

Teaching Thrift: A Curriculum

Unit 1: Wise Use

An Introduction to Thrift

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Unit 1. Wise Use: An Introduction to Thrift

Enduring Impact

- Thrift is an ethic that functions in multiple manners on various levels of society.
- Thrift was practiced at many points in United States history.
- Thrift is an enduring ethic that can still play an important role in the lives of individuals and communities.

Content

- Twentieth century definitions of thrift (including Elbert Hubbard, the YMCA, Sara Oberholtzer)
- Thrift as a habit to be developed in youth
- Role of thrift in the urban immigrant experience in the Golden Age of Immigration
- Conflict of thrift in the dawn of 20th century mass production and consumer culture
- Practice of pre-New Deal thrift in the form of Schools Savings Banks

Essential Questions

- What is thrift?
- How was thrift defined by varying 20th century primary sources?
- How was thrift implemented at varying time periods in U.S. history and how did the role of thrift change or remain consistent?

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- What roles did groups and individuals play in the social and cultural practice of thrift?
- Is the practice of thrift relevant today?

Skills

- To determine the meaning of a multiple-meaning word based on context within primary source readings
- To identify main ideas and summarize text
- To make inferences and draw conclusions from a text
- To compare and contrast multiple historical sources
- To write short stories, identifying audience and applying grade-appropriate organization and devices
- To identify and evaluate contributions of groups and individuals to Pennsylvania and U.S. history
- To evaluate the impact of conflict and cooperation on U.S. history

Key Terms

thrift industry • frugality • generosity • individual • household • commercial • public • narratives • wartime propaganda

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Standards

Reading and Writing

- R11.A.2.1.1 Identify and/or apply meaning of multiple-meaning words used in text.
- R11.A.2.1.2 Identify and/or apply meaning of content-specific words used in text.
- R11.A.2.2.1 Identify and apply how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.
- R11.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.
- R11.A.2.3.1 Make inferences and/or draw conclusions based on information from text.
- R11.A.2.3.2 Cite evidence from text to support generalizations.
- R11.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. Note: Items may target specific paragraphs.
- R11.A.2.5.1 Summarize the major points, processes, and/or events of a nonfictional text as a whole.
- 1.4.9.A Write poems, short stories and plays. Apply organizational methods standard to the genre. Use specific details to enhance the story elements Incorporate dialogue to develop character and plot.

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- 1.5.9.A Write with a clear focus, identifying topic, task, and audience.
- 1.5.9.C Write with controlled and/or subtle organization. Sustain a logical order throughout the piece. Include an effective introduction and conclusion. Apply effective, subtle transitional methods within and across paragraphs.
- 1.5.9.F Use grade appropriate conventions of language when writing and editing. Spell all words correctly. Use capital letters correctly. Punctuate correctly. Use correct grammar and sentence formation.

History

- 8.1.9.A Compare patterns of continuity and change over time, applying the context of events.
- 8.1.9.B Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.2.9.A Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.

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- 8.3.9.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

- 8.3.9.D Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: ethnicity and race; working conditions; immigration; military conflict; economic stability.

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Lesson 1-1: Principles of Thrift

Grade Level:	9-12
Timeframe:	1 class period, 45-60 minutes
Materials/Resources:	<ul style="list-style-type: none">• “Let Thrift Be Your Ruling Habit,” Elbert Hubbard, 1917 (full or excerpt). (Located at the end of this lesson.)• “Help the Other Fellow,” YMCA, circa 1920 (illustration). Available at: http://americanvalues.org/search/item.php?id=818• “A Good Star to Hitch to,” YMCA, circa 1920 (illustration). Available at: http://americanvalues.org/search/item.php?id=802• “Enemies of Thrift,” YMCA, circa 1920 (illustration). Available at: http://americanvalues.org/search/item.php?id=814• Frayer model graphic organizer
Objective(s):	Students will define thrift by analyzing primary source documents, using a Frayer model.
Quick-write/hook:	“For want of a nail, the shoe was lost; for want of a shoe, the horse was lost, and for want of a horse, the rider was lost, being overtaken and slain by the enemy, all for want of care about a horse-shoe nail.” Given the facts that horseshoes are nailed into horses’ hooves and battles used to be fought on horseback, consider this old axiom. What is the message? To what types of situations in your life might the message be applicable?

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Narrative

- Ask students to think-pair-share on the question, “What does it mean to thrive or prosper? How do you know that you are doing well or being successful in life?” As a full class group, compile a list of student answers containing specific descriptors of the concepts of thrive/prosper/success on the board or on a large sheet of chart paper, to save for future reference. The teacher may enlist a student volunteer as the recorder while facilitating the group discussion.

- Refer to the original prompt and explain that the word thrift comes from the word thrive. Ask the students to hypothesize what the word thrift means based on the descriptors they have provided.

- Students will read the Hubbard text (1-1-1) and complete a Frayer model for the word “thrift” based on the text. Teacher may scaffold this process if necessary (ex: through group reading, by creating guided reading questions, practicing text annotation strategies, etc). In small working groups, students will use these materials to generate a definition for the word thrift.
 - » Students will form groups of 3-4 for collaborative work. Each group designates one student as facilitator and one as note-taker. Groups may also designate a speaker.
 - » Each group member shares his/her responses to each category of Frayer model with the rest of the group without discussion.
 - » Facilitator distributes copies of the YMCA cartoons to each student (1-1-2 through 1-1-4). Facilitator asks a member of the group to summarize the message of each cartoon.
 - » Each group member adapts his or her Frayer model to integrate new information.
 - » Finally, groups will compare individual Frayer models to synthesize and create a group Frayer model. This chart will be used as the group’s working definition of thrift.

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- Reporter from each group presents group Frayer model to class. Correct any misinformation or glaring errors but do not do exhaustive critique of the group work. Ask all students to take individual notes on anything they hear from other groups that they would like to include in and use to enhance their group's definitional work.
- Extended assignment: Have students find biographical information on Elbert Hubbard for homework or as a brief research assignment.

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Resources

Elbert Hubbard, “Let Thrift Be Your Ruling Habit,” 1917.

Thrift is a habit. A *habit* is a thing you do unconsciously or automatically, without thought. We are ruled by our habits. When habits are young they are like lion-cubs, soft, fluffy, funny, frolicsome little animals. They grow day by day. Eventually they rule you.

Choose this day the habit you would have to rule over you. The habit of thrift is simply the habit which dictates that you shall earn more than you spend. In other words, thrift is the habit that provides that you shall spend less than you earn. Take your choice.

If you are a thrifty person you are happy. When you are earning more than you spend, when you produce more than you consume, your life is a success, and you are filled with courage, animation, ambition, good-will. The the world is beautiful, for the world is your view of the world, and when you are right with yourself, all's right with the world.

The habit of thrift proves your power to rule your own psychic self. You are the captain of your soul. You are able to take care of yourself, and then out of the excess of your strength you produce a surplus.

Thus you are not only able to take care of yourself, but you are able to take care of some one else—of wife, child, father and mother, to lend a hand to sick people, old people, unfortunate people. This is to live.

The man who can not earn a living for himself is something less than a man. The man who can barely get a living and no more is a little better than a barbarian or a savage.

“All wealth comes from labor applied to land,” said Adam Smith, who wrote a wonderful book on the subject of thrift.

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This book, *The Wealth of Nations*, was published in the same year that American's Declaration of Independence was signed. Buckle calls it, "the greatest book ever written in its influence for good, save none."

In this book is the statement, "All wealth comes from labor applied to land." Nowadays we say, "All wealth comes from intelligent labor applied to land." Let us say, "All wealth comes from loving labor applied to land." The successful labor is loving labor.

Loving labor and thrift go hand in hand. He who is not thrifty is a slave to circumstance. Fate says, "Do this or starve," and if you have no surplus saved up you are the plaything of chance, the pawn of circumstance, the slave of some one's caprice, a leaf in a storm.

The surplus gives you the power to dictate terms, but most of all it gives you an inward consciousness that you are sufficient unto yourself.

Therefore, cultivate the habit of thrift, and the earlier you begin, the better. And no matter how old you are, or how long you have lived, begin this day to save something, no matter how little, out of your earnings.

Off the beaten track of travel there is a country school, the typical little red school house.

The teacher is a hunchback. Once he wrote: "I know nothing about the science of education. I just love my children, and we study together and work together." And so, out to one side of the school, in summertime, there is a school-garden where every child has a little flower-bed or vegetable-garden of its own.

The pupils plants the seeds he wishes to plant, digs it up sometimes to see how it is coming along, waters it, hoes it, watches it sprout through the surface, wooed with the kisses of the summer sun. He sees it grow and evolve into a beautiful plant, that produces a flower, perhaps at the top, and an edible beneath the surface.

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So last May in this garden the children were growing corn, potatoes, marigolds, sweet williams, violets, and through this working out of doors instead of playing games all of the time, the children were learning to economize time, to be saving of time, for time rightly used is the thing which, when it co-operates with love and labor, produces wealth and all the things necessary to life and well-being.

But on a last trip to that little red schoolhouse, the teacher told of another innovation. It was this: A savings-bank account for each child in the school, a bank-book for each child who can deposit one cent or five cents.

Here was a lesson in economics. And economics is simply the science of business, and business is the science of human service.

Some day business is going to be regarded as the greatest science in the world, for it includes the science of making a living. And my little hunchback teacher recognizes this fact, so he is teaching his children the science of saving, and thrift will become, indeed, a habit with those children.

The thrift habit is a sister to a good many other beautiful habits. Thrift implies industry, and of course thrift is economy, and economy means the care of things and their proper use. You do not waste anything that can be used. You save it, care for it, reserve it. In the country when we get more apples than we can store in the cellar, we peel them, slice them, dry them in the sun or in pans on the stove, and then the children string them with a thread and needle, and we hang them in a dry place in the garret where they can be used when we need them. Children in the country sometimes will preserve many pounds of apples this way and sell them, and buy clothing, or books, or a gramophone, or skates, or shoes.

There is a factory in a country town where there are two hundred fifty employees, and every employee in that factory has a savings-bank account.

Thus this factory is a school run on a principle somewhat like that of the little red schoolhouse, where the little hunchback teacher, with no children of his own, is yet the father and big brother to all of his pupils.

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Children should early be taught the savings-bank habit. Such children will grow up—at least, most of them will—able, courageous, helpful, willing, and a few of them will evolve into strong and able people, leaders in any line of undertaking which they may select or which Fate may send.

Thrifty people, other things considered, have good health. Thrift implies that you do not overeat, that you sleep at least eight hours, that you go to bed early and get up early. Benjamin Franklin was right: “Time is money.” Time is surely money when it is rightly used.

The habit of thrift tends to give clear eyes, good digestion, efficient muscles. People on moderate salaries have no business to patronize taxicabs. Leave that to elderly people who can not easily board the street-car; also leave it to the people who have pride plus and who wear clothes they are afraid will get soiled.

Young people, especially, should economize, always remembering that we should have everything we really need. It is folly to skimp in eating for the sake of saving, or to wear dowdy raiment. Have what you need, but do not buy things you do not need.

But there is a joy in going without things—a fine tang eliminating the superfluous. Old Walt Whitman knew of this when he said: “Henceforth I Will complain no more. Done with indoor repinings, strong and content I will take to the open road.”

It's lovely to be able to walk, to run, to carry your own grip, to get along without flunkies, to eat moderately, sleep hard, breathe deeply, and look everybody in the eye with a look which says you can take care of yourself.

In the beating of the heart there is a secondary movement. We call these two movements systole and diastole. Every worthy action has this secondary effect, which is also good. We know this secondary by the name of “survival value,” and survival value is the thing that endures after the act itself is complete.

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There is a survival value in the habit of thrift. Besides the money you save, you are adding strength to your character, you are digging trenches, building fortifications, laying in ammunition, and providing yourself against any attack from enemies, such as poverty, disease, melancholy, distrust, jealousy, insanity.

Ben Franklin is our greatest example of thrift. He wrote more on it and wrote better than any other man we know. He began practising thrift when he was twelve years of age, and he practised it and wrote on it all his life.

He became the richest man in America in his day, richest not only in money but in health, brains, sanity, good-cheer, influence. He was a scientist, a businessman, a linguist, a diplomat and a philosopher. He always paid his way. He founded the University of Pennsylvania, founded the first public library in America, organized an insurance company, pretty nearly captured the lightnings, invented spectacles, manufactured the first cook-stove, went to France and borrowed money on which Washington fought the War of the Revolution; and the basis of all the strength and excellence of Benjamin Franklin lay in the fact that very early in life he acquired the habit of thrift.

Shakespeare above all writers we know knew the value of thrift, not only thrift in the matter of money but in the matter of ideas, of working his thoughts up into good coin. He wrote out his thoughts, and thus got the habit of expressing them, and while he was a businessman and would not consider himself anything else, he yet lives for us as the greatest writer of all time.

Thrift in thought will lead to the habit of writing, and any good man who writes a little every day will become a good writer. We grow by doing.

Well did Shakespeare say, “Thrift, Horatio, thrift!” implying that the young man Horatio should acquire the habit of thrift first, and then all else in the way of good things would follow.

The girl or boy who acquires the habit of thrift early in life will be a power for good in any community. Thrift! It is the basis of all the other virtues. To spend less than you earn—this way lies happiness. Thrift!

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Lesson 1-2: Dimensions of Thrift

Grade Level:	9-12
Timeframe:	2 class periods, 45-60 minutes each
Materials/Resources:	<ul style="list-style-type: none">• “Real Thrift Is,” The Hope of A Nation Poster Series, 1929. Available at: http://americanvalues.org/search/item.php?id=415• “Thrift Earns, Plans, Manages, Saves,” YMCA, 1900-1979 (illustration). Available at: http://americanvalues.org/search/item.php?id=812• “What Thrift Is,” David Blankenhorn. (Located at the end of this lesson.)
Objective(s):	Students will be able to explain the three pillars and four spheres of thrift by generating examples of each.
Quick-write/hook:	Consider the rhyme “Early to bed, early to rise makes a man healthy, wealthy, and wise.” Have you heard this rhyme before? If so, where? What does it mean to you? Do you agree with it? Why or why not? Do you think other people may agree with it?

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Narrative

- Introduce the three pillars of thrift by writing each on the board with the following brief explanation for each:
 - » Industry – work hard and honestly
 - » Frugality – spend less than you earn
 - » Generosity – give back to your community
- Elicit synonyms for and examples of each pillar of thrift, and encourage questions and opinions to facilitate brief class discussion. Prompt with questions such as:
 - » What does it mean to work hard in your life? What kinds of jobs do you have now? What chores are you expected to do at home?
 - » What kinds of things do you spend money on? How would it be possible to spend more than you earn?
 - » What does it mean to be generous? What does ‘give back’ mean?
- In their groups from the previous lesson, students will use the graphic organizer as well as the two cartoons listed in materials (1-2-1 and 1-2-2) to record their own thoughts and examples of each of the pillars. Reporter from each group presents group organizer. Again, teacher should comment only to correct glaring errors, while individual students take notes on the presenter’s ideas to enhance their group’s work.
- Each group uses its Frayer model from Lesson 1.1 and the graphic organizer to synthesize a comprehensive definition of thrift (a few sentences should be sufficient). Collect and evaluate these as a formative assessment for understanding. If the definitions demonstrate an understanding of thrift, they can be handed back to students to save, or posted in the classroom for future reference.

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- Reposting the chart paper or board notes from the Lesson 1.1 brainstorm, encourage students to evaluate the growth of their understanding through a short writing-to-learn prompt (such as “I used to think... Now I think...”), through class discussion, or both.
- Introduce the four spheres of thrift by posting them on the board. Leave room to fill in notes under each: Individual, Household, Commercial, Public.
- Reconvening in groups, students should use the Blankenhorn reading to discuss the four different spheres in which thrift can be practiced.
- Ask students to imagine what thrift “looks like” in each sphere. Prompt students by drawing on input from the previous lesson, specifically the examples students volunteered for the three pillars, as well as the definitions they generated for thrift on their group Frayer models. Prompt discussion with questions such as:
 - » What are some ways you spend or avoid spending money on your clothes and hobbies?
 - » How does your family save money on necessities such as food and groceries?
 - » How do you give back to your family community, to your school community, or to your neighborhood community? Are there other ways you could give back to those communities?
 - » Who keeps your public spaces, such as parks or sidewalks, clean and maintained?
 - » How do teachers, students, and parents contribute materials and resources to public schools?
- Extended activity: Post a chart that puts the pillars along one axis and the spheres along the other. Ask students to organize their brainstorm to find one example that might fit in each of the twelve boxes.

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Resources

David Blankenhorn, “What Thrift Is,” 2013

Thrift is a particular way of seeing the world—a set of principles and ethical guidelines intended to orient us toward certain goals. Thrift concerns not only the material world—the world of material goods and the money to buy them—but also the natural, spiritual, and aesthetic worlds.

Put most simply, thrift is the moral discipline of wisest use. The root of “thrift” is “thrive.” Thrift says: Use all that you have in the wisest way, to promote thriving.

To understand thrift’s scope, think in terms of “three.” Specifically, three groups of three.

Substantively, thrift is made up of three traits or norms: industry, frugality, and trusteeship. These are its pillars, its overarching principles.

Industry: hard work; the great value and necessity of persistent, diligent, careful, productive labor. (A thrift maxim: the reward for good work is more work.)

Frugality: being sparing as regards using or spending for myself; the worth of conserving and reusing; and the importance of eliminating waste and avoiding extravagance.

Trusteeship: what is mine, I hold in trust; my wealth (my thrift) is ultimately for the purpose of helping others and contributing to the common good.

Operationally, thrift comes in three main forms, corresponding to three life domains: individual and household, commercial, and public.

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Individual and household thrift is close to home and largely private; it is reflected mainly in individual character traits and in household norms and practices. Examples of such thrift include mending torn clothing, recycling waste products, and allocating a fixed proportion of personal or household earnings to savings.

Commercial thrift concerns the operation of businesses and the production side of the marketplace. Examples of this form of thrift include changing the workplace to reduce waste or increase quality, forming a food co-op, or making sure that you have a deserved reputation for honest dealing.

Public thrift is, well, public—it involves collective decision-making and social and public institutions aimed at thrift. Examples of this form of thrift include building a public library, mobilizing for sacrifice in times of war or national emergency, or instituting reforms or passing laws to promote conservation.

Finally, thrift contains within it three main beliefs or assumptions about the human person.

The first is that productive work is good. A thrifty person is anything but passive or idle. (One of the Scandinavian roots of the word means “to seize.”) Thrift openly embraces material prosperity, in the sense that thrift strongly values productivity and fruitfulness stemming from steady and good work. Thrift grows things. Where one blade of grass is now growing, thrift works to make two grow. Then three.

The second is that what we have is not ours. The Christian doctrine of stewardship teaches us that everything we have, including our own lives, is a gift from God, and must be used for his purposes, not ours alone. Thrift secularizes this powerful idea, urging us to view ourselves not as owners, but as trustees, who are obliged (entrusted) to use what we have not for ourselves alone, but for the common good and to help those in need.

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The third is that giving people things is not as good as helping them to help themselves. Typically, thrift is deeply suspicious of handouts, or acts of charity that require little or nothing from the recipient.

From top to bottom, thrift is a virtue tailor-made by, and for, those who want to lift themselves up, and for those who want to help others to do the same.

NB: This curriculum has been designed to work hand in hand with IAV's online Thrift Collection at <http://www.americanvalues.org/thrift-collection/>, where these resources, as well as many other primary sources on thrift, can be found.

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Lesson 1-3: Stewardship of Small Sums

Grade Level:	9-12
Timeframe:	1 class period, 45-60 minutes
Materials/Resources:	Small sums quiz game (Located at the end of this lesson.)
Objective(s):	TK
Quick-write/hook:	TK

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Narrative

- Ask for volunteers to share out their responses to the quick-write.
 - Tell students, “Let’s find out how thrifty you really are, as opposed to how thrifty you think you are.”
 - Allow students a few minutes to take the “small sums quiz game” (1-3-1). Alternately, the teacher may read each question and the answers aloud to make the activity more interactive and game-like.
 - After the students have answered all six questions and tallied their scores, explain to them that this activity centered on small sums. Then review the following points, correlated to the questions in the quiz game. Allow some time for student input and brief discussion on each point, while keeping the emphasis on the idea that small sums add up to large sums.
1. How come only the first answer here gets points? Because only the first answer exhibits the stewardship of small sums. Asking someone else for a rubber band shows no regard for that person’s resources; furthermore, there are rubber bands everywhere. There is no need to ever buy them, unless you’re a newspaper distributor or a produce vendor.
 2. In this question, the second answer gets partial credit because at least you’re allowing an opportunity for those pennies to be used by someone else. Think about this, though: suppose you get 33 cents in change every time you go to the store, and supposing you go to the store a few times a week. At the end of a year, your change would add up to over 50 bucks! Over the course a lifetime, thousands.
 3. Again, you get partial credit for sharing in this scenario. As in the question above, though, small amounts of pocket change can really add up over time. And if, as teenagers, we develop the habit of saving small amounts of

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money like pocket change, as adults we'll be better at budgeting and seeing the value of interest-accruing savings accounts.

4. Aha! Two answers here get you full points. Why? Because making lists is a very small way to be thrifty. Lists help you plan your time and manage your resources better, from reminding you of the work tasks you have to complete, to saving you an extra trip should you forget something at the store, to keeping you focused on what you do need so that you avoid what you don't. And if you're not spending anything by using scrap paper or your phone, it's a double-win situation.
 5. Of course saving small useful things like paperclips is thrifty! Now you're getting the hang of it. Sure, you can have partial credit for borrowing the teacher's stapler, because in this case, you want to make sure she doesn't lose any of your pages, which represent your past hard work and future success in that class.
 6. That first answer was a trick: small littering is still littering. Zero points if you picked that one. Again, remember, the small things add up. Every small piece of trash in the street or on the sidewalk adds to pollution and makes a neighborhood look a little less nice.
- Instruct students to reconsider the quick-write from the first lesson: "For want of a nail, the shoe was lost; for want of a shoe, the horse was lost, and for want of a horse, the rider was lost, being overtaken and slain by the enemy, all for want of care about a horse-shoe nail." Ask, "How does this old saying illustrate the concept that small sums are the basis of a thrifty lifestyle?"
 - Activity: Students will write a modern version of this old maxim, using modern items such as cell phone cases (for want of a case, the phone was lost; for want of a phone, a contact was lost; for want of a contact, a college

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reference was lost...) or a subway token (for want of a token, a train was missed; for want of a train, an interview was missed; for want of an interview, a job was lost...). The modernizations should demonstrate understanding that small items or sums are often the foundation of larger sums or endeavors.

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Resources

Small Sums Quiz Game

1. You need a rubber band to roll up the poster board for your science project. Where do you get it?
 - a. I always save the rubber bands from the newspapers and broccoli, so I always have one.
 - b. I ask a friend or a teacher.
 - c. buy some rubber bands at the store because I guess I might need them later, too.

2. At the corner store, your purchase comes out to \$4.67. You hand the clerk a \$5. What do you do with the 33 cents she gives you back?
 - a. Just walk away without it. How embarrassing, it's only 33 cents, Scrooge!
 - b. I put the pennies in the penny dish next to the cash register and pocket the silver change.
 - c. I put them in my pocket or wallet.

3. Where do you put the change in your pockets at the end of the day?
 - a. I guess it must come out in the laundry so someone in the family is probably using it.
 - b. I have a jar where all my loose change ends up. Someday I'll cash it in to buy something exciting.
 - c. What change in my pocket? Are you still talking about that 33 cents at the corner store? Get over it already!

4. Assuming you make lists so you don't forget things (and if you don't make lists, play along):
 - a. I tear a piece of paper out of one of my notebooks.
 - b. I keep a stack of old worksheets so I can use the backs of them.
 - c. In my phone because this is not the Dark Ages.

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5. You have a five-page essay for English class and it must be printed out. How do you hand it in?
- There's a paperclip in the bottom of my bag somewhere. I always save small stuff like that because I'll probably need it someday.
 - I ask the teacher to use her stapler when I get to class.
 - Fold the corners together: that's nature's staple!
6. Do you litter?
- Only small things like gum wrappers or only when nobody is looking.
 - Of course. Cleaning the streets is someone's job, but it's not mine.
 - Never.

1. a: 2; b: 0; c: 0

2. a: 0; b: 1; c: 2

3. a: 1; b: 2; c: 0

4. a: 0; b: 2; c: 2

5. a: 2; b: 1; c: 0

6. a: 0; b: 0; c: 2

11-12 points: You are super-thrifty! You're on your way to wealth! You probably even have all Franklin's thrift maxims memorized. Someday you'll be a CFO or own your own business, because you understand that little things add up, and that the smallest leak can sink a ship.

6-10 points: Good work, but you've got room for improvement. Remember that the little things add up. Study your Franklin, pay attention to details, and someday you'll do alright.

0-5 points: Not so good. Do you think money grows on trees or something? Even small resources are valuable, and if you don't learn to plug these leaks now, you're going to be sunk by the time you're grown.

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Lesson 1-4: Thrift Narratives

Grade Level:	9-12
Timeframe:	1-2 class periods, 45-60 minutes each
Materials/Resources:	<i>Stories of Thrift for Young Americans</i> by Myron T. Pritchard and Grace A. Turkington available at: http://americanvalues.org/view-book.php?item=582
Objective(s):	Students will demonstrate the usefulness of thrift narratives by writing short-stories about thrift to appeal to modern children.
Quick-write/hook:	Consider the maxim “Thrifty youth makes easy age.” What does this say about the practice of thrift? What are some examples of things that you learned at a young age that have made your life easier now? What do you wish you had learned when you were younger that would make your life easier now?

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Narrative

- Choose a number of stories from Pritchard & Turkington's [*Stories of Thrift for Young Americans*](#) that is proportionate to the class size to prepare for a Jigsaw.
- In Home groups, students will attempt to answer the following prompt through a brief discussion: “Does modern popular culture illustrate the principle of thrift?” Each group should seek to find at least one specific example in age-appropriate TV, movies, and novels they have read or watched and assign a sphere and a pillar to each example (ie: in the beginning of *The Hunger Games*, Katniss demonstrates thrift by hunting for food: household sphere, industry pillar). Each Home group should also answer the question, “Do you think the writer(s) of this movie/TV show/book intended to illustrate examples of thrift, or do you think thrift was incidental to the plot?” (i.e., *The Hunger Games* has an obvious moral message, and while the value of thrift appears to be a part of this ethical code—Katniss is the protagonist and demonstrates thrifty values—it is not clear that the author intended to specifically teach thrift in this story).
- Expert groups will read a selection from [*Stories of Thrift for Young Americans*](#) and find examples of thrift in the story. Students should be specific in assigning a sphere and a pillar to each example.
- Returning to Home groups, each student will summarize the plot and characters of the story assigned to his or her Expert group, and the examples of thrift found within the story.
- At the end of this activity, each student will have an understanding of the illustrations of thrift from each story, though each student has only read one. Home groups will use these as evidence to discuss answers to the following questions: Do you think the authors of this story intended to illustrate examples of thrift, or do you think thrift was incidental to the plot? Can these types of stories be replicated by modern authors?

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- Circulate while students are working, checking for understanding and redirecting where necessary.
- Students will write or adapt a fictional, modern story that will illustrate the principles of thrift. It is required that students demonstrate an understanding of the three pillars and four spheres of thrift, and of author's purpose, through this assignment. Specific guidelines for execution of assignment are optional. Suggestions for guidelines:
 - » Write an original short story that appeals to young people but also teaches thrift.
 - » Adapt a story from Pritchard and Turkington to appeal to modern young people.
 - » Adapt a popular story or film so that it teaches thrift without losing its appeal.
 - » Write a character sketch of a believable, likeable, thrifty character.
 - » Outline a story, including intended characters and plot.
- Extended Activity: Have students read an excerpt from *Little House on the Prairie* by Laura Ingalls Wilder and analyze it in terms of its use of thrift.

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Lesson 1-5: Historical Contextualization—Wartime Thrift

Grade Level:	9-12
Timeframe:	1 class period, 45-60 minutes
Materials/Resources:	<p>Wartime propaganda posters from the Historical Society of Pennsylvania:</p> <ul style="list-style-type: none">• Navy Department, Bureau of Yards and Docks, “Keep Your Waste Line Down,” 1943 (Propaganda Poster). Image available at: http://digitallibrary.hsp.org/index.php/Detail/Object/Show/object_id/8944• Chamberlin Metal Weather Strip Co. for the United States Government, “Fuel for Them... Means Less for You!” 1943 (Propaganda Poster). Image available at: http://digitallibrary.hsp.org/index.php/Detail/Object/Show/object_id/8943• U.S. Treasury Department, “Give War Bonds, the Present with a Future,” 1939-1945 (Propaganda Poster). Image available at: http://digitallibrary.hsp.org/index.php/Detail/Object/Show/object_id/9155
Objective(s):	Students will contextualize the practice of thrift in U.S. history by analyzing WWI and WWII conservation posters, and by writing a persuasive essay.

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Quick-write/hook: Consider the maxim: “Necessity sharpens industry.” What do you think it means for an individual? What do you think it means for a group of people, like a community, a school, or a nation? What is the difference between an individual or a small group practicing thrift together and a large group or a nation?

Narrative

- Ask for volunteers to share out their responses to the quick-write.
- Using a pair-and-share, instruct students to think of time periods in United States history when teaching and practicing thrift may have been especially important. Tell them to think particularly of times when people may have had to get along on limited resources. Ask pairs to share out, and compile a brainstorm on the board. Possible answers include:
 - » Colonial period
 - » The Western Frontier
 - » Immigrants in the industrial era
 - » Civil rights era (i.e., boycotts)
 - » Great Depression
- Display posters from World War I and World War II (1-5-1 through 1-5-3) or distribute printouts. Allow students a few moments to jot down what they see in each poster, how it promotes thrift, and whether it encourages private or communal practice of thrift, or both.

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- Ask students to share out their ideas. If students have previously studied the World Wars, or, if this lesson is being used in conjunction with a U.S. History curriculum, ask students to draw on prior knowledge to incorporate these posters with the government's domestic war policies. If not, ask students to make inferences about home-front policies based on the posters.
- Require students to write a newspaper editorial encouraging Thrift based on the posters. The editorial should explain thrift, detailing the three pillars and addressing the idea of a communal practice of thrift, within the historical context of World War II.
- Extended Activity: Write a well thought-out essay using the ideas of thrift to help solve the problems of past historical eras or events. In other words, how would savings, frugality and generosity have helped during these times? Use specific examples, emphasizing historic content, and how the ideas or principles of thrift would help or did help meet challenges in that time period or specific population.

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Lesson 1-6: Historical Application—School Savings Banks

Grade Level:	9-12
Timeframe:	1 class period, 45-60 minutes
Materials/Resources:	“The Value of School Savings Banks, Testimony of Educators No. 2,” by Sara Louisa Oberholtzer available at: http://digitallibrary.hsp.org/index.php/Detail/Object/Show/object_id/9471
Objective(s):	Students will evaluate the usefulness of the Schools Savings Banks by reading a primary source and writing a constructed response.
Quick-write/hook:	Sara Oberholtzer was a member of the Women’s Christian Temperance Union who championed thrift education. Her letterhead read: “The inculcation of thrift insures wiser living and decreases pauperism, intemperance, and crime.” What does this mean? Do you agree or disagree and why? Do you think this has a modern application? Why or why not?

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Narrative

- Ask students to explain the meaning of the quote on the letterhead in the quick-write. Compile their ideas and answers on the board, until a sufficient, student-generated modern translation is posted.

- Explain the following background information to students, using lecture/notes or a slideshow:
 - » Women's Christian Temperance Union was a turn-of-century organization dedicated to the reform of social ills in depressed and urban areas.
 - » Sara Oberholtzer established savings banks in schools to aid poor children and their families.
 - » Oberholtzer's model was based on the well-established European school savings banks programs.
 - » School savings banks were one aspect of thrift education.

- Read *The Value of School Savings Banks, Testimony of Educators*, using a Before-During-After reading strategy, available at: http://digitallibrary.hsp.org/index.php/Detail/Object/Show/object_id/9471

- Before, perform a basic text rendering: have students silently skim circling repeating or key words/terms.

- Use a whip-around to compile key terms on the board. Ask students to generate a likely main idea of the text based on the list of key terms.

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- **During:** Instruct students to refer to Oberholtzer’s goals, as stated on her letterhead, while reading, and to look for and highlight evidence that supports that the school savings banks had the effect she intended.
- **After:** Students will answer the following prompt using evidence from the reading: “Did the School Savings Banks “insure wiser living and decrease pauperism, intemperance, and crime” as Oberholtzer claimed they would?”
- **Extended Activity:** Prepare and conduct a structured-class debate premised on the resolution: “The re-introduction of School Savings Banks would aid communities in decreasing poverty, drug and alcohol abuse, and violent crime.” Divide students into teams and either allow a few minutes to prepare informal arguments for short debates, or assign time to research and prepare extended arguments for more formal debates.

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Lesson 1-7: Application of Thrift Principles

- Grade Level: 9-12
- Timeframe: 1-2 class periods, 45-60 minutes each
- Materials/Resources:
- “U.S. economy weakened years before the crash,” by Reihan Salam, *cnn.com*
 - “Hardworking Americans should not be living in poverty,” by Mary Kay Henry and Christine L. Owens, *cnn.com*
 - “The Difference Between Frugal and Cheap,” by Erik Folgate, *MoneyCrashers.com*
- Available at the end of this lesson.
- Objective(s): TK
- Quick-write/hook: Does thrift have a place in my life? How could I see this being useful to me? What kinds of small or big lifestyle changes would I have to make? What can I take from this? What would I rather pass on?

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Narrative

- Allow students to share ideas before beginning the last component of the activity in which students will use one of the following articles to identify areas where thrift could be helpful.
- Distribute the following three articles: “U.S. economy weakened years before the crash,” “Hardworking Americans should not be living in poverty,” and “The Difference Between Frugal and Cheap,” (located at the end of this lesson.)
- Students should use ideas from the articles to refine and supplement their ideas on how thrift is relevant and applicable in today’s world.

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Resources

Reihan Salam, “U.S. Economy Weakened Years before the Crash,” CNN.com, July 23, 2012

We tend to think of the 2008 financial crisis as the atom bomb that smashed the American economy, and from which we have yet to recover.

But what if our economic woes started far earlier than that? The recession officially began in December 2007, and some scholars, including Jeremy Nalewaik of the Federal Reserve, argue that if we measure gross domestic product by looking at incomes rather than expenditures, it actually started in the last three months of 2006.

That is, we started digging the hole even earlier than is commonly understood. And now a number of scholars are suggesting that our troubles really began in the early 2000s, yet they were masked by an unsustainable housing boom.

The recovery has been extremely uneven, with college-educated workers faring better than non-college-educated workers. This has led a number of economic thinkers to suggest that the persistence of high unemployment flows in no small part from a structural dynamic.

Just as the transition from an agricultural to an industrial economy created tremendous dislocation in the Depression era, and the transition from an industrial to a service-oriented economy devastated America’s Rust Belt in the sharp recession of the early 1980s, one possibility is that we are living through another painful transition, only we don’t have a good sense of what the United States will look like on the other side.

This is the view embraced by thinkers on the left, like Joseph Stiglitz of Columbia University, and in the center, like Raghuram Rajan of the University of Chicago’s Booth School of Business, as well as many conservatives and libertarians who advocate structural reform. Though these thinkers acknowledge

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that weak consumer demand plays a role, they vary considerably in what they consider the appropriate formula for jump-starting growth and they are convinced that fixing the demand problem alone isn't enough.

Others maintain that our current economic stagnation is almost entirely about weak consumer demand that flows from the damage the housing bust did to household balance sheets, and that some combination of fiscal and monetary stimulus should be our highest priority. This view is most commonly associated with liberals such as *New York Times* columnist and Princeton economist Paul Krugman.

A related view, which attributes dismal growth to a monetary policy that is far too tight, has been championed by the libertarian Bentley University economist Scott Sumner and a growing number of right-leaning thinkers. These thinkers tend to maintain that the "structuralists" are missing the point. Even if there is a big economic transition is going on, its importance is swamped by the more straightforward shortfall in consumer demand.

A number of economists, many of them based at the University of Chicago, have been devising new ways to test these theories to determine what has really happened to cause high unemployment. Last year, Atif Mian of the University of California, Berkeley; and Amir Sufi of the University of Chicago's Booth School of Business released a paper arguing that the central driver of the decline in employment levels between 2007 and 2009 — the massive economic blow from which we have yet to recover — was a drop in demand caused by shocks to household balance sheets.

Mian and Sufi tested this proposition by comparing employment declines in high-leverage counties, in which households had higher ratios of debt to disposable income, and in low leverage counties, in which households had lower ratios. They found that high leverage counties saw a steeper drop in "non-tradable employment" than low leverage counties, which led them to conclude that consumer demand shocks were indeed key.

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The non-tradable part matters because employment in tradable industries such as manufacturing depends on the health of the national and global marketplace while non-tradable employment (think restaurant waiters or physical therapists) depends on the health of the local marketplace. Of the 6.2 million jobs lost between 2007 and 2009, Mian and Sufi attributed 4 million to this hit to consumer demand.

Though Mian and Sufi don't make explicit policy recommendations, one implication of their findings is that the best way to restore economic growth might be to address household balance sheet weakness directly, whether through debt forgiveness or an increase in inflation. Debt forgiveness would allow households to reduce mortgage payments, thus giving them more to spend, and inflation would erode the value of accumulated debt, thus making it more manageable.

Just this month, Kerwin Kofi Charles of the University of Chicago's Harris School of Public Policy and Erik Hurst and Matthew Notowidigdo, both of the Booth School, offered a somewhat different take. Rather than focus exclusively on the period since 2007, Charles, Hurst, and Notowidigdo analyze shifts in the composition of employment from 2000 to 2007. Specifically, they focus on how declines in manufacturing employment interacted with housing booms in different cities across the United States.

Essentially, the authors find that while a negative shock to manufacturing employment had a big negative impact on employment for non-college-educated men, a positive shock to housing prices more than made up for it. Until, that is, the housing bust wiped out these gains. And so Charles, Hurst, and Notowidigdo conclude that in the absence of the housing boom, the unemployment crisis facing non-college-educated men would have arrived much sooner.

In other words, the 37% rise in housing prices between 2000 and 2007 functioned as a kind of invisible stimulus that shielded non-college-educated men from most of the fallout from the collapse in manufacturing jobs, 3.5 million of which evaporated over that same period. By way of comparison, there are 12 million manufacturing jobs in the United States today.

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One irony of the housing boom is that it convinced millions of American men that there was no need to retrain for a new economic landscape, a decision that many might now regret.

The views of Mian and Sufi and Charles, Hurst, and Notowidigdo are not necessarily at odds. Charles, Hurst, and Notowidigdo are very open to the possibility that household balance sheet weakness has played a significant role in the persistence of high unemployment. Yet there are interesting tensions between these views.

By offering a compelling structural explanation for the steep employment decline among non-college-educated men in the wake of the housing bust, Charles, Hurst, and Notowidigdo reinforce the view advanced by, among others, Booth's Raghuram Rajan. In his well-regarded book *Fault Lines*, Rajan argued that one of the reasons the federal government subsidized mortgages and pushed for low interest rates is that politicians saw it as a cheap and easy way to boost the economic prospects of low- and middle-income households in a deindustrializing economy.

If Charles, Hurst, and Notowidigdo are correct, tackling household balance sheet weakness might not be enough to address the economic challenges facing these men. Rather, men who were well-suited for either manufacturing or residential construction work will have to be retrained for jobs in very different fields. A darker possibility is that many of these men will drop out of the formal labor force entirely, and will find themselves living on the margins of society.

This is the kernel of truth in the debate over outsourcing. Though the offshoring of production has greatly benefited the American economy in many important respects — by lowering the cost of goods and services, by increasing the demand for skilled labor, and by facilitating innovation, among other things — it has contributed to the deterioration of the labor market position of non-college-educated men.

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Automation has played a far larger role in declining manufacturing employment than offshoring, and indeed offshoring can be seen as nothing more than a transitional step as increasingly sophisticated machines start displacing less-skilled foreign labor. But it is offshoring that sparks the most anxiety in American workers. By documenting the scale of U.S. manufacturing's decline, Charles, Hurst, and Notowidigdo have done a great deal to shed light on why.

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Mary Kay Henry and Christine L. Owens, “Hardworking Americans should not be living in poverty,” *CNN.com*, July 25, 2012

When the U.S. economy collapsed, millions of us lost our homes, our jobs, our retirement savings and our faith in the American dream. What we gained was a very clear view of the vast — and growing — divide between the rich and the rest of us.

Like many hardworking Americans earning minimum wage, Margaret Lewis knows firsthand what it’s like to live on the edge. She works as a transporter for passengers with disabilities at O’Hare International Airport. She wakes up at 1 a.m. to go to work, and spends the early morning hours pushing wheelchairs to gates and helping travelers on and off planes.

With tips, and Illinois’ minimum wage — which is \$1 above the federal minimum wage of \$7.25 an hour — Margaret makes about \$18,000 a year, or \$10,000 below the federal poverty limit for a household of five.

Margaret lives with her four school-age children in a three-bedroom apartment on Chicago’s South Side. Two recent shootings on her block make her fear for her children’s safety, but she cannot afford to move. Margaret is unable to pay the \$850 per month rent, so she and her family perform janitorial tasks for the landlord to make ends meet. The children’s clothing is all secondhand, Margaret uses food stamps to make sure everyone is fed and when it is time to buy shoes for school, she has to save an entire paycheck.

Tuesday marked the third anniversary of the last increase in the federal minimum wage. For the last three years, while the prices of gas and milk have risen steadily and the richest 1% have enjoyed huge tax breaks, the federal minimum wage has remained frozen at \$7.25 an hour, which amounts to just \$15,080 a year — as long as you get paid for any time you take off. That’s more than \$7,000 below the federal poverty line for a family of four. As a result, the purchasing power of the minimum wage has slowly eroded — in just three years, its real value has sunk to \$6.77 per hour, a nearly 50-cent drop.

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The Bush tax cuts, which are simply the perquisite of the moment for the 1%, allow for the richest to prosper at the expense of middle-class and low-income workers. While CEOs make millions and their corporations make billions as part of a so-called economic recovery, the majority of Americans are struggling to make ends meet. This struggle is exacerbated by the low federal minimum wage. As middle-class jobs are increasingly replaced by low-wage work, however, this is the economic reality for a growing number of Americans.

Unless Congress raises the federal minimum wage, economic security for workers in low-wage jobs, the fastest-growing sector, will disappear. It is incumbent on members of Congress to raise the federal minimum wage and index it to inflation, putting more money into the pockets of ordinary Americans to boost our economy and aid a real, long-term recovery.

The Rebuild America Act has been introduced in both the House and the Senate to do just that, while also raising the federal minimum wage for tipped workers, which has been a meager \$2.13 since 1991. The Fair Minimum Wage Act, not yet introduced, is also a call for a more decent wage. Support for these bills is support for an economic recovery that extends to all Americans.

This legislation could make a difference for Bruce Gross, a father of three in Baltimore. He worked as a sandblaster, supporting his wife, their twin boys, daughter and two nephews, until the economy crashed. Now, Bruce makes \$7.36 an hour as a telemarketer.

Bruce's wife is sick and unable to work, leaving him as the sole breadwinner. Bruce estimates he brings home about \$200 every other week and his bills are more than double that. Bruce and his family recently sat in the dark for a few days because he had to choose between paying his electric bill and buying groceries.

When things got really rough, Bruce asked neighbors if they could spare a few slices of bread and some cheese for sandwiches. He is heartbroken that he is unable to provide even basic necessities, like food and school supplies, for his children.

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People who work for a living should be able to make a living from their work. Low-wage workers should not have to scrape by, while many of the companies they work for are making more money now than they were three years ago. The federal minimum wage hasn't kept up with inflation, but CEO pay has risen 725% over the last 30 years and 80% of all real income growth has gone to the richest 1% of Americans.

The real value of the minimum wage peaked in 1968. Had it kept pace with rising living costs, the minimum wage would exceed \$10.50 per hour today. Meanwhile, the U.S. economy has been reorganizing over the past 30 years away from middle-wage jobs in manufacturing and construction and toward low-paying jobs in the rapidly expanding service, retail and restaurant industries.

We have little reason to expect large corporations that are the principal employers of low-wage workers to voluntarily offer higher pay; rock bottom wages are a core profit-making strategy for retail giants and fast food chains. Nor does reality match the myth that prosperity at the top will eventually “trickle down” to workers at the bottom: corporate profits are at their highest level as a share of GDP, and wages at their lowest, since the 1950s.

Neither facts nor common sense support a federal minimum wage stuck at \$7.25. It wasn't low-wage workers who crashed the economy. It was not a raise for these workers, but rather an unquenchable thirst for profit, that led to Wall Street's disastrous game of financial Russian roulette. Why, then, should low-wage workers pay the price?

How high must profits go before a modest wage increase isn't raised as a specter of impending corporate doom? It's easy to exploit such fears in this economic climate, but these tired old canards — trotted out in every minimum wage fight — are just an excuse for political inaction and continued corporate greed.

The bottom line is that people who work for a living put their money right

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back into our economy. What business in this country needs right now is customers and too many hardworking Americans aren't making enough money to get by. If we raise the federal minimum wage and demand the 1% pay their fair share to reduce income inequality, we will boost our economy, help small business grow and create jobs.

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Erik Folgate, “The Difference Between Frugal and Cheap,” *MoneyCrashers.com*, 2009

Ever since I have been more passionate about personal finance and managing my money, I have noticed that there are different definitions of being cheap and being frugal, depending on who you talk to. When my wife and I started telling people that we couldn't go on vacation, because we were paying off debt, or that we don't use credit cards, they looked at us funny. When we clip coupons and go to the \$1.50 movie theater, some people laugh at us. We've never been heckled about it, but we've definitely heard the “you only live once” line when we tell people that we are saving money or paying off debt before we spend it on a major purchase.

So, for what it's worth, here's my definition of frugal and cheap.

Frugal

- Looking for deals and taking advantage of sales and promotions when you were already planning on purchasing something.
- Delaying pleasure and instant gratification to make a big purchase.
- Not making a point to tell friends and family every time you saved money.
- Not obsessed with brands
- Does not sacrifice quality to buy something only because it is cheaper

Cheap

- Your cheapness affects the quality of life of others such as spouse or family
- Your basic needs are of lesser quality
- You never splurge a little when you have the money to spend

- You will sacrifice quality to buy what is the cheapest

I think the most important aspect of frugality is the last bullet point. When you are willing to identify what items are worth spending more money on to buy a better quality product but you do everything you can to get the best deal on it, that is frugal. When you refuse to spend more than \$100 on groceries when it's not feasible due to the size of your family, you're being cheap. When you clip coupons, and purchase items to make meals from scratch, that is being frugal. When you won't spend money to perform routine maintenance on your car or home, that is being cheap.

A good example of being frugal in my own life is when we bought a Dyson vacuum. We had gone through two other vacuums in two years, because we have a dog that likes to shed. Our rugs started to stink in our new house, because we knew that our old vacuum wasn't picking up all of the dog hair. We had heard great things about the Dyson vacuums, but we couldn't get ourselves to spend \$400, much less on a freakin' vacuum! Once we had a couple of hundred extra dollars in savings that we wouldn't notice was gone, we started looking for a Dyson. Instead of going out and buying the new \$400 model at Target, we purchased last year's model on Amazon for \$329, and we used a gift card that my brother had given me the previous Christmas. We were frugal about a purchase we already planned on buying.

What are your thoughts on this? What is your definition of cheap and frugal? Do you think cheap and frugal mean the same thing? Do you have any examples of being frugal, rather than being cheap?

Teaching Thrift: A Curriculum

Additional Resources for Teaching Thrift

<http://www.americanvalues.org/teaching-thrift/>

Blankenhorn, David. 2008. *Thrift: A Cyclopedia*. (West Conshohocken: Templeton Foundation Press).

Blankenhorn, David, Barbara Dafoe Whitehead and Sorcha Brophy-Warren. 2009. *Franklin's Thrift: The Lost History of An American Virtue*. (West Conshohocken, PA: Templeton Foundation Press).

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<http://www.americanvalues.org/search/item.php?id=1982>.

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<http://www.americanvalues.org/search/item.php?id=69>.

Institute for American Values. November 20, 2011. Video: "Beyond Our Means: Why America Spends While the World Saves." Available online at:
<http://www.americanvalues.org/conversations/panel-discussions.php>.

Institute for American Values. 2012. *Why Thrift Matters: How Thrifty Are Americans? The Thrift Quiz and Thrift Index* (New York: Institute for American Values). Available online:
<http://www.americanvalues.org/search/item.php?id=85>.

Teaching Thrift : A Curriculum

The IAV Thrift Collection

<http://www.americanvalues.org/thrift-collection/>

THE IAV THRIFT COLLECTION is the nation's most comprehensive repository of thrift research and the world's most extensive collection on the meaning, history, and possibility of thrift. All sources provided in *Thrift: A Curriculum* can be found in the Thrift Collection. Users can also enjoy many other items related to thrift such as books, audio and video, advertisements, material culture artifacts, and photographs. The Thrift Collection enriches and amplifies *Thrift: A Curriculum*; the two should therefore be used together.

Online visitors to the Thrift Collection can navigate through the Collection in the following ways:

- Categories – allows users to search the Collection by themes or subjects related to thrift, such as household thrift, wartime thrift, teaching thrift, and environmental thrift
- Item Types – allows users to search items in the Collection by type, such as advertisements, books, cartoons, and thrift box/bank
- Authors – allows users to search the authors of the publications within the Collection, such as Benjamin Franklin, Bolton Hall, Elbert Hubbard, and Samuel Smiles
- Dates – allows users to search the Collection by time period, such as before 1500, 1800-1899, 1900-1980, and 2000s

Visitors also have the option to search the Collection by keyword. We hope that the Thrift Collection becomes a valuable and much-visited tool that puts original, historical, and contemporary resources on thrift into the hands of teachers, students, scholars, and anyone interested in the concept of thrift as a public virtue.

Teaching Thrift: A Curriculum

Institute for American Values. January 18, 2012. Video: “Why Thrift Matters.” Available online <http://www.americanvalues.org/search/item.php?id=2559>.

Institute for American Values. January 18, 2012. Video: “Thrift Week 2012: Keynote Speech by Jeremy Nowak,” President and CEO, William Penn Foundation and Chairman, Federal Reserve Bank of Philadelphia. Available online at: <http://www.americanvalues.org/search/item.php?id=2554>.

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Lapp, Amber, Charles E. Stokes and Barbara Dafoe Whitehead. 2012. *Why Thrift Matters: 20 Propositions*. (New York: Institute for American Values). Available online at: <http://www.americanvalues.org/search/item.php?id=84>.

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