

Week 1, Day 2 – Economics Defined • Understanding Economics

Review (10–12 minutes): As a class, review the Q4R from “Economics Defined • Understanding Economics”:

1. Look up Proverbs 28:5 and Titus 1:7. What do these verses say to back up two of the main points of this section?

*Proverbs 28:5 says, “Evil men understand not judgment: but they that seek the LORD understand all things.” This is similar to the Bible’s teaching that godliness leads to wisdom, and wickedness hinders wisdom. Titus 1:7 says, “For a bishop must be blameless, as the **steward** of God; not selfwilled, not soon angry, not given to wine, no striker, not given to filthy lucre.” A steward describes the office of a bishop—taking care of the things of God—similar to the meaning of economics.*

2. Define *economics*, *steward*, and *home economics*.

Economics: managing money and resources. Steward: someone who does so, often in a paid position, but sometimes not (see above). Home economics: the study of efficiently managing a home.

3. How does knowing and keeping God’s Word make a person wiser?

Answers will vary (AWV), but it trains us on man’s nature, what is right and wrong, and to some extent functions outside of normal worldly wisdom.

4. Explain the difference between a steward’s job and an attempt by a politician to direct an economy.

A steward’s full-time job is taking care of ONE home/business; a politician who thinks he can manage an entire nation’s economy drastically overestimates his ability to direct complex economic activity.

5. Fill in the blanks: “The fear of the LORD is the ___; a good ___ have all they that do his commandments” (Psalm 111:10); “I understand more than the ancients, because I ___” (Psalm 119:100).

Beginning of wisdom; understanding; keep thy precepts.

Home Economics Throwback (8–10 minutes): This game reinforces the original meaning of the word *economy* while getting students to think about how they would manage/budget a household.

National Milk Committee (8–10 minutes): Students see the impossibility of efficiently managing even one item for a nation, as compared to managing a single household like a steward.

Reading (Remainder of Class): Students read “Living Outside of Normal Economics” and complete the Q4R in writing. Remind students to always bring these to class! (There is no homework except for this.)

Instructor Notes:

***Economics: A Christian Worldview* - Home Economics Throwback**

(TEACHER INSTRUCTIONS/KEY)

Purpose

Students solidify their understanding of the word *economy* while thinking about how they would manage/budget a household.

Time

8-10 minutes

Instructions

1. Ask students: “If you had to run a household with \$3,000/month, what categories **MUST** exist?”
2. Students brainstorm (write these on the board):
 - Food
 - Housing
 - Utilities
 - Savings
 - Giving
 - Transportation
3. Then ask these questions (and allow students to answer):
 - “What happens if you eliminate saving?”
 - “What happens if you eliminate giving?”
 - “What happens if you ignore budgeting?”
 - “Does anyone have a money-earning job and have to watch how you spend your money?”
4. Tie back to Noah Webster’s definition of *economy*: “Judicious application of time, labor, instruments.”

Week 2, Day 4 – How To Use Man's Selfishness for Economic Good

Discussion (10–12 minutes): Pair/Group → Whole Class: Discuss Q4R from “How To Use Man's Selfishness for Economic Good.”

1. What does the command of Jesus to “love thy neighbor as thyself” reveal about man's natural tendency? Besides the examples given in this chapter, list one more that confirms this tendency.

It reveals that man already loves himself, and that if he loved his neighbor as much as himself, he would be doing quite well. AWW on the second part.

2. Explain Adam Smith's main point in the passage near this chapter's end.

He points out that mankind's provision for others is not based on his unselfish love for them, but on his consideration for himself. A butcher provides meat for others to buy, not because he is generously looking out for their well-being, but because he is trying to earn a living by providing things that others want—and will voluntarily pay for. This is why voluntary exchange, or “capitalism” works as an economic “system.”

3. Fill in the blanks to finish these passages: “Look not every man on his ____, but every man also on the ____” (Philippians 2:4); “Let no man seek ____, but every man another's ____” (1 Corinthians 10:24); “For no man ever hated ____; but nourisheth it and cherisheth it...” (Ephesians 5:29).

Own things, things of others; his own, wealth; his own flesh.

Short Films – “Capitalism Is Selfishness” and “Is Capitalism Moral?” (10–15 minutes): These two videos argue both sides of the “Capitalism Is Selfish” debate.

Handout – Human Nature in Action (10–15 minutes): A reinforcement of the concept that most human actions involve self-interest—even when others benefit.

Instructor Notes:

Economics: A Christian Worldview – Human Nature in Action

(TEACHER INSTRUCTIONS/KEY)

Purpose

To help students see that most human actions involve self-interest—even when others benefit.

Time

10-15 minutes

Instructions

- Print this instructions/key page and a Page 2 for all students.
- Hand out Page 2 to students and read instructions together.
- Give students 6-8 minutes to finish, and discuss in pairs/groups first (if time), then as a class.

Instructions

Important: Some answers could reasonably be “C.” The goal is not to eliminate compassion; it’s to recognize how self-interest operates in real life.

1. **Baker wakes early.** Correct Emphasis: **A** or **C**

Why: The baker wants income. He benefits financially. Others benefit too, from his baked goods, but the motivation is earning a living

2. **Student studies.** Correct Emphasis: **A**

Why: The student wants good grades, success, approval, opportunity.

3. **Company lowers prices.** Correct Emphasis: **A**

Why: Lower prices attract customers → more profit → self-benefit.

4. **Neighbor brings soup.** Correct Emphasis: **C**

Why: Genuine care may be involved. But even here:

- The giver feels satisfaction.
- The giver may desire to obey God.
- The giver may want a good relationship.
- Even benevolence includes personal motivation.

5. **Worker seeks a raise.** Correct Emphasis: **A**

Why: Seeking improved personal income.

6. **Beggar trades clothes for food.** Correct Emphasis: **A**

Why: Direct self preservation. (Adam Smith pointed out that even a beggar participates in exchange.)

7. **Teen volunteers.** Correct Emphasis: **C**

Why: Reasons could include these:

- Desire to help
- Resume building
- Enjoyment
- Social belonging

8. Farmer sells crops. Correct Emphasis: **A**
Why: Income motivation; others benefit as well.

9. Donates to charity. Correct Emphasis: **C**
Why: Reasons could include these:

- Compassion
- Obedience to Scripture
- Tax deduction
- Personal satisfaction

Self-interest and benevolence can coexist!

10. Salesman promotes product. Correct Emphasis: **A**
Why: Commission, income, career advancement.

Wrap-Up

- Did anyone choose “B only” for any scenario?
- Is it possible to act with *zero* self-interest?
- Does recognizing self-interest mean we approve of selfishness?
- Why would God command us to love others as ourselves?

Tie back to:

- **Matthew 22:39** – Assumes strong self-love.
- **Philippians 2:4** – Commands looking to others because it does not happen naturally.
- **Ephesians 5:29** – No one hates his own flesh.
- **Adam Smith** – Voluntary exchange economies work because people act in self-interest. They want to benefit themselves, and the way to do it in a free economy is to please others and provide goods/services they want.

Economics: A Christian Worldview – Human Nature in Action

For each scenario, choose what best represents it:

- **A = Primarily self-interest**
- **B = Primarily concern for others**
- **C = Both self-interest and concern for others**

Be ready to defend your choices!

1. A baker wakes up at 4:00 a.m. to make bread for the town.
2. A student studies hard for an economics test.
3. A company lowers its prices to attract more customers.
4. A neighbor brings soup to someone who is sick.
5. A worker asks for a raise.
6. A beggar trades old clothes for food.
7. A teenager volunteers at an animal shelter.
8. A farmer grows crops and sells them at market.
9. A person donates money to a charity.
10. A salesman explains how his product can improve a customer's life.



Economics: A Christian Worldview.
Snappy Answers to Economics Questions, Part 1 (15-20 Minutes)

TEACHER INSTRUCTIONS

Prep

Print this page and a copy of Page 2 for each student.

Instructions

1. This activity helps students come up with Biblical, informative answers to Economics questions asked by hypothetical friends/acquaintances/critics/random strangers who accost them on street corners.
2. Hand out Page 2 to students, and read the instructions together.
3. Give students 6-8 minutes to answer the questions **INDIVIDUALLY (students' answers must be 20 words or fewer!)**.
4. Tell students: **“Don’t let anyone see your answers!”**
5. When time’s up, collect the answer sheets.
6. Tell students: **“You’re going to vote for the best, most-accurate, and snappiest-without-being-rude answers to these five questions. DO NOT VOTE FOR YOUR OWN ANSWERS.”**
7. Read Question #1 out loud, followed by all the answers students wrote to that question.
8. Ask students one at a time to vote for the answer to Question #1 that they thought was the best, and tally up the votes.
9. Announce: **“The winner to Question #1 is [answer here], which was written by...[student name here]!”**
10. Continue with Questions #2 - #5 until all votes are taken.
11. (If you want, you can award bonus points to winners.)

Economics: A Christian Worldview. Snappy Answers to Economics Questions, Part 1

Come up with an answer to these five questions that a friend/acquaintance/critic asks you about Economics topics we've discussed. Each answer must be...

- (a) snappy (**20 words or fewer**—feel free to use humor to make your point ☺),
- (b) correct/accurate, and
- (c) polite—no rude insults!

The Questions:

1. “Yes, I understand that the word *economics* is related to the word ‘steward’ in the Bible. Why can’t *you* understand that, just like a steward takes care of a household, we should put committees in place to take care of our nation’s economic decisions?”

2. “Why are you against that proposed government bill that protects computer manufacturers in the U.S. from being put out of business by Brazilian computer companies? Don’t you want our economy to be strong?”

3. “What’s wrong with having a Department of Literacy to help elementary school kids learn to read? A lot of those kids are poor, and doesn’t Jesus say, ‘Thou shalt love thy neighbor as thyself?’”

4. “We *have* to have the government regulate and tax millionaire business owners. If they don’t, won’t it encourage them to run their businesses based on their own greed and selfishness?”

5. “You say the government shouldn’t regulate the economy? So you just want all businesses to rip off customers or hurt them with shoddy-quality products that could injure or kill them?”

Now, go back and make sure your answers are all 20 words or fewer!

Economics: A Christian Worldview – The Bible and Wealth Scenarios

(TEACHER INSTRUCTIONS/KEY)

Purpose

Students compare Biblical admonitions to real-life economic situations.

Time

8-10 minutes

Instructions

1. Print a copy of Page 2 for each student and hand out.
2. Read the instructions together.
3. Give individuals 6-8 minutes to answer, then discuss as a class.

Key (Some Are Debatable; Let Students Discuss!)

1. A — Scripture commands able people to work, not live in idleness.
2. B, H — Giving to help fellow believers is specifically commanded.
3. F — Wealth ultimately comes from God, not personal ability alone.
4. E, G — Scripture warns against pursuing riches as life's goal.
5. D — Scripture warns not to trust in riches.
6. H — Christians must help fellow believers in need.
7. F — God gives ability to produce wealth.
8. G, C — One cannot serve both God and money; treasure reveals the heart.
9. D, E — Wealth is uncertain and temporary.

Economics: A Christian Worldview – The Bible and Wealth Scenarios

For each scenario, write the letter of the verse below that best applies. (Use each verse more than once if needed.)

Verses:

- A. 2 Thessalonians 3:10–12 – “If any would not work, neither should he eat.”
- B. Acts 20:35 – “It is more blessed to give than to receive.”
- C. Matthew 6:21 – “For where your treasure is, there will your heart be also.”
- D. 1 Timothy 6:17 – “Trust not in uncertain riches, but in the living God.”
- E. Proverbs 23:4–5 – “Labor not to be rich...riches certainly make themselves wings.”
- F. Deuteronomy 8:17–18 – “It is he that giveth thee power to get wealth.”
- G. Matthew 6:24 – “Ye cannot serve God and mammon.”
- H. 1 John 3:17–18 – “If a man has this world's goods, and does not help his brother...”

Scenarios:

- 1. ___ A student refuses to work, but expects his parents and others to support her indefinitely.
- 2. ___ A wealthy Christian gives money to help believers who are suffering persecution.
- 3. ___ A businessman believes his success came entirely from his own intelligence and effort.
- 4. ___ A student becomes obsessed with becoming rich and structures his entire life around that goal.
- 5. ___ A wealthy person trusts his investments more than he trusts God.
- 6. ___ A Christian sees another believer in financial need, but refuses to help.
- 7. ___ A person works hard but recognizes that his abilities and opportunities came from God.
- 8. ___ A student becomes so focused on money that his spiritual life becomes unimportant.
- 9. ___ A person constantly worries about losing wealth and bases his happiness on money.



Economics: A Christian Worldview – Short Films:
Kamala Harris & Walter Williams on “Price Gouging”

(TEACHER INSTRUCTIONS/KEY)

Purpose

These short videos show Kamala Harris and Walter Williams’s opposite views of price gouging.

Time

10-12 minutes

Instructions

1. Play the short film “Kamala Harris Says She Will Ban ‘Price Gouging’” (2:25):
https://www.youtube.com/watch?v=_dPx7mqZ0D4
2. Get students’ thoughts on this film. How does it compare to what we’ve learned about “price gouging”?
3. Play the short film “The Myth of ‘Price Gouging’” (3:42):
<https://youtu.be/IdvirTFMKhk>
4. Get students’ thoughts on this film. How do Walter Williams’s explanations of “price gouging” compare to Kamala Harris’s claims?

Economics: A Christian Worldview. “I, Frozen Peas” & “I, Copy Paper”

(TEACHER INSTRUCTIONS/KEY)

Purpose

This activity is a spinoff of “I, Pencil,” in which students see the incredible complexity of producing two seemingly simple items: bags of frozen peas and packs of copy paper.

Prep (Optional)

Buy an equal number of bags of frozen peas and reams of copy paper to put on the tables for students to see during this activity.

Time

20-25 minutes

Instructions

1. Divide the class into groups of 2-6.
2. Place either a bag of frozen peas or a ream of unopened copy paper on each group’s table.

(If you can’t get these for your class or have nowhere to store the peas so they won’t defrost, it’s not the end of the world; just have teams think about what goes into creating/producing either the bag of frozen peas or ream of copy paper that they see on the PowerPoint slide. Or use something other than peas and copy paper—anything you choose!)
3. Show students the PowerPoint slide with instructions, and give them 10 minutes to complete the activity. (If they’re really getting into it, feel free to give them extra time!)
4. Go around the room and have each team’s secretary call out items needed to produce the item on the team’s table. **Suggestion:** If you have more than one group analyzing a bag of frozen peas and/or more than one group analyzing a ream of copy paper, take turns, so one team doesn’t call out all of the things needed to produce them before another group has the chance to.)
5. Play the short film “How Frozen Peas Are Made” (4:29):

<https://www.youtube.com/watch?v=Gq687i5ie-I>

Get students’ thoughts on this film. **Ask: What things go into making frozen peas that you left out?**
6. Play the short film “How Paper Is Made” (5:12):

<https://www.youtube.com/watch?v=OXQDsSctP1M>

Get students’ thoughts on this film. **Ask: What things go into making copy paper that you left out?**
7. Ask students to compare this to the “I, Pencil” essay.

Economics: A Christian Worldview – Seen vs. Unseen Headline Detective

(TEACHER INSTRUCTIONS/KEY)

Purpose

To give students practice in seeing past the seen effects of a government policy to the unseen effects of that policy.

Time

10-15 minutes.

Instructions

1. Print this page for yourself and Page 2 for each student.
2. **Explain to students:** News reports often highlight only the visible benefit of government spending. Economists must also ask this: What unseen costs or effects are missing from the story? Students will act like investigative reporters and write the missing headline that shows the hidden effects. Encourage answers mentioning things like:
 - Taxes
 - Government borrowing/debt
 - Resources taken from other industries
 - Higher prices
3. Students work individually for 5 minutes, then work in pairs for 5 minutes.
4. Review as a class. (Answers will vary!)

Wrap-Up Questions

- Which unseen headline seemed **most realistic**?
- Which one was **funniest or most surprising**?

Key idea: Economic policies always have seen and unseen effects.

Economics: A Christian Worldview – Seen vs. Unseen Headline Detective

Write the missing unseen headline for each example below:

Reported headline: “NEW SUBSIDY PROGRAM HELPS FARMERS BUY EQUIPMENT”

Unseen headline:

Reported headline: “GOVERNMENT SCHOOL FUNDING INCREASES AGAIN”

Unseen headline:

Reported headline: “CITY BUILDS NEW STADIUM TO BOOST THE ECONOMY”

Unseen headline:

Reported headline: “ROAD/BRIDGE SPENDING CREATES THOUSANDS OF JOBS”

Unseen headline:

Reported headline: “FREE COLLEGE PROGRAM HELPS STUDENTS ATTEND UNIVERSITY”

Unseen headline:

Reported headline: “REBUILDING AFTER HURRICANE CREATES CONSTRUCTION JOBS”

Unseen headline:

Reported headline: “GOVERNMENT HOUSING PROGRAM PROVIDES HUNDREDS OF APARTMENTS”

Unseen headline:

Reported headline: “GOVERNMENT GRANTS HELP NEW COMPANIES HIRE WORKERS”

Unseen headline:

Reported headline: “NEW RAIL PROJECT CREATES THOUSANDS OF JOBS”

Unseen headline:

Reported headline: “GOVERNMENT HEALTH PROGRAM EXPANDS COVERAGE”

Unseen headline:



Week 7, Day 1 – Socialism, Part 1: Immoral and Anti-Christian

Discussion (10–15 minutes): At tables first, then as a class, discuss the Q4R from “Socialism, Part 1: Immoral and Anti-Christian.”

1. Explain some of the moral failures of socialism. Can you think of any others that weren’t listed?

It steals from the poor and empowers/enriches the already powerful and/or rich; it punishes a good human work ethic by taxing and regulating accomplishments. AWW on the second part.

2. Why do some claim that Christianity teaches socialism as a preferred economic system? How is socialism incompatible with Christianity?

They say that since some Christians practiced a form of it in the New Testament that it is a model for a nation. Socialism is incompatible with Christianity because it violates the Bible’s commands on what government is supposed to do.

Short Film – “5 Socialism Myths, Part 1” (12–15 minutes): This film debunks the first two of five common myths about socialism. (The QR Code is to the right.)



Short Film – “The Trabant Was an Awful Car Made by Communists” (10 minutes): This very entertaining film test drives the Trabant, an unfortunately terrible automobile manufactured in communist East Germany from the late 1950s to the early 1990s. (The car is mentioned in the previous film “5 Socialism Myths, Part 1”; the QR Code is to the right.)



Reading (Remainder of Class): Students read the section “Socialism, Part 2: Irrational and Unworkable” and answer Q4R. (No homework except to finish this.)

Instructor Notes:

Economics: A Christian Worldview. What Happens Next? 1 (Unintended Consequences)

TEACHER INSTRUCTIONS/KEY

Prep

Print this instruction page and a copy of Page 2 for each student.

Time

12-15 minutes

Instructions

1. Pass out Page 2; tell students to work in pairs/groups to answer the questions.
2. Review the answers as a class.

Teacher Key

(These are some possible outcomes; let students defend their choices if they're different. Many answers are possible as long as they follow logical incentives.)

1. Fewer apartments are built; housing shortages develop.
2. People start capturing dogs from other areas—or breeding them.
3. Students borrow more money, expecting forgiveness.
4. Businesses hire fewer workers or replace them with automation.
5. Stores order less food to avoid being stuck with unsellable leftovers.
6. Gas shortages and long lines form.

Debriefing

- Economic policies create behavior changes that lead to unexpected results (unintended consequences!).
- Understanding incentives helps us predict these.
- Remember mankind's nature—individuals look out for their own self interests!

Economics: A Christian Worldview. What Happens Next? 1 (Unintended Consequences)

Read the following short policies, and write a sentence predicting what people will do differently, and what unintended consequences might follow. **Remember mankind's nature, and that people often change their behavior when a policy or rule changes!**

1. A city passes a law requiring all apartments to charge rent that is lower than the market price so housing is "more affordable" (bureaucrats say). What happens next?
2. Government officials offer a \$100 reward for every stray dog brought to the animal control office. What happens next?
3. The government promises to forgive student loans for many borrowers. What happens next?
4. A new law requires companies to provide six months of paid leave to all employees. What happens next?



5. Officials ban grocery stores from throwing away unsold food. What happens next?
6. The government places a **maximum price on gasoline** during a fuel shortage. What happens next?

Economics: A Christian Worldview. Economics Bible Verse Rewrites (Poems)

TEACHER INSTRUCTIONS/KEY

Goal

To solidify understanding of Bible verses related to economics, wealth, giving, and work by having students rewrite them in the form of two-line rhyming poems.

Time

15-20 minutes

Instructions

1. Print this instruction page and a copy of Page 2 for each student.
2. Read the instructions together, and have students individually follow them (take about 15 minutes).
3. Go around the classroom and ask for volunteers to (a) tell in their own words what these verses mean, and (b) share their two-line poems.

Economics: A Christian Worldview. Economics Bible Verse Rewrites (Poems)

Read the following short verses/passages, put them into your own words, and then **write a two-line rhyming poem that expresses the main idea** in each. Use the back of this page to brainstorm ideas for your poems, and then write your final versions of these two-line rhyming poems underneath each verse/passage below!

1. Then Peter said unto him, “Lord, speakest thou this parable unto us, or even to all?” And the Lord said, “Who then is that faithful and wise steward, whom his lord shall make ruler over his household....Blessed is that servant, whom his lord when he cometh shall find so doing” (Luke 12:41-44).
2. [God to rulers]: “Remove violence and spoil...take away your exactions from my people” (Ezekiel 45:9).
3. [Jesus’ words]: “Ye cannot serve God and mammon” (Matthew 6:24).
4. [Peter to Ananias]: “Whiles it [the land Ananias sold and pretended to give the church ALL the money he got for it] remained, was it not thine own?” (Acts 5:4).
5. “A false balance is abomination to the LORD” (Proverbs 11:1).

Economics: A Christian Worldview - Equal Rights or Something Else?

(TEACHER INSTRUCTIONS/KEY)

Purpose

This activity reinforces ideas in the “True Functions of Government” section.

Time

8-10 minutes

Instructions

- Print this instructions/key page and a Page 2 for all students.
- Hand out Page 2 to students and read instructions together.
- Give students 6-8 minutes to finish, and discuss in pairs/groups first (if time), then as a class.

Answer Key

1. A
2. B (also C, but B is primary error)
3. A
4. B/C
5. A
6. B/C
7. A
8. B/C

Wrap-Up

- What makes something a *general law*?
- When does protection turn into favoritism?
- Why does favoritism create political bitterness?

Economics: A Christian Worldview – Equal Rights or Something Else?

Mark each statement:

- A. Equal Protection (fits the proper role of government)**
- B. Discriminates Between Classes (partial legislation)**
- C. Government Managing Industry**

1. A man steals tools from his neighbor's garage. Police arrest him, and the court orders him to return the tools and pay penalties. In another case, a business takes customers' money without delivering goods and is forced to repay them.
2. The government passes a law cutting taxes in half for shoe manufacturers. Other businesses, like restaurants and bookstores, must still pay full taxes, giving shoe companies a financial advantage.
3. A person violently attacks another and causes injury. Police arrest the attacker, and the courts punish him under the law to protect citizens from harm.
4. The government promises wheat farmers it will pay them extra money if wheat prices fall too low, ensuring they still make a profit even when market prices drop.
5. A builder completes a house, but the buyer refuses to pay. The court orders the buyer to pay the agreed amount, enforcing the contract equally under the law.
6. The government bans foreign-made hats after domestic hat makers complain about competition. Consumers must now buy only domestic hats, even if they cost more.
7. The government maintains a military to defend the nation from foreign attack, protecting all citizens equally.
8. A company loses money due to poor decisions. The government gives it taxpayer money to keep it operating, even though other businesses receive nothing.



Economics: A Christian Worldview. Economics Hangman 1

TEACHER INSTRUCTIONS/PUZZLES/CLUES

Time

20-25 minutes

Instructions

1. Divide the class in half, to make Team 1 and Team 2.
2. Print out the puzzles/clues on Page 2 to use to create the “hangman letter blanks” on the board.
3. Explain that each puzzle is a clue to an economics term, person, or idea, and that when the puzzle is solved, the team that solved it has a chance to give the answer to the puzzle clue.
4. Have Team 1 and Team 2 take turns guessing letters, like regular hangman, but make sure that you go around the room for both teams, with students taking turns guessing one letter at a time.
5. Teams get an additional letter guess if a team member guesses a letter found in the puzzle. If a team member guesses a letter not in the puzzle, the other team takes a turn.
6. A team can solve the puzzle at any time. If a player solves the puzzle, the player’s team can get together to give the final answer (the answer to the puzzle/clue). If a team gives the wrong answer, the other team can guess and get the points.)
7. **Scoring (keep score on the board so the class can see):**
 - 1 point for each correct letter guessed
 - 5 points for completing the puzzle
 - 10 points for saying the correct answer to the puzzle
8. Play as many rounds as you have time for, and the team with the higher score wins.

Economics: A Christian Worldview. Economics Hangman 1 Puzzles/Clues/Answers

(Write “hangman letter blanks” for the all-caps clues, then teams give the final answer in bold.)

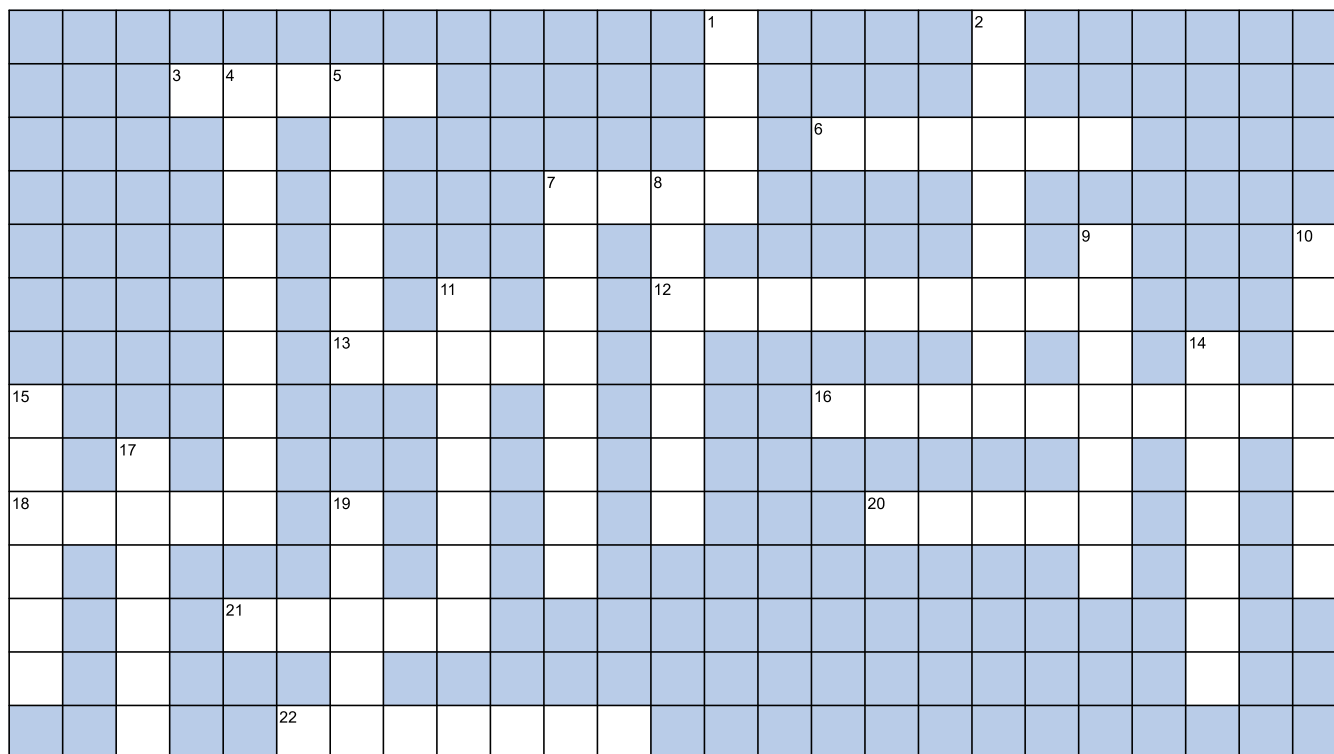
1. A MANAGER OF A HOUSEHOLD’S AFFAIRS
STEWARD
2. A CLASS FOCUSED ON HOW TO RUN A HOUSEHOLD
HOME ECONOMICS
3. THE FEAR OF THE LORD IS THE BEGINNING OF THIS
WISDOM
4. THE AUTHOR OF “THE WEALTH OF NATIONS”
ADAM SMITH
5. WHAT SOMEONE GIVES UP TO GET SOMETHING ELSE
OPPORTUNITY COST
6. THE STUDY OF LARGE-SCALE BUYING AND SELLING BEHAVIORS
MACROECONOMICS
7. THEY FEARED MACHINES AND BURNED DOWN TEXTILE MILLS
LUDDITES
8. THE TWO THINGS GOD SAYS RULERS SHOULD REMOVE
VIOLENCE, SPOIL (THEFT)
9. ANOTHER WORD FOR “VOLUNTARY EXCHANGE”
CAPITALISM
10. THE TYPE OF ECONOMIC PHILOSOPHY NAMED AFTER A NATION
AUSTRIAN
11. HE WROTE “THE COMMUNIST MANIFESTO”
KARL MARX
12. THE BOOK OF THE BIBLE THAT SOME CLAIM SUPPORTS SOCIALISM
ACTS
13. HE SAID TO GAIN, SAVE, AND GIVE ALL YOU CAN
JOHN WESLEY
14. TYPE OF FALLACY BASTIAT WAS FAMOUS FOR EXPLAINING
BROKEN WINDOW
15. AN INCREASE IN THE QUANTITY OF MONEY OR CREDIT
INFLATION

Economics: A Christian Worldview. Crossword Puzzle 1 (15–20 minutes)

Teacher Instructions

1. Print a copy of this page and the Answer Key (Page 2) for yourself.
2. Print a copy of Page 3 for each student.
3. Hand out to students.
4. Suggestion 1: Tell students to try to get all the answers *before* using their notes, but that they may use their notes if they'd like—and their Bibles, since some of the clues refer to Scripture passages.
5. Suggestion 2: Students may help each other out by giving hints to each other once they've gone through the puzzle a few times, and if they can't solve certain clues.
6. Go over the answers when a reasonable time has passed (15-20 minutes).

Economics: A Christian Worldview - Crossword Puzzle 1



EclipseCrossword.com

Across

3. Jesus told him to pay a Roman tax
6. God provided for an orphanage this man ran
7. One of the disciples of Jesus pulled some money out of this
12. A word that means "to save and spend money efficiently"
13. Each Christian is to give "as he purposeth in his ____."
16. Popular claim: "You can't ____ economics!"
18. God made the Israelites' ____ and clothing last more than 40 years.
20. "A wicked doer giveth heed to ____ lips."
21. A verse in a Psalm he wrote says, "I understand more than the ancients...."
22. Christians don't lie around all day waiting for God to ____ for them.

Down

1. Jesus told His followers, Be " ____ toward God."

2. A steward's managing a household is this kind of job; it takes the whole week. (2 words)
4. The English word that comes from the Greek word for "steward"
5. A prophet who was miraculously fed by God through a widow
7. "Who then is that __ and wise steward....?"
8. A manager of household affairs
9. He defined "steward" in his 1828 dictionary
10. You don't want to try to explain complicated economics terms to them
11. To make economic predictions, we have to know how ____ acts.
14. Author of "The Law"
15. "The fear of the Lord is the beginning of ____."
17. A class in school that many young women took to help them manage a household (2 words, abbreviation)
19. "God loveth a cheerful ____."

Economics: A Christian Worldview. Economics-tionary #2 (30 minutes)

TEACHER INSTRUCTIONS/KEY

Prep

- **Objective:** Students review Economics terms in Round #2 of “Economics-tionary.”
- All of the words in this game are taken directly from the *Economics: A Christian Worldview* book.
- Print the instructions on this page, the category page (Page 2), and either a color or black and white game board (Page 3 or 4).

Materials Needed:

- A 6-sided die • 2 whiteboards/dry erase markers (pens/pencils/paper will do in a pinch)
- 2 “service bells” • 2 game tokens (different coins will do) • A timer (a smartphone is fine)

Instructions

1. Divide class into 2 teams; tell teams to get in some kind of order and **stay in/rotate using** this order!
2. Decide which team goes first by having one member of each team roll the die. Higher number wins.
3. First team member/artist rolls the die and moves token that number. Whatever space the token lands on is the category that artist draws. (P = Person, T = Term/Object, A = Action, M = Miscellaneous). Tell students: All of the words/terms/persons in this game are found in the book!
4. Look at your category list for the first item on whatever space that token lands on, write this word/term down (on your own whiteboard if you have one), and show it **ONLY** to the first artist on both teams.
5. Set the timer for 45 seconds, say, “GO!” and watch the artists draw a picture to get their teams to say the word/term first. The first artist to ring the bell (after hearing the word said by his team) wins. (If neither team gets the answer in time, choose the next two artists and a random category for them.)
6. Artists may **NOT** draw numbers, letters, or words with blanks to show how many letters the answer has. They also may not gesture with their hands, point, speak, or mouth any words!
7. When a team wins a round, the next player on that team rolls the die and moves the token, gets the corresponding category word from you, and takes a turn as the artist, drawing against the next player on the other team.
8. First team to reach the finish line wins! (You’ll probably have enough time to play two games.)

ECONOMICS-TIONARY CATEGORIES

PERSON	TERM/OBJECT	ACTION	MISCELLANEOUS
MASTER	WINDOW	BREAK	MONOPOLY
SON	CRADLE	SEE	FRUIT
GLASS CUTTER (GLAZIER)	WIND	BURN	PARIS
BRICKLAYER	SHOES	STOP	PRICE
DOCTOR	HAIR	SPEND	CARD
SOLDIER	HOUSE	STAND	COLD
BANKER	ROOT	READ	WAVE
TEACHER	(FACE) MASK	THINK	GAS STATION
BUILDER (CONSTRUCTION	CHURCH	CLOSE	WAR
TRASH COLLECTOR	CITY	BOMB	BREAD
SHOEMAKER	HELMET	TYPE	DOUBLE
CHILD	AIRPLANE	FIGHT	CHICKEN SANDWICH
ELECTRICIAN	CORN	PAY	FIRE
ANGEL	HURRICANE	BUILD	BASEBALL
VOTER	PAGE	PRINT	GOLD
COIN COLLECTOR	QR CODE	BALANCE	WEIGH
FAMILY	NICKEL	ROB	INFLATION
GEORGE WASHINGTON	SWIMMING POOL	POINT	SHIRT
GHOST	HOSPITAL	VOTE	CRASH
NURSE	ORANGE	CUT	PUNCH

T	A	M	P	T	A	M	FINISH	START
P	<p>ECONOMICS- TIONARY</p>							P
M								T
A								A
T								M
P								P
M								T
A								A
T								M
P								P
M								T
A	T	P	M	A	T	P	M	A

T	A	M	P	T	A	M	FINISH	START
P								P
M								T
A								A
T								M
P								P
M								T
A								A
T								M
P								P
M								T
A								A
T								M
P								P
M	T							
A	T	P	M	A	T	P	M	A