Score Presentation:

for 0-2 correct answers:

Hmm. Barely a sliver. I guess you're still "digesting" economic growth. A closer look at the Timeline might help.

for 3-4 correct answers:

Well, not the biggest piece of pie I've seen, but you're trying. Still hungry? Play again!

for 5-6 correct answers:

No matter how you slice it, that was a good effort. Economic growth is within your grasp.

for 7-8 correct answers:

Now that's what I call a piece of the pie! You earned it by learning the true meaning of economic growth. Uncle Sam salutes you! Would you like this à la mode?

Game Questions

1. **Which of the following developments tell us that the colonists valued education?**
   A. Boston Latin School is founded, 1635.
   B. Harvard College is founded, 1636.
   C. Compulsory education law is passed in Massachusetts, 1647.
   D. All of the above

2. **What development prior to 1776 tells us that the colonists were willing to try a medical advance?**
   A. Dysentery was successfully treated with an herbal remedy that the colonists learned from Indians.
   B. Extract of oranges was used to cure scurvy.
   C. The first smallpox vaccinations were administered in Boston.
   D. Harvard began clinical trials of polio vaccine.

3. **Which three industries got their start in New England between 1793 and 1814?**
   A. Shipbuilding, commercial printing, shipping
   B. Commercial printing, textile manufacturing, bookbinding
   C. Textile manufacturing, firearms production, insurance
   D. Cod fishing, bean baking, tourism

4. **Between 1784 and 1834, New England achieved three "firsts" in banking and finance. Which of the following was NOT one of them?**
   A. New England's first bank is established in Boston.
   B. A Hartford bank issues America's first credit card.
   C. The nation's first service for exchanging the currency notes of different banks is established.
   D. The Boston Stock Exchange opens.

5. **New Englanders were busy inventors between 1826 and 1846. Which of the following items was NOT patented by New Englanders during this period?**
   A. Internal combustion engine
   B. Cotton gin
   C. Revolver
   D. First practical sewing machine

6. **What medical innovation occurred in 1846?**
   A. The first dental surgery
   B. The first demonstration of ether as an anesthetic
   C. The first inoculations against polio
   D. The first documented use of Botox

7. **In 1848, this development gave education in New England a big boost. What was it?**
   A. The Boston Public Library began to serve the entire state. Books were delivered twice a week to borrowers in the western part of the state.
   B. The Boston Public Library opened as the country's first major publicly funded municipal (city) library and first public library to permit "borrowing out."
   C. The Boston Public Library agreed to hold all U.S. Congressional documents and soon had a collection second only to the New York Public Library's collection.
   D. The Boston Public Library became the first public library to permit the "borrowing out" of books and occasionally offered amnesty on overdue books.

8. **A major shoemakers' strike in Massachusetts in 1860 offered an important lesson in economic growth. What does this strike show us?**
   A. Labor strikes work well in keeping everyone employed. Employers usually hire back the striking workers and may even expand.
   B. After a period of adjustment, labor strikes can lead to higher prices, increased sales, and greater employment.
   C. Labor strikes can keep wages from falling, but if workers continue to produce more of a product than people want to buy, some workers may lose their jobs.
   D. Labor strikes encourage businesses to move to countries where unions are illegal and the government jails striking workers.

1. **In 1869, Massachusetts created a new unit within state government. It was eventually copied by the federal government and virtually all states. What was this new entity?**
   A. Bureau of Labor Statistics
   B. Bureau of Commerce and Industry
   C. A labor committee in the House of Representatives
   D. Massachusetts Internal Revenue Service

2. **Alexander Graham Bell invented the telephone in Boston in 1875. What was New England's "communications first" of 1903?**
   A. Two MIT scientists designed the world's first communications satellite.
   B. The first commercial radio station went on the air in Portland, Maine.
   C. The first wireless telegram message was sent between America and Europe.
   D. The Boston Stock Exchange installed the world's first stock ticker.

3. **In 1893, New Englanders achieved a major transportation milestone when ____.**
   A. The first electric trains ran from New Haven to New York.
   B. Robert Goddard launched the world's first liquid-fueled rocket.
   C. The Duryea brothers built a gasoline-powered car and opened the first factory in America for producing gasoline-powered cars.
   D. Albert Pope produced the first bicycles with wheels of equal size.

4. **A labor strike in Lawrence, MA, in 1912 was called the "Bread and Roses" strike because ____.**
   A. The industry was the bread industry, and the workers carried roses when they picketed their factories.
   B. The workers fought for "bread" (enough wages to feed their families) and "roses" (respect and dignity).
   C. The workers wanted extra money to buy bread, but their employers gave them roses.
   D. The workers wanted a longer lunch period (bread) and improved work conditions (roses).

5. **In 1924, a Boston investment firm introduced a new type of investment that is popular today. What was this?**
   A. The mutual fund
   B. Bond certificates
   C. Insured certificates of deposit
   D. The Ponzi scheme

6. **A simple invention by a Vermonter in 1934 fueled the growth of a multi-million dollar industry. What was the invention?**
   A. The first ski rope tow in the United States
   B. The first safety bindings on skis
   C. The first double-bottomed sail boat
   D. The first aluminum snowshoes

7. **In 1944, two scientists at Harvard University developed a product that was 50 feet long and weighed 5 tons. It would shrink many times over and find countless uses in American homes and businesses. What was this invention?**
   A. The first microwave oven
   B. The first rechargeable battery
   C. The first digital computer
   D. The first solar-powered calculator

8. **The year 1946 saw the start of the venture capital industry—a new industry dedicated to financing untested new businesses. Who were the founders of this industry?**
   A. A Cal Tech Nobel Prize winner who relocated to Boston
   B. Georges Doriot and Ralph Flanders
   C. A group of MIT graduate students
   D. Paul Ampersand and Joseph MacNefferty

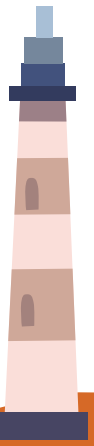
1. **In 1947, a Massachusetts company introduced the world's first microwave oven—a product now found in most American kitchens. How many years later was the first countertop microwave introduced?**
   A. Two years later
   B. Ten years later
   C. Five years later
   D. Twenty years later

2. **In 1952, the first program for translating mathematical code into machine language was introduced. This program evolved into COBOL, the language that opened the door for widespread business use of computers. Which of the following are true?**
   A. Grace Murray Hopper developed this program.
   B. Hopper worked in Howard Aikin's lab at Harvard University.
   C. Hopper coined the term "computer bug."
   D. All of the above

3. **In 1954, a Connecticut-made product demonstrated an important use of nuclear power. What was this product?**
   A. The atomic clock
   B. The first nuclear-powered submarine
   C. The first nuclear plant to generate electricity
   D. The first hydrogen bomb

4. **In the mid 1950s, a company started by two MIT engineers began making and selling affordably priced "minicomputers." Eventually, this company released the PDP-8, a table-top model that appealed to small businesses, schools and universities, newspapers, and book publishers. What was the price of this new model?**
   A. $18,000
   B. $110,000
   C. $215,100
   D. $5,000

5. **The e-mail messaging system with the @ symbol that we use today was created in 1971 by Ray Tomlinson working on behalf of the U.S. Department of Defense. What network did he first use to test it?**
   A. BBN messaging system
   B. ARPANET
   C. The Internet
   D. Tomlinson intranet



6. **In 1972, a Massachusetts bank began offering an innovative new account called the NOW account. What was special about this account?**
   A. It allowed customers to make ATM withdrawals.
   B. It paid interest and allowed customers to write checks even though a 1930s law prohibited paying interest on checking accounts.
   C. It paid a higher rate of interest than the bank charged on its loans to consumers.
   D. It allowed customers to make telephone transfers of their funds.

7. **What controversial industry came to New England in 1992?**
   A. Casino gambling
   B. Dogfighting
   C. Windfarming
   D. Paintball

8. **What new mode of transportation, invented by a New Hampshire entrepreneur, was introduced in 2001?**
   A. The hybrid car
   B. The pogo stick
   C. The Multi-Mode People Mover
   D. The Segway

Pursuit!

On the trail of economic growth

National Standards

Pursuit! game questions and guide dialogues address **17 of the 20 Voluntary National Content Standards in Economics**. This list provides the specific trails, questions (**Q** = Question), and guide dialogues that illustrate each of these standards. To view all 20 standards, go to the web site of the Council for Economic Education: http://www.councilforeconed.org/ea/standards.

Standard 1: Scarcity

Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

Q3,8

Standard 2: Marginal Cost/Benefit

Effective decision-making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something: few choices are "all or nothing" decisions.

Guide(s): Entrepreneur, Uncle Sam

Q8 ***Q8*** ***Q4***

Standard 3: Allocation of Goods and Services

Different methods can be used to allocate goods and services. People acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.

Guide(s): Teacher, Uncle Sam

Standard 4: Role of Incentives

People respond predictably to positive and negative incentives.

Guide(s): Inventor, Scientist, Entrepreneur

Standard 6: Specialization and Trade

When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.

Standard 7: Markets—Price and Quantity Determination

Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.

Standard 8: Role of Price in Market System

Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.

Guide(s): Entrepreneur

Standard 10: Role of Economic Institutions

Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution—clearly defined and enforced property rights—is essential to a market economy.

Guide(s): Inventor, Scientist, Teacher, Entrepreneur, Banker

Standard 11: Role of Money

Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

Guide(s): Banker

Standard 12: Role of Interest Rates

Interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, which affects the allocation of scarce resources between present and future uses.

Guide(s): Teacher, Banker, Uncle Sam

Standard 13: Role of Resources in Determining Income

Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.

Guide(s): Inventor, Entrepreneur

Standard 14: Profit and the Entrepreneur

Entrepreneurs are people who take the risks of organizing productive resources to make goods and services. Profit is an important incentive that leads entrepreneurs to accept the risks of business failure.

Guide(s): Scientist, Entrepreneur

Standard 15: Growth

Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.

Guide(s): Inventor, Scientist, Teacher, Entrepreneur, Uncle Sam

Standard 16: Role of Government

There is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.

Guide(s): Scientist, Teacher, Uncle Sam

Standard 17: Using Cost/Benefit Analysis to Evaluate Government Programs

Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees, because of actions by special interest groups that can impose costs on the general public, or because social goals other than economic efficiency are being pursued.

Guide(s): Teacher

Standard 18: Macroeconomy-Income/Employment, Prices

A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy.

Guide(s): *Uncle Sam*

Standard 20: Monetary and Fiscal Policy

Federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices.

Guide(s): *Banker, Uncle Sam*

Pursuit!

On the trail of economic growth

Tips & Suggestions

These simple suggestions should help you and your students make the most of your interactive learning experience:

- To facilitate understanding of the concepts illustrated in **Pursuit!**, 6th and 7th grade students may benefit from a review of game **Terms & Definitions** before playing.
- For a well-balanced exploration of "economic growth," we strongly recommend that students play each trail more than once and try out all 6 guides over the course of the lesson.
- Player performance and student learning can be optimized when emphasis is placed on:
  - careful reading and a somewhat leisurely exploration of the Timeline, particularly the expandable **economic events**, and
  - attentive viewing of the guides' "billboard" animations, particularly the **introductions** and **supplemental dialogues**.

Pursuit!

On the trail of economic growth

Lesson Plan: Economic Growth in New England

*by Terence Martin**

Duration: two or three 45-minute class periods

Objectives:

- Students will be able to describe the general factors that lead to economic growth.
- Students will be able to reference at least four events that promoted economic growth in New England's history.
- Students will be able to explain how economic growth can improve a region's standard of living.
- Students will be able to reference at least three specific times in New England history where market innovations improved the general standard of living.

Procedure:

Opening: In order to get students thinking about economic growth, begin with a short brainstorming activity. Ask students to take a few minutes to individually jot down any factors they believe are needed for a business to truly prosper. After the two minutes are up, elicit responses and record them on the blackboard. Tell the class that the success of a business relies heavily on the overall health of its surrounding economy. State that the development of a healthy economy involves many different factors, including education, innovation, and stable banking practices. Explain to students that they will spend the next class period playing the game: **Pursuit!** ***On the trail of economic growth***, which will help them understand the factors that lead to a robust economy. Inform students that the game asks them to investigate various stories about New England's economic development over the past three hundred years. Tell the students that the question they should continually think about during the game is: What promotes economic growth and how does growth affect society?

Game Play: Before having the students play **Pursuit!**, go over the objectives of the lesson. Also, tell the students that during the game they need to write down, in their notebooks or on loose leaf paper, four events that led to economic growth for New England and three instances in which economic growth improved the standard of living for New Englanders. Arrange time for each student to play **Pursuit!**.

Class Discussion: Following game play, break the class into small groups. Instruct the groups to share what they recorded from the game. Remind students to refer back to the original question during the discussion: What promotes economic growth and how does growth affect society?

Report Out and Wrap Up: After the groups have had a chance to converse, involve the whole class in a discussion over the central question. Ask students to refer to specific information from the game. If possible, have the Timeline of Key Economic Events in New England projected and scroll to the specific events students mention. End the lesson by attempting to categorize, with the entire class, a set of general factors that lead to economic growth.

Extension Activity:

Have students imagine that they are the leader of a fictional island country in the Caribbean. Ask them to write a short essay on what policies they would institute in their country to promote economic growth.

**Terence Martin is a social studies teacher at the Dr. Philip O. Coakley Middle School in Norwood, Massachusetts. He wrote this lesson plan while participating in a teacher externship at the Federal Reserve Bank of Boston in 2007.*

Pursuit!

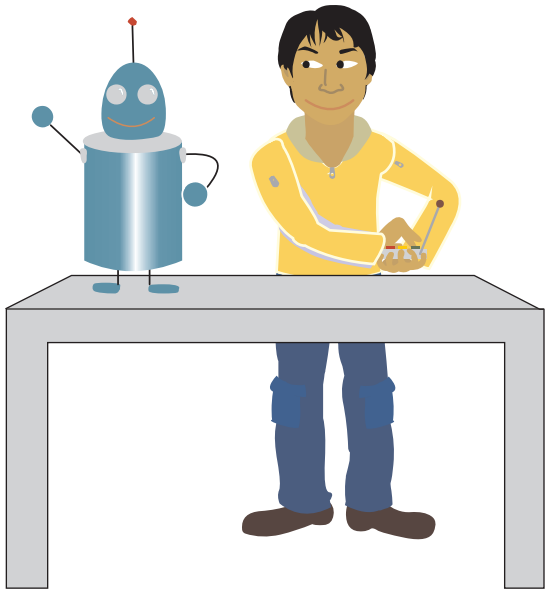
On the trail of economic growth

Related Resources

The following resources are categorized under the economic growth factors explored in **Pursuit!** (most fall into more than one category). We highly recommend these resources and hope you find them useful in extending the game's lessons beyond its original scope.

Innovation & Technology

Within These Walls: 1 house, 5 families, 200 years of history
Smithsonian Institution
http://americanhistory.si.edu/house/home.asp
Family life, economic change, and the transformation of industry in New England are explored through the stories of five families who lived in a home in Ipswich, Massachusetts.



The Development of the Industrial United States (1870-1900)
National Archives
http://www.archives.gov/education/lessonsindustrial-us.html
Lesson plans and activities for teaching history through primary documents covering a wide range of historical topics and spans, from the 18th century to the present day.

Science and Technology: Transportation History
Smithsonian Institution
http://www.si.edu/Encyclopedia_SI/science_and_technology/Transportation_Technology.htm
Historical information including primary documents pertaining to the evolution of the transportation industry in the United States.

Science and Technology: Information Technology
Smithsonian Institution
http://www.si.edu/Encyclopedia_SI/Science_and_Technology/Information_Technology.htm
A broad resource on the emergence of the information technology era in the United States, which includes documents describing the evolution of IT from innovators like Alexander Graham Bell, Bill Gates, and Steve Jobs.

Science and Technology: Engineering, Industry, and Invention
Smithsonian Institution
http://www.si.edu/Encyclopedia_SI/Science_and_Technology/EngineeringandIndustry_Technology.htm
Historical data and documents about advances in engineering, industry, and invention and their effects on the development of the U.S. economy.

Frontier House
PBS
http://www.pbs.org/wnet/frontierhouse/
A penetrating look into the lives of American pioneers in the 1880s. The project follows the complete immersion of three modern-day families into the frontier lifestyle.

The 1900 House
PBS
http://www.pbs.org/wnet/1900house/
Similar to the Frontier House, lessons and activities for exploring life in 1900 are provided, and a modern family's experiences are documented as they try to cope with the everyday, middle-class living conditions, ambiance, and amenities of Victorian London.

American Memory Collection
Library of Congress
http://memory.loc.gov/ammem/index.html
An extensive digitized collection of historical documents, moving images, sound recordings and print and photographic media that detail the many aspects of American life.

National Park Service:
Lowell Mills
http://www.nps.gov/lowe/historyculture/park-handbook.htm
New Bedford Whaling
http://www.nps.gov/nebe/historyculture/index.htm
Saugus Iron Works
http://www.nps.gov/sair/historyculture/places.htm
Salem Maritime
http://www.nps.gov/sama/historyculture/index.htm
Springfield Armory
http://www.nps.gov/spar/historyculture/index.htm
Multiple sites that chronicle the histories of major Massachusetts industries from the last three centuries.

Revolutions in Productivity
Federal Reserve Bank of St. Louis
http://www.stls.frb.org/publications/ar/2000/index.html
A look at the productivity changes in the U.S. economy that brought the nation from a country struggling to find its identity in the 1800s to a booming superpower in the mid-to-late 1900s.

Mass Production
Willamette University
http://www.willamette.edu/~fthompso/MgmtCon/Mass_Production.html
Concise explanation of the factors and history of mass production and its effect on industry and the broad U.S. economy.

A Century of Progress: America's Housing 1900-2000
National Association of Home Builders
http://www.nahb.org/ (Click on the top tab "Newsroom"; click "Reports" in the left column; scroll down to "A Century of Progress")
Analysis of the U.S. housing market, offering insight into the evolution of home design and housing trends.

Science & Health

Science and Technology: Information Technology
Smithsonian Institution
http://www.si.edu/Encyclopedia_SI/Science_and_Technology/Information_Technology.htm
A broad resource on the emergence of the information technology era in the United States, which includes documents describing the evolution of IT from innovators like Alexander Graham Bell, Bill Gates, and Steve Jobs.

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Education

American Centuries: Views from New England
Memorial Hall Museum
http://memorialhall.mass.edu/home.html
An interactive presentation of American history through artifacts and primary documents from New England.

Within These Walls: 1 House, 5 Families, 200 Years of History
Smithsonian Institution
http://americanhistory.si.edu/house/home.asp
Family life, economic change, and the transformation of industry in New England are explored through the stories of five families who lived in a home in Ipswich, Massachusetts.

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Historical data and documents about advances in engineering, industry, and invention and their effects on the development of the U.S. economy.

The First Measured Century: An Illustrated Guide to Trends in America, 1900-2000
PBS
http://www.pbs.org/fmc/
Statistical analysis of 20th century trends in vital U.S. economic factors, including education, population, labor, and industry.

Historical Atlas of Massachusetts
Richard W. Wilkie and Jack Tager
http://www.geo.umass.edu/faculty/wilkie/Wilkie/maps.html
Illustrated data and maps about changes in Massachusetts census statistics, including population growth and the development of cities and towns over the last three centuries.

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"Teaching with Documents" Lesson Plan: Photographs of Lewis Hine: Documentation of Child Labor
National Archives
http://www.archives.gov/education/lessons/hine-photos/
Lessons, activities, and resources for teaching about the history of child labor using primary documents.

MassMoments
Massachusetts Foundation for the Humanities
http://www.massmoments.org/
Information about the economic, social, and cultural history of Massachusetts.

American Memory Collection
Library of Congress
http://memory.loc.gov/ammem/index.html
An extensive digitized collection of historical documents, moving images, sound recordings and print and photographic media that detail the many aspects of American life.

National Park Service:
Lowell Mills
http://www.nps.gov/lowe/historyculture/park-handbook.htm
New Bedford Whaling
http://www.nps.gov/nebe/historyculture/index.htm
Saugus Iron Works
http://www.nps.gov/sair/historyculture/places.htm
Salem Maritime
http://www.nps.gov/sama/historyculture/index.htm
Springfield Armory
http://www.nps.gov/spar/historyculture/index.htm
Multiple sites that chronicle the histories of major Massachusetts industries from the last three centuries.

Women's Work in the Adirondacks: 1850-1920
Adirondack History Network
http://adirondackhistory.org/wwork/index.html
A look at the transition of women from the household sector to the outside labor force and the effect this had on the economy of the Adirondack region.

Entrepreneurship

Enterprising Women: 250 Years of American Business Women
Radcliffe Institute
http://www.radcliffe.edu/schles/exhibits/enterprisingwomen/
The web complement of a national exhibit that brings to life the stories of 40 intriguing women who played an important role in the economic development of the United States over the past 250 years.

Revolutions in Productivity
Federal Reserve Bank of St. Louis
http://www.stls.frb.org/publications/ar/2000/index.html
A look at the productivity changes in the U.S. economy that brought the nation from a country struggling to find its identity in the 1800s to a booming superpower in the mid-to-late 1900s.

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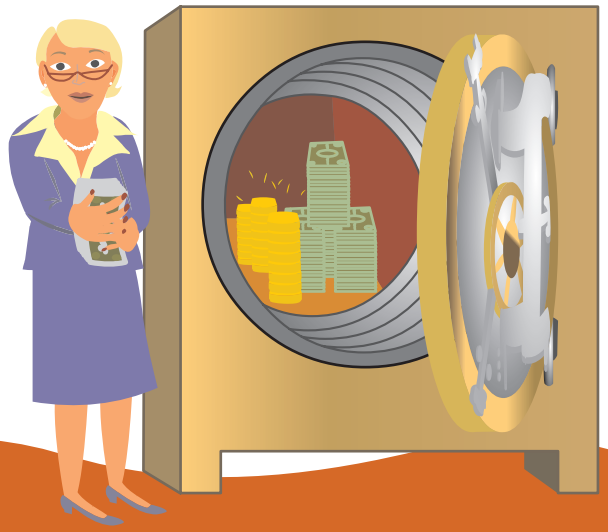

Finance

History and Culture: Work and Labor History
Smithsonian Institution
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Data and historical documents about changes in and growth of the U.S. labor market.

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Statistical analysis of 20th century trends in vital U.S. economic factors, including education, population, labor, and industry.

How Much Is That? *(Purchasing Power)*
Economic History Services
http://eh.net/hmit/
Data and analysis about the value of money, growth rates, GDP, and earnings for both the U.K. and the U.S., from the past three centuries.

Enterprising Women: 250 Years of American Business Women
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Backgrounders: Productivity
Bank of Canada
http://www.bankofcanada.ca/en/backgrounders/bg-p4.html
Background information about changes in productivity, with insights into the Canadian economy and a central bank's role in maintaining economic stability and growth.

A Century of Progress: America's Housing 1900-2000
National Association of Home Builders
http://www.nahb.org (Click on the top tab "Newsroom"; click "Reports" in the left column; scroll down to "A Century of Progress")
Analysis of the U.S. housing market, offering insight into the evolution of home design and housing trends.

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Eliminating Child Labor
Miriam Wasserman
http://www.bos.frb.org/economic/nerr/rr2000/q2/kidlabor.htm
An article that analyzes child labor patterns from both historical and economic perspectives and examines the role of child labor in the global economy as well as its use in different industries.

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Backgrounders: Productivity
Bank of Canada
http://www.bankofcanada.ca/en/backgrounders/bg-p4.html
Background information about changes in productivity, with insights into the Canadian economy and a central bank's role in maintaining economic stability and growth.

FAQ about Labor Productivity
BLS
http://www.bls.gov/lpc/faqs.htm
Facts, statistics, and analysis of the U.S. labor market, past and present.