



Old Sturbridge Village [Massachusetts Social Studies](#) Curriculum Matches

Below you will find some of the most pertinent Massachusetts social studies standards touched on by a visit to Old Sturbridge Village. Even though we are a history museum, the connections that can be made to the curriculum are endless, from engineering at the mills to math and economics at the bank and Asa Knight Store. Feel free to find the best ways to connect a visit to your curriculum!

Grade	Topic	Standards	Guiding Questions	In action at Old Sturbridge Village
Pre-Kindergarten	<p>Topic 3. History: personal experiences and memories</p> <p>Topic 4. Economics: work and commerce</p>	<p>PreK.T3.3. With guidance and support, participate in short shared research projects to gather information about the traditions of people of diverse backgrounds.</p> <p>PreK.T4.1. With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts.</p> <p>PreK.T4. With prompting and support, describe some things people do when they work inside and outside of the home,</p>	<p>How can we learn about what happened in times past?</p> <p>What kinds of work do women, men, and children do?</p>	<p>Learn about occupations and family roles in the 1830s and compare and contrast them to today.</p> <p>Visit buildings like the Asa Knight Store or the Thompson Bank to learn about the money people used and what they spent it on.</p> <p>Complete The Ox Cart Man Scavenger Hunt to learn more about work in the 1800s.</p> <p>Take part in a Crafts and Trades tour.</p>

		<p>drawing on personal experience, literature, and informational texts.</p> <p>PreK.T4.3. With prompting and support, give examples from personal experience, literature, or informational texts of goods and services that people purchase with money they earn.</p>		
Kindergarten	<p>Topic 1. Civics: classroom citizenship</p> <p>Topic 4. Economics: work and commerce</p>	<p>K.T1.1. Understand and follow rules, limits, and expectations with minimal prompting and assistance; with prompting and support, ask and answer questions about the reasons for rules.</p> <p>K.T1.2. Take on responsibilities and follow through on them, being helpful to and respectful of others</p> <p>K.T1.3. With prompting and support, give examples from literature and informational texts read or read aloud of characters who show authority, fairness, caring, justice,</p>	<p>What does it mean to be responsible?</p> <p>What kinds of work do women, men, and children do?</p>	<p>Learn about occupations and family roles in the 1830s and compare and contrast to today.</p> <p>Understand roles and responsibilities in the 1830s community and how these are similar or different to community roles today.</p> <p>Visit civic buildings like the meetinghouse, bank, store, school, and tavern, and think about what makes a town.</p> <p>Visit buildings like the Asa Knight Store or</p>

		<p>responsibility, or who show how rules are created and followed.</p> <p>K.T4. With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts.</p> <p>K.T4.3. With prompting and support, give examples from personal experience, literature, or informational texts of goods and services that people purchase with money they earn.</p>		<p>the Thompson Bank to learn about the money people used and what they spent it on.</p> <p>Go on a Civics, Religion, and Social Movements tour.</p>
Grade 1	<p>Topic 1. Civics: communities, elections, and leadership</p> <p>Topic 3. History: unity and diversity in the United States</p>	<p>1.T1.9. Explain that all people born in the United States are citizens, while some people become citizens after moving to the United States from another country. Understand that some residents of the United States are not citizens, but are still members of the community with rights and responsibilities.</p>	<p>What does it mean to belong to or lead a group?</p> <p>What does the motto, “Out of Many, One” mean and why is it a good motto of the United States?</p>	<p>Visit the Law Office and learn about the ways that 19th-century people fought for various social causes.</p> <p>Understand roles and responsibilities in the 1830s community and how this is similar or different to community roles today.</p>

		1.T3.1. Provide evidence to explain some of the ways in which the people of the United States are unified (e.g., share a common national history) and diverse (e.g., have different backgrounds, hold different beliefs, and have different celebrations, cultural traditions, and family structures).		<p>Explore the households, gardens, and stores to see where different products, methods of doing things, and ideas came from.</p> <p>Attend a performance to learn about the diverse peoples of 19th-century New England.</p>
Grade 2	Topic 3. History: migrations and cultures	<p>2.T3.1. Investigate reasons why people migrate (move) to different places around the world, recognizing that some migration is voluntary, some forced (e.g., refugees, people driven from their homelands, enslaved people).</p> <p>2.T3.2. Give examples of why the United States is called “a nation of immigrants”.</p> <p>2.T3.4. Identify what individuals and families bring with them (e.g., memories, cultural traits, goods, ideas, and languages or ways of speaking) when they move to a different place and identify the</p>	What are the different reasons people choose to settle in a community?	<p>Explore the Village’s trade shops to learn about the different types of jobs people had in the 1830s and how they learned those jobs.</p> <p>Visit the households, gardens, and stores to see where different products, methods of doing things, and ideas came from.</p> <p>Attend a performance to learn about the diverse peoples of 19th-century New England.</p> <p>Go to the mills and see how</p>

		significant impacts of migration; identify elements that define the culture of a society (e.g., language, literature, arts, religion, traditions, customs); explain how the community is enriched by contributions from all the people who form it today.		<p>some New Englanders used the natural environment to advance industrialization.</p> <p>Check out the Goods from the Woods exhibit.</p> <p>Take a ride on the carry-all or stagecoach to experience 19th-century transportation.</p> <p>Take part in an abolition tour.</p>
Grade 3	<p>Topic 1: Massachusetts cities and towns today and in history</p> <p>Topic 2. The geography and Native Peoples of Massachusetts</p> <p>Topic 5. The Puritans, the Massachusetts Bay Colony, Native Peoples, and Africans</p>	<p>3.T1.2. Research the demographic origins of the town or city (e.g., the Native People who originally lived there or still live there, the people who established it as a colonial town, its founding date, and the free, indentured, and enslaved women and men who contributed to the well-being of the town). Explain that before the mid-19th century most of the settlers were of Native American, Northern European, or African descent</p> <p>3.T1.3. Explain the diversity of Native Peoples, present</p>	<p>How can people get involved in government?</p> <p>How did Native Peoples live in New England before Europeans arrived?</p> <p>How did the interactions of Native Peoples, Europeans, and enslaved and free Africans shape the development of Massachusetts?</p>	<p>Learn about the Nipmuc people, who lived and still live in the Sturbridge area.</p> <p>Take a walk on the Pasture Walk and imagine how this area looked 200 years ago.</p> <p>Explore artifacts in the Village buildings: do these things look similar or different to objects in your own home?</p> <p>Go to the Freeman Farmhouse and learn about members of that family who moved West and</p>

		<p>and past, in Massachusetts and the New England region.</p> <p>a. the names of at least three native groups (e.g., Abenaki/Wabanaki, Massachusett, Mohican/Stockbridge, Narragansett, Nipmuc, Wampanoag)</p> <p>b. the locations of tribal territories in the state.</p> <p>c. physical features and their influence on the locations of traditional settlements</p> <p>d. contributions of a tribal group from the area of the school (e.g., language, literature, arts, trade routes, food such as corn, beans, and squash, useful items such as baskets, canoes, wampum, and useful knowledge of medicinal plants, words such as powwow and moccasin, and many names for waterways, hills, mountains, islands and place names, such as the Connecticut and Merrimack Rivers, Mount Wachusett, the Taconic Range, Nantucket, Natick, Seekonk, Agawam, Chicopee</p>	<p>why.</p> <p>Watch the sawmill in action and hear about its environmental impacts in the 1800s.</p> <p>Visit the bank and store to learn about how people purchased goods in the 1800s. Where were these goods from? How were they produced?</p> <p>Do a hands-on workshop at Museum Education to help compare and contrast modern life to life in the 1800s.</p> <p>Complete the Indigenous Peoples' Day worksheet to learn more about the Nipmuc people.</p>
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		<p>from historical societies and history museums as reference materials.</p> <p>a. the fishing and shipbuilding industries</p> <p>b. trans-Atlantic and Caribbean trade, especially the Triangular Trade that included Africans to be sold as slaves in the colonies and goods such as sugar and cotton produced by slave labor to be sold in the colonies and in Europe</p> <p>c. the development of seaport cities of New Bedford, Newburyport, Gloucester, Salem, and Boston</p>		
Grade 4	Topic 4. The expansion of the United States over time and its regions today	<p>4.T4.1. Describe how the construction of canals, roads, and railways in the 19th century helped the United States to expand westward.</p> <p>4.T4.3. Compare different reasons why men and women who lived in the Eastern part of the United</p> <p>4.T4.4. Explain that many different groups of people immigrated to the United States from other</p>	How has the environment shaped the development of each region?	<p>Go to the Freeman Farmhouse and learn about members of that family who moved West and why.</p> <p>Learn about the abolition movement at the Friends Meetinghouse and Richardson House. How do you stand up for what you believe in today?</p> <p>At the shoe shop, store, and</p>

		<p>places voluntarily and some were brought to the United States against their will (as in the case of people of Africa).</p> <p>4.T4.5. Show understanding that in the middle of the 19th century, the people of the United States were deeply divided over the question of slavery and its expansion into newly settled parts of the West, which led to the Civil War from 1861 to 1865.</p> <p>4.T4.4a.4.Develop questions, conduct research, and analyze how people have adapted to the environment of the Northeast, and how physical features and natural resources affected settlement patterns, the growth of major urban/suburban areas, industries or trade.</p>		<p>Fenno House, learn how New Englanders interacted with the issue of slavery.</p> <p>Do a store scavenger hunt: what is from New England? What comes from far away?</p> <p>Explore buildings around the village and think about why each location is placed where it is.</p> <p>Take part in the Changing Landscapes tour.</p>
Grade 5	<p>Topic 1. Early colonization and growth of colonies</p> <p>Topic 4. The growth of the Republic</p> <p>Topic 5. Slavery, the</p>	<p>5.T1.4. On a map of the United States, locate the first 13 colonies and describe the impact of regional differences in climate on the types of crops that could be grown or harvested profitably</p>	<p>To what extent was North America a land of opportunity, and for whom?</p> <p>How did events of the</p>	<p>Learn about the abolition movement at the Friends Meetinghouse and Richardson House. How do you stand up for what you believe in today?</p>

	<p>legacy of the Civil War, and the struggle for civil rights for all</p>	<p>in the Northern, mid-Atlantic, and Southern colonies; describe varied sources of labor (e.g., self-employed colonists, apprentices, employees, indentured servants, free and enslaved Africans).</p> <p>5.T1.5. Describe the origins of slavery, its legal status in all the colonies through the 18th century, and the prevalence of slave ownership, including by many of the country's early leaders (e.g., George Washington, Thomas Jefferson, James Madison, George Mason.)</p> <p>5.T1.6. Describe the Triangular Trade and the harsh conditions of trans-Atlantic voyages (called the Middle Passage) for enslaved Africans.</p> <p>5.T1.7. Compare and contrast the living and working conditions of enslaved and free Africans in the colonies in the 18th century, and explain how some enslaved people sought their freedom.</p>	<p>early Republic test the newly-founded United States?</p> <p>What ideas and events of the 19th century led to the expansion of civil rights in the 20th and 21st centuries?</p>	<p>At the shoe shop, store, and Fenno House, learn how New Englanders interacted with the issue of slavery.</p> <p>Ask costumed historians and educators about New Englanders of Color Visit the Law Office and learn about the ways that 19th-century people fought for various social causes.</p> <p>At Fenno House and the Asa Knight Store, explore the transition from homespun fabrics to those made in a factory. Were there any textile factories in your community?</p> <p>Complete the Indigenous Peoples' Day worksheet to learn more about the Nipmuc people.</p> <p>Take part in an abolition tour.</p>
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		<p>North adopted gradual emancipation (for example, Massachusetts outlawed slavery in 1783 and no enslaved people appear in the 1790 Massachusetts census); free African Americans could have families, own property, hold jobs, and earn a living.</p> <p>5.T4.4. On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.</p> <p>5.T5.1. Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states; explain the effects of the 1808 law that banned the importation of</p>		
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		<p>slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19th century.</p> <p>5.T5.3. Explain the ideas and roles of some of the people of the pre-Civil War era who led the struggle against slavery (abolitionism) and for voting and property rights for African Americans (e.g., Harriet Tubman, Nat Turner, Sojourner Truth, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe).</p>		
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	<p>Topic 4. Rights and responsibilities of citizens</p> <p>Topic 6. The structure of Massachusetts state and local government</p> <p>Topic 7: Freedom of the Press and</p>	<p>8.T4.1. Explain the different ways one becomes a citizen of the United States.</p> <p>8.T4.2. Describe the rights and responsibilities of citizens (e.g., voting, serving as a juror, paying taxes, serving in the military, running for and holding elected</p>	<p>What is the role of the individual in maintaining a healthy democracy?</p> <p>What is the role of state and local government in the U.S. political system?</p>	<p>Participate in the Village's Town Meeting program, which explores the 19th century's Poor Farm and vendue system.</p> <p>Explore the rights and responsibilities of 1830s citizens and compare and contrast</p>

	<p>News/Media Literacy. Explain the different functions of news articles, editorials, editorial cartoons, and “op-ed” commentaries .</p>	<p>office) as compared to non-citizens.</p> <p>8.T4.3. Distinguish among civic, political, and private life.</p> <p>8.T4.5. Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.</p> <p>8.T6. 1. Compare and contrast the functions of state government and national government.</p> <p>8.T6.7. Contrast the responsibilities of government at the federal, state, and local levels.</p> <p>8.T6.9. Give examples of tax-supported facilities and services provided by the Massachusetts state government and by local governments.</p> <p>8.T6.10. Explain the major components of local government in Massachusetts, including the roles and functions of mayors, city councils, and</p>	<p>How does a free press support a democratic government?</p>	<p>them to citizens today.</p> <p>Check out the broadsides in the Village and learn about travel West during the 1830s.</p> <p>Go to the Freeman Farmhouse and learn about members of that family who moved West and their reasons for doing so.</p> <p>Go to the Printing Office to learn how word spread in the 1830s.</p> <p>Visit the Law Office and learn about the ways that 19th-century people fought for various social causes.</p> <p>At the District Schoolhouse, explore how children learned and how it varied based on location and socioeconomic status.</p> <p>At the Asa Knight Store, see the variety</p>
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		<p>school committees in cities; town managers, select boards, representative and open town meetings and school committees, in towns, and courts and sheriff's departments in counties.</p>		<p>of places where goods came from in the 1830s.</p> <p>Complete the Women in Agriculture worksheet to learn more about the responsibilities of people living in the 1830s.</p>
<p>High School United States History 1</p>	<p>Topic 2. Democratization and expansion</p> <p>Topic 3. Economic growth in the North, South, and West</p> <p>Topic 4. Social, political, and religious change</p>	<p>USI.T2.3. Analyze the causes and long and short term consequences of America's westward expansion from 1800 to 1854</p> <p>USI.T3.1. Explain the importance of the Transportation Revolution of the 19th century</p> <p>USI.T3.2. Analyze the effects of industrial growth throughout antebellum America, and in New England, the growth of the textile and machinery industries and maritime commerce.</p> <p>a. the technological improvements and inventions that contributed to industrial growth and maritime commerce</p> <p>b. the impact of the cotton gin on the</p>	<p>How was the balance of Federal and state authority tested in the early Republic?</p> <p>How were the North, South, and West interdependent in the antebellum period?</p> <p>How did religious and ethical beliefs shape American reform movements?</p>	<p>Visit the Law Office and learn about the ways that 19th-century people fought for various social causes.</p> <p>Participate in the Village's Town Meeting program, which explores the 19th century's Poor Farm and vendue system.</p> <p>Explore the rights and responsibilities of 1830s citizens and compare and contrast them to citizens today.</p> <p>At the shoe shop, Fenno, and the store, explore how New Englanders interacted and were complicit with the institution of</p>

		<p>economics of Southern agriculture and slavery and the connection between cotton production by slave labor in the South and the economic success of Northern textile industries</p> <p>c. the causes and impact of the wave of immigration from Northern Europe to the United States in the 1840s and 1850s (e.g., the impact of the English occupation of Ireland, the Irish famine, and industrial development in the U.S.)</p> <p>d. the rise of a business class of merchants and manufacturers</p> <p>e. the role of women as the primary workforce in New England textile factories and female workers' activism in advocating for reform of working conditions</p> <p>USI.T3.3. Describe the role of slavery in the economies of the industrialized North and the agricultural South, explain reasons for the rapid growth of</p>		<p>slavery.</p> <p>Attend a performance about the life of a prominent New England activist.</p> <p>Complete a Tools Scavenger Hunt to learn more about the means of production in the 1800s.</p> <p>Take part in an abolition tour.</p>
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		<p>slavery in southern states, the Caribbean islands, and South America after 1800, and analyze how banks, insurance companies, and other institutions profited directly or indirectly from the slave trade and slave labor.</p> <p>USI.T4.1. Describe important religious and social trends that shaped America in the 18th and 19th centuries</p> <p>USI.T4.2. Using primary sources, research the reform movements in the United States in the early to mid-19th century, concentrating on one of the following and considering its connections to other aspects of reform:</p> <p>a. the Abolitionist movement, the reasons individual men and women (e.g., Frederick Douglass, Abbey Kelley Foster, William Lloyd Garrison Angelina and Sarah Grimké, Charles Lennox Remond, Harriet Beecher Stowe, Sojourner Truth, Harriet Tubman, David Walker,</p>		
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		<p>Theodore Weld) fought for their cause, and the responses of southern and northern white men and women to abolitionism.</p> <p>b. the women's rights and suffrage movements, their connections with abolitionism, and the expansion of women's educational opportunities</p> <p>c. Horace Mann's campaign for free compulsory public education, increased literacy rates, and the growth of newspaper and magazine publishing</p> <p>d. the movement to provide supports for people with disabilities, such as the founding of schools for students with cognitive, hearing, or vision disabilities; and the establishment of asylums for people with mental illness</p> <p>e. the Transcendentalist movement</p>		
High School United States History II	Topic 1. The role of economics in modern United States history	USII.T1.1. Describe how resources for the production of goods are limited, therefore people must make	How do individuals and corporations make choices	Go to the bank to see how the way Americans have used money has changed over

	[USII.T1]	<p>choices to gain some things and give up others.</p> <p>USII.T2.2. Explain that the goals of economic policy may be to promote freedom, efficiency, equity, security, growth, price stability, and full employment and that different economic systems place greater emphasis on some goals over others.</p> <p>USII.T1.3. Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy. a. the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure b. factors that cause changes in market supply and demand and how these changes influence the price and quantity of goods and services c. how financial markets, such as the stock market, channel funds from savers</p>	<p>about saving or spending?</p> <p>What factors affect the prices of goods and services?</p> <p>What factors affect the success of the economy of the United States?</p>	<p>time.</p> <p>Look at the prices of goods at The Asa Knight Store. Consider how these prices have changed over time.</p> <p>Look at the technology used by different tradespeople around the village. Consider how technological advances would have affected the livelihoods of the people in the 19th century.</p> <p>Take part in a Crafts and Trades tour.</p>
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		<p>to investors and the function of investment in the economy.</p> <p>USII.T1.5. 5. Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.</p> <p>USII.T1.6. Explain the role of banks and other financial institutions in the market economy of the United States, and analyze the reasons for banking crises.</p> <p>USII.T1.9. Analyze the impact of events such as wars and technological developments on business cycles. Examples: a. the impact of the Civil War b. the impact of the expansion of canals and railroads in the 19th century and the invention of space-age technology and the Internet in the 20th century</p>		
High School World History 1	N/A	N/A	N/A	N/A
High School World History II	N/A	N/A	N/A	N/A

High School Elective United States Government and Politics	<p>Topic 1. Foundations of government in the United States</p>	<p>GOV.T1.1. Define the terms citizenship, politics, and government, and give examples of how political solutions to public policy problems are generated through interactions of citizens, civil associations, and government.</p> <p>GOV.T1.2. Describe the purposes and functions of government.</p> <p>GOV.T1.5. Analyze perspectives on the functions and values of voluntary participation by citizens in the civil associations that constitute civil society. 60 For example, students analyze the views expressed by Alexis de Tocqueville in Democracy in America, in the early 19th century and compare them to views of contemporary writers on this topic.</p>	<p>How has the nation acted to narrow discrepancies between the founding ideals and reality?</p> <p>What does it mean to be a citizen in America?</p>	<p>Visit the Law Office and learn about the ways that 19th-century people fought for various social causes.</p> <p>Learn about the abolition movement at the Friends Meetinghouse and Richardson House. How do you stand up for what you believe in today?</p> <p>Take part in an abolition tour.</p>
High School Elective Economics	<p>Topic 1. Scarcity and economic reasoning</p> <p>Topic 2. Supply and Demand</p>	<p>ECON.T1.1. Define each of the productive resources (natural, human, capital) and explain why they are necessary for the</p>	<p>How do individuals and corporations make choices about saving or</p>	<p>Visit some of the houses around the village and consider why families chose to buy the items in their homes.</p>

	<p>Topic 3. Market structures</p> <p>Topic 6. Money and the role of financial institutions</p>	<p>production of goods and services.</p> <p>ECON.T1.2. Explain how consumers and producers confront the condition of scarcity, by making choices that involve opportunity costs and tradeoffs.</p> <p>ECON.T2.1. Define supply and demand.</p> <p>ECON.T2.3. . Describe how prices send signals to buyers and sellers.</p> <p>ECON.T2.4. Recognize that consumers ultimately determine what is produced in a market economy (consumer sovereignty).</p> <p>ECON.T2.5. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.</p> <p>ECON.T2.7. 7. Identify factors that cause changes in market supply and demand.</p> <p>ECON.T3.5. Explain how</p>	<p>Spending?</p> <p>What impact does competition have on businesses?</p>	<p>Ask costumed interpreters in The Asa Knight Store about the process of buying goods in the 1830s.</p> <p>Consider how the goods available in the village would be different if the natural resources of the area were different.</p> <p>Consider how the working and living conditions of different tradesmen would have differed. Why is this?</p> <p>Visit buildings like the Asa Knight Store or the Thompson Bank to learn about the money people used and what they spent it on.</p> <p>Complete a Tools Scavenger Hunt to learn more about the means of production in the 1800s.</p> <p>Take part in a Crafts and Trades tour.</p>
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