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## Combining Literature and Economic Theory as a Tool for Teaching Behaviorally and Emotionally Disturbed Students Better Decision Making Skills

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Economic theory does not solely encompass issues related to money, stocks or interest rates, as many people (myself included) may initially suppose. People make decisions everyday that have both monetary value and non-monetary value. The study of economics can and does apply to those things in life that have monetary value and to those things that have no monetary value but are valuable nonetheless. Such non-tangible commodities include love, friendship, beauty, hatred, bitterness, or destruction. These items typically do not have a monetary value assigned to them, yet they are concepts that we allocate much time and resources to either pursuing or avoiding.

Economics has traditionally focused on decisions regarding how scarce resources are allocated. While this terminology is reminiscent of seventh grade social studies, more current economic thought has acknowledged this type of decision-making as *trade-off*. Since we cannot have *nor* do everything that is available to us, we must pick and choose how we use our resources. Each choice inherently requires a trade-off, which is the essence of modern economic theory.

Economic theory is based on the assumption that we all have choices and a rational person will consistently make the best choice available to him or her. Choices are not made in a vacuum; our decisions impact our future choices as well as those around us and *their* future choices. The opposite is also true—other's decisions impact our lives and our choices. As it will be discussed later, we humans often digress from the basic premise of economic theory and do not always make the best choice. For example, from a purely statistical standpoint, marriage is a huge risk, which, according to economic theorists, is not the best choice; yet rational people make this choice all the time. Why do we make decisions that may not be in our best interest?

### **Decisions, Decisions**

To find the answer, we must first evaluate the types of decisions that we make. There are three types of decisions that economists generally refer to: heroic, threshold, and incremental. A heroic decision is typically one made with little information that is largely irreversible. Examples of a heroic decision include rescuing a child from traffic or diving headlong into battle. However, a heroic decision does not always entail the risk of life or limb; according to the definition, having a baby, getting married, or getting a tattoo qualifies as a heroic decision. Heroic decisions are acknowledged but largely ignored by strict economic theory.

A more rational type of decision would be the threshold and incremental decision. A threshold decision describes the act of taking a risk on a very small scale; if the outcome is favorable, satisfying a minimum threshold of comfort, taste, or convenience, then the decision is a go. This type of decision-making is common in business. A new product is tried out in the market in small amounts to see if it sells—if it does, it goes into further production, if not, the product is modified or eliminated. We use this type of decision-making in real life all the time: we try a new food in small amounts, we test drive a car before purchasing it, and so on. We will see in the novel *The Outsiders* a similar scenario: Cherry attempts a friendship with Ponyboy, and it continues cautiously until such point that Cherry is made uncomfortable by the relationship. Thus, her threshold of comfort is stretched past its limits, and the relationship comes to an end.

An incremental decision is similar to a threshold decision in that information is first gathered, then a resulting decision can be made, as the resulting decision should be incrementally as small as possible, so as to minimize risk of resources. An incremental decision is considered by economists to be the best type of decision because it allows the decision maker to make use of available information while risking little. As Giesbrecht and Clayton point out, many heroic decisions are becoming more incremental (A1). For example, marriage is being "tried" out by couples first living together (although statistically, this arrangement works against a couple in regard to the successful outcome of their marriage, if they choose to pursue marriage after co-habiting). Understanding different types of decisions is part of identifying poor decisions from good ones. However, even those who write dissertations on this subject make poor decisions. Why?

Poor decision-making has several components to it. In "Procrastination and Obedience," George A. Akerlof points out that often individuals will choose a series of actions without fully appreciating how those actions will affect their future. Akerlof explains these poor choices with the concept of undue salience, meaning at the time of the decision, the individual attaches inappropriate importance to some of the factors that go into making the decision. The attached importance may (or may not) be truly the most important component of the decision, thus, leading to a poor decision. This conclusion is contrary to the basic theorem of economics stated in the first paragraph: that a rational person will make the best decision for herself based on all available information. It can be determined that we as human beings do not always make the best decision despite our rationality (Frank, A1). This is especially true for students who are behaviorally disordered or emotionally disturbed, yet despite their labels the students are generally in a rational state of mind. So why do we (and the students) make poor choices while in rational states of minds? Could it possibly be that we use poor strategies to solve our problems?

## Strategies

Making decisions is a complex endeavor, and for each decision we make, we utilize a strategy. Some strategies are better than others. For example, the crossing-that-bridge-when-we-come-to-it strategy can be an oversimplified solution to a resolution of choices. Giesbrecht and Clayton explain the process of strategizing: "Strategies specify in advance how decisions are to be made for all successive stages of a developing situation, given what has gone before and what is known at the moment. Uncertainty about these developments is why strategies are required. If we knew for sure how all eventualities would fall into place, we could simply make complete decisions covering everything ahead of time. But we don't, so we need strategies" (A2).

There are two types of strategies that economists typically point to: sequential and simultaneous. A sequential strategy is one that focuses on looking to how one's current actions will affect the future of other actions, both one's own actions and those others make. For example, in the novel *The Outsiders*, Ponyboy first makes the decision to go to the park late at night. That decision impacts his next decision; that is, to engage a rival peer group in an altercation. That decision then leads to a death. Now in which Ponyboy has to make yet another decision. He enlists the help of a friend and runs away to a deserted church. There he is faced with the decision to rescue children from the burning structure, which is burning due to his choice not to be careful with his cigarettes. And so it goes.

Another type of strategy is a simultaneous strategy. This is strategizing in ignorance of others' current actions, usually at the same time. According to popular police dramas on television, police interrogators make use of this strategy to compel a confession: two suspects who are suspected of working in collusion are each told that the other suspect is on the verge of "rolling over" on the other. The police then make a case for Suspect A (and/or Suspect B) to be forthcoming first, promising to "go easier" on him or her. Each suspect must

make his or her decision simultaneously, unaware of what the other will decide.

The characters in "The Gift of the Magi" give an example from literature of the simultaneous strategy. In this story, Della decides to sell her hair in order to purchase her gift for James (a chain for his watch), while James sells his watch in order to purchase hairpins for Della's long locks. Both made their decision without being aware of that the other was doing, exemplifying a negative outcome of the usage of the simultaneous strategy.

### **Application**

What seems to be evident is that the study of economics allows for transference of ideas to the world beyond dollars and cents. One can take concepts and ideas such as opportunity-cost and the law of diminishing marginal returns and apply them to both everyday events *and* events that take place in literature. This curriculum is based on this concept, with the goal of this unit being to analyze the decisions made by characters in literature from the standpoint of economic theory in an effort to demonstrate to BD students better ways to make decisions. Along with other literature examples, I have chosen to focus on the novel *The Outsiders* because of the many examples of both good and bad decisions made, and the strategies that are exemplified therein. In addition, there are many decisions made that involve the influence of peers (with both positive and negative outcomes) that I believe bear exploration within the parameters of economic theory.

The goals of this curriculum unit are fourfold:

- 1.) Present appropriate economic terms to the students, which they will learn to mastery, primarily through the use of common literature examples.
- 2.) Present common literature examples of economic terms and concepts to further reinforce the student's understanding of the basics of economic theory and additionally expose students to various types of literature
- 3.) Teach on the novel, *The Outsiders* with an emphasis on the decisions and strategies just learned in evaluating characters and plot development
- 4.) The culmination of this unit will be to have students propose likely future scenarios and have them evaluate how they plan to wade through those decisions, using all the knowledge gained through this unit to explain and defend their choices.

It is expected that this unit can be implemented in a time frame ranging from nine weeks to all year, depending on the students to whom this unit is presented. Students who are younger (early middle school) or students who struggle with learning disabilities may have to proceed at a slower or abbreviated pace. It is important to consider as well the attention spans of your audience. One student population may be able to process and enjoy all components of this unit before reaching burnout, while another population may only be exposed to the novel and the literature examples or possibly only the literature examples. The sample lesson plans provided allow the instructor to be as flexible as need be in implementing this curriculum unit.

### **Student Information and Rationale**

The audience focused on in this curriculum unit will be middle school students who have a primary disability of emotionally disturbed.

This population is provided services through special education resources in our public school system. It is important to note that another classification of students, behaviorally disordered, has until recently been included in the grouping of emotionally disturbed students. Recent re-writing of special education qualification standards now prevents a student who exhibits behavior disordered attributes from qualifying for special education services; thus only students who demonstrate attributes of being emotionally disturbed are now being accepted into special education programs. This is significant because it presents the special educator a unique classroom: it includes those students who are behavior disordered, having qualified before the standards were re-written, *and* those who are emotionally disturbed. The distinction between the two can be summed up in fairly general terms: the behaviorally disordered student is nearly synonymous with juvenile delinquent (or future juvenile delinquent), and the emotionally disturbed student is much more fragile, typically having a mental health diagnosis of some kind. A student can in reality be both, but this is not recognized under special education guidelines—a student is considered either behaviorally disordered or emotionally disturbed.

For the purposes of this unit, while the term behaviorally disordered does not technically exist in the legal world of special education at this time, it is this population for whom this unit is specifically designed. Most students are placed in such special education programs long before they reach middle school—the majority of my students have been receiving services for their disability since their early to middle elementary years. It has been, in my experience, fairly uncommon for a student to be given the label emotionally disturbed in middle school, as it is fairly late in the student's academic career to come to the attention of those who make such a determination. Therefore, the primary (but not exclusive) population in my classroom continues to be students who are best described as Behaviorally Disordered (versus emotionally disturbed); it is for these students that this curriculum was designed.

One defining characteristic of the behaviorally disordered student is the inability to make good decisions. Most students suffer from extreme impulsivity, which leads them to make poor choices, or they allow others to make those choices for them. The behaviorally disordered student cannot delay gratification with any level of competency. He struggles in his ability to foresee possible consequences for his behavior, even if those consequences are positive (Rhodes, Jensen, and Reavis A1).

In addition, such a student has a difficult time resisting peer pressure. Not surprisingly, the peer group for the behavior disordered student is almost always other behavior disordered students (Walker, Colvin, and Ramsey A1). Thus, this peer group is comprised of other students who have very poor problem solving problems and have few friends outside their deviant peer group. BD students are generally uncooperative, cruel to others, defy rules, and are almost incapable of altruistic behavior.

Approximately half of all behavior disordered students also have a secondary disability, specific learning disabled, which further compromises their abilities to decipher all available choices and make informed decisions within both their academic and home environments. BD students who have a learning disability tend to feel incompetent in their academic skills as well as their social skills. This feeling which places a burden on their self-esteem, which is already quite fragile (Rhodes, et. al. A2, Walker et. al. A2).

Also, nearly 77% of the student population at my particular middle school receives free or reduced cost lunches, indicating a high level of poverty in the community. This statistic has an indirect but significant influence on my students: the correlation between poverty and both anti-social behavior and literacy rates has been well documented (Walker, et. al. A3).

Why would a teacher use economic theory as a tool to teach literature and decision-making skills to behaviorally disordered students? My rationale centers on one important fact previously alluded to: *BD students are expressively self-centered and the theories of economics reward this maxim.* Economics says "make the best decision for me" (Geisbrecht and Clayton, A2). BD students will

instantly buy into and relate to this concept. Economic thinking is also scientific and therefore neutral and without excessive emotional or moral overtones. This, I believe, will appeal to students who are more comfortable with the void of emotion. It is in this manner that I hope to teach moral and normative values: to guide the students to the discovery that *it is in their self-centered interest to become all those things that they struggle so very much against.*

### **Economic Terms and Concepts**

The following are economic terms and concepts that I will focus on throughout the curriculum unit. Students will be expected to know these terms and concepts to mastery. Each term or concept has an example from literature provided. These terms are not exhaustive of economic theory; rather they have been chosen based on how easily they are understood and to what extent they apply to the everyday economic thinker. Several of these terms and concepts have been previously defined and discussed. This table was devised as a reference tool for the instructor. More information may be obtained from the reference sources provided in the bibliography.

| <b>Term/Concept</b>   | <b>Definition</b>   | <b>Example/Scene from Literature</b>  | <b>Source of Literature</b>                           |
|-----------------------|---|---|---|
| heroic decision       | a bold, daring and usually irreversible decision, usually on the basis of very little information.  | Johnny rescuing children from the burning abandoned church  | <u><i>The Outsiders</i></u>                           |
| threshold decision    | a baby-step decision --it meets a minimum threshold of comfort, taste or convenience before further commitment                                  | Cherry and Ponyboy's relationship—it proceeds carefully until it becomes uncomfortable for Cherry when it becomes embarrassing and she discontinues the relationship. | <u><i>The Outsiders</i></u>                           |
| incremental decision  | similar to a threshold decision, with the resulting decision as implemented is as-small-as-possible-increments so as to minimize lost resources | Charlotte's plan save Wilbur by spelling out words in her web   | <u><i>Charlotte's Web</i></u>                         |
| sequential strategy   | a strategy that focuses on looking to how one's current actions will affect the future actions of others and his own future actions in turn.    | The wolf continues to search for his cup of sugar from his neighbors, the paranoid pigs.  | <u><i>The True Story of the Three Little Pigs</i></u> |
| simultaneous strategy | strategizing in ignorance of other's current actions.   | Della selling her hair for James' gift while James sells his watch for Della.   | "The Gift of the Magi"                                |

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|---|--|--|--|
| morality                                | rightness or wrong-ness of an action   |  | <i>Aesop's Fables</i>                        |
| Law of Diminishing Marginal Returns     | states that as you unconditionally satisfy a desire, satisfaction reaches a point where what you desired is no longer desirous | King Midas' desire for gold is eventually overwhelmed by over-saturation of the precious metal.  | <i>Book of Virtues</i>                       |
| opportunity costs                       | the trade off—if I do this, then I can't do this, or if I buy this, I can't buy that   | Peter Pan choosing between boyhood and adulthood.  | <i>Peter Pan</i>                             |
| law of comparative advantage            | when an item can be produced more efficiently by one entity than another   | Piggy and Ralph bartered their comparative advantage in their friendship-each had something the other needed   | <i>Lord of the Flies</i>                     |
| relationships:<br>1.giving relationship | 1. the active participant in the relationship is the giver, the passive participant the receiver.                              | Aslan giving his life for the safety of others   | <i>The Lion, the Witch, and the Wardrobe</i> |
| 2.taking relationship                   | 2. the active participant is the taker, while the passive participant in the relationship is the giver.                        | The boy/man taking all from the tree.  | <i>The Giving Tree</i>                       |
| 3.exchange relationship                 | 3. the only relationship that promises a net gain of economic benefits for both participants                                   | Rumplestilxskin and his deal making with the miller's daughter-she got to live and marry the prince and he received her trinkets, then her first-born. | <i>Rumplestilxskin</i>                       |
| fairness                                | a transaction in which the surplus is divided equally  | The utopian society in <i>The Giver</i> .  | <i>The Giver</i>                             |

|            |   |  |  |
|------------|---|--|--|
| reputation | an estimation in which a person or thing is commonly held.                                      | The boy who cried wolf was not believed because of his reputation for lying.   | <i>Aesop's Fables</i>                        |
| signaling  | data that can be gleaned about a person based on reputation, body language, and current actions | Dally conveyed to the police that he had a gun, when in fact he did not. The police believed he did, in part due to previous run-ins with him. | <i>The Outsiders</i>                         |
| altruism   | unselfish concern for the welfare of others   | Aslan, the lion, offering himself to the White Witch in place of Edmund the boy.   | <i>The Lion, the Witch, and the Wardrobe</i> |

## Lesson Plans

The following lessons provide ideas for an instructor to implement in her classroom. All of these lessons can be modified to fit various student populations. Also, all of these lessons conform to New Mexico Standards for the teaching of Language Arts, consisting of 10 specific standards for students in grades 5-8. Each lesson will be followed by a short reference indicating which standard is being addressed.

Since this curriculum unit is focused on students who are in special education, all assessment should be driven by each student's IEP goals and objectives. Some students will be assessed according to work completed, whereas others may be assessed according to levels of performances, attitude and or/ effort given. Please consult each student's IEP in regard to his/her goals and objectives in the areas of reading and writing.

The lesson plans are grouped into four major areas of study: Learning the Terms, Using Examples from Literature, Reading the Novel, and Application to the Student. Under each heading is a group of lessons, most of which should be presented to the students in the order given. The only major area of study that *must* be presented is the first group, Learning the Terms. This is important in that it provides the backbone for the rest of the unit. However, beyond that, the instructor may be quite flexible. You may choose to use the remaining three components of study in any order. You may also choose to do lessons from Reading the Novel, but not Examples from Literature. This is purely at your discretion, according to the needs of your student population.

### Learning The Terms

Purpose: To teach to students the key economic terms used in this unit.

Time needed: Each part of this lesson is expected to take a 45-minute class period to complete. This subset of lessons will be repeated every time new sets of economic terms are introduced. The number of terms used is determined by you—you know how many terms your students can best learn at a time.

Materials Needed (for entire subset): white copy paper  
chart (attached)  
overhead projector  
space conducive to group work

Lesson A: Create a chart (or use attached chart) and fill it in as a class, defining the terms, providing a general real-life example and a specific real-life example. The general real-life example should be one that would apply to anyone. This example should be generated together as a class. (Have an example ready to use if the students struggle to come up with one). The specific real-life example should be determined more individually, specific to the student and their life. It is recommended using an overhead projector for this lesson (Content Standard 1B, 9A).

Lesson B: Check for understanding by doing Terms To Draw. Take a blank piece of copy paper and instruct students to fold the paper into 4 equal boxes. Students then write the term in the bottom of each box, then draw the meaning. Encourage use of talking balloons and stick figures for those less artistically inclined. It must be clearly understood by the picture what the term is! This is an opportunity to review/reinforce basic punctuation skills as they are used in the talking balloons (Content Standard 1A, 2A, 4D).

Lesson C: Play a game using the activity above. Once the Terms to Draw are completed (and graded), have the students break into small groups. Each student in the group is to cut his paper along the fold lines, cutting off the economic term written down at the bottom of each box. Students then quiz their group, using their drawings like flashcards and keeping score (Content Standard 4F).

### Examples from Literature

Purpose: To give students the opportunity to practice their newly acquired vocabulary and concepts to various examples in literature.

Time needed: To be determined by the instructor according to student's reading levels

Materials needed: Literature sources, available to each student

VCR

Video clip of desired video

Lesson A: Choose a piece of literature provided in the bibliography. Find the scene that is highlighted as a literature example in the chart above and make copies for each student. Review any difficult vocabulary words that may be found in those passages. Then read the scene (providing background knowledge for those who may be unfamiliar with the story) as a class or small group. After reading the scene(s), have students determine which term or concept is being exemplified. Discuss or have students write an essay about different ways the scene could have played out, from an economic standpoint, encouraging the use of economic terms (Content Standard 2C,D, 4B).

Lesson B: This lesson is similar to the one above. Find a video clip of one the literature sources. For example, you could use Peter Pan, starring Robin Williams. Show the students the desired video clip that demonstrates the appropriate economic term or concept. Again, have the students discuss or write what they observed in terms of economic theory (Content Standard 2D, 7A).

### Reading the Novel

Purpose: To explore plot and character development in the novel *The Outsiders* using economic terms and concepts.

Time needed: Dependent on student population

Materials needed: Copies of The Outsiders available to each student

Attached activity sheet for Lesson A

Magazines, newspapers, or other media print

Poster board

\*all of the following lessons can be used during the reading of this novel

Lesson A: This lesson will focus on the term signaling. In the novel, Ponyboy defines for the reader the difference between "tough" and "tuff." Both were considered compliments. Use the attached activity sheet to demonstrate how "tough" and "tuff" signaled different things. Finish activity by reviewing the value of signaling (Content Standard 1A, 2A, 9A, 7B ).

Lesson B: This lesson focuses on reputation and pulls in the previous concept of signaling. Divide the students into two groups: label one group "greasers" and the other group "socs". Have each group determine what sort of reputation each social group enjoyed. Each student group will create a poster, choosing one or two words that sum up each group’s reputation to provide the poster heading. Then, have each group list what signals are part of that reputation. On the back of the poster, have the students answer the following important questions: How did a social group’s reputation impact those in that group and their choices? Their decision-making? The outcome of the novel? Finally, have each group present their poster to the class (Content Standard 4C, 7B 9A).

**Application to the Student**

Purpose: To have students employ their new skills and knowledge to their own lives as a means of making better decisions. Time needed: Each activity takes about 45 minutes; Lesson A should be repeated at least twice.

Materials needed: Situation worksheet (attached)  
Computers and printers for word processing  
Mailing envelopes

Lesson A: Pass out the Situation worksheet. Go over directions with the students, reviewing both economic concepts and basic writing standards. You may choose the situation for them, or they may choose it for themselves. Repeat this activity at least twice for maximum practice at predicting reactions to future decisions (Content Standard 2D, 9A).

Lesson B: Students are to write (on word processors) a letter to their future selves. (Before this activity, you may want to teach how to write a friendly letter). The point of the letter is for the student to remind themselves what they have learned about economic theory and how what they have learned can positively influence decisions made, utilizing appropriate strategies. Encourage students to include their own insights as to what kind of person they anticipate they are writing to. Include a note of your own, briefly describing what the student is like, and what you as their teacher both hope for and fear for that student. Have students address the envelopes to a relative whom they are somewhat close to and have the least likelihood of having a change of address. Then, make a mental note to yourself to mail these letters off in five years! You can vary the length of time between writing the letter and mailing it; perhaps two or three years would work better for your student population (Content Standard 9A, 1B, 4E, 2D).

**Learning the Terms**

| TERM OR CONCEPT | DEFINITION | GENERAL REAL LIFE EXAMPLE | SPECIFIC REAL LIFE EXAMPLE |
|-----------------|------------|---------------------------|----------------------------|
|                 |            |                           |                            |

|    |  |  |  |
|----|--|--|--|
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
|    |  |  |  |

4.

### "Tough" or "Tuff"?

Ponyboy explains the meanings of a few words Greasers so that we, as readers, will know exactly what he means when he uses them.

"*Tough* and *tuff* are two different words. *Tough* is the same as rough; *tuff* means cool, sharp—like a tuff-looking Mustang or a tuff record. In our neighborhood both are compliments."

What do you think is *tuff*? Is it a particular haircut or style of clothing? Is it a car, bicycle or motorcycle? What about *tough*? What signals *tough*? **For this project, make a collage or montage of what is *tuff* and *tough*, dividing your collage in half.**

Use a large piece of poster board for display, folding the poster board in half, labeling one half "*Tuff*" and the other half "*Tough*".

For your collage you might consider using the following:

- magazines, newspapers or other print media
- fabric samples
- jewelry
- CD jackets
- titles of books, videos, movies
- photographs

As you work on your collage, think about what each item you use signals to others. How do these signals affect your reputation, or what others may think of you?

### FUTURE SITUATIONS YOU MAY ENCOUNTER

Answer the following questions as best as you can. Use the word bank to help you answer the questions.

|   |  |   |
|---|--|---|
| opportunity cost<br>heroic decision<br>giving relationship<br>reputation<br>simultaneous strategy | threshold decision<br>fairness<br>signaling<br>exchange relationship<br>morality | taking relationship<br>altruism<br>incremental decision<br>sequential strategy<br>comparative advantage |
|---|--|---|

Situation:

**Choice A:**

Advantage:

Disadvantage:

**Choice B:**

Advantage:

Disadvantage:

**Choice C:**

Advantage:

Disadvantage:

What choice is in your best interest? **Why?**

What strategy, term, or concept is applicable in this situation? **Explain.**

Which choice will **help** you the most?

Which choice will **hurt** you the most?

Which choice are you predicting you will make? **Rationalize.**

## Reading List-Instructors and Students

Aesop. *Aesop's Fables*. Chicago: University of Chicago Press, 1960.

Stories with a moral lesson.

Barrie, James M. *Peter Pan*. New York: Scribner, 1950.

A story about man torn between childhood fantasy and adult reality.

Bennet, William J., ed. *The Book of Virtues*. New York: Simon and Schuster, 1993.

A collection of stories, poems and speeches with moral emphasis.

Grimm Brothers, retold by Alvin Granowsky. *Rumpelstiltskin*. Austin, TX: Steck Vaughn, 1993.

Classic fairytale

Golding, William G. *The Lord of the Flies*. California: Berkley Publishing Group, 1959.

A classic tale of a group of English school boys who are left stranded on an unpopulated island, and who must confront not only the defects of their society but the defects of their own natures.

Henry, O. *Gift of the Magi*. Indianapolis: Bobbs-Merrill, 1978.

Husband and wife sacrifice treasured possessions in order to buy each other a Christmas present.

Hinton, S.E. *The Outsiders*

A novel about social groups and gangs in the 1960s. Ponyboy is the adolescent hero who provides spectacular insight into the ups and downs of living on the wrong side of the tracks.

Lewis, C.S. *The Lion, the Witch, and the Wardrobe*. New York: HarperCollins Children's Books, 1984.

An enthralling adventure story in which four British schoolchildren find the door to a magical land through an abandoned wardrobe.

Scieszka, Jon. *The True Story of the Three Little Pigs*. New York: Viking, 1989.

A humorous retelling of the classic tale, The Three Little Pigs.

Silverstein, Shel. *The Giving Tree*. New York: Harper and Row, 1964.

The story of a unique relationship between a boy and a tree.

White, E. B. *Charlotte's Web*. New York: Harper and Row, 1952

A farmyard tale about a spider and a pig's sincere friendship.

## Reading List-Instructors

Akerlof, George A. "Procrastination and Obedience." *American Economic Association Papers and Proceedings*. Vol. 81, 2 (1991): 1-19.

This lecture describes the economic motivations we face when deciding whether to delay an unpleasant task or to follow a leader.

CESDP, New Mexico Educators, and the New Mexico State Department of Education. "New Mexico Standards". New Mexico Standards Project. December 1999. CESDP. June 13, 2000. <<http://www.cesdp.nmhu.edu/standards/>>.

Provides the educational standards and benchmarks for all grades and subjects taught in New Mexico public schools.

Frank, Robert. *Passions Within Reason: The Strategic Role of the Emotions*. New York: W.W. Norton & Company, 1988.

This book argues for an expansion of the concept of self-interest to encompass non-monetary goals of love, fairness, and kindness.

Geisbrecht, Martin Gerhard and Gary E. Clayton. *A Guide to Everyday Economic Thinking*. Boston, Massachusetts: Irwin McGraw-Hill, 1997.

A short summary of the economic models of decision-making.

Rhodes, Ginger, William R. Jenson and H. Kenton Reavis. *The Tough Kid Book: Practical Classroom Management Strategies*. Longmont,

Colorado: Sopris West, 1995.

Emphasis here on the word "practical"--strategies can be of use to all teachers for all populations.

Walker, Hill M., Geoff Colvin and Elizabeth Ramsey. *Antisocial Behavior in School: Strategies and Best Practices*. Albany, New York:

Brooks/Cole, 1995.

An encompassing overview.

## **Video**

Peter Pan, Starring Robin Williams.