

Bible

Economics

By Duane Bolin



Dear Student,

Welcome to Sonlight's Economics program! You stand at the start of a challenging journey through one of the most important, yet least understood, disciplines in academics—Economics.

Free markets? Interest rates? All those graphs? No worries! We carefully designed Sonlight's Economics program to demystify and simplify all that Economic jargon. Using Thinkwell's next-generation Economics program, combined with the Bible, Larry Alcorn's biblically-based *Money, Possessions and Eternity*, and Russell Roberts' delightful "economic romance," *The Invisible Heart*, you will take an in-depth, balanced tour of the world of Economics.

We designed Sonlight's Economics program to prepare you for both the Microeconomics and Macroeconomics college Advanced Placement (AP) exams.¹ We recommend that you take both of these AP exams. There is no penalty for taking the exams, but there is much to gain: most colleges will grant you advanced placement credit for good exam scores. The AP exams are usually offered in May each year. Please check with your local high school for exact dates and times. Please note: If you do not plan to take the AP exams, we also offer a less rigorous "alternative schedule" that covers all of the basics of Economics, but excludes the more advanced topics.

We schedule this course over 18 weeks (one semester). Each day's material should take about 90 minutes to cover, with an additional 30 minutes or so of "homework." If you prefer to stretch the program over a full year, just do one-half of each day's material. Simply check off each assignment as you finish it to keep track of where you are in the program.


Note: We include additional, important information about how to get the most out of this course in the Notes following the Week 1 Schedule, so be sure to spend some extra time reviewing that information.

We wish you well as you embark on this journey through the world of Economics. Enjoy your journey and redeem the time!

Your Economics Tour Guide,

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Week 1

Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵
Bible					
Bible (Journal) Questions	Matthew 6:19–21 	Proverbs 3:9–10	Mark 12:41–44	Luke 18:18–25	1 Timothy 6:17–19
Money, Possessions and Eternity	Preface to the “Revised & Updated Edition & Introduction” pp. xi–xvi	chap. 1 pp. 3–9 (up to “Hitting Close to Home”)	chap. 1 pp. 9–14 (from “Hitting Close to Home” to end of chap. 1)	chap. 2 pp. 15–18 (up to “Using Money for Good Purposes”)	chap. 2 pp. 18–22 (from “Using Money for Good Purposes” up to “The Model of Mother Teresa”)
Economics					
Thinkwell Economics (AP Schedule)	1.1.1 Defining Economics; 1.1.2 What Economists Do	1.1.3 Macroeconomics and Microeconomics; 1.1.4 An Overview of Economic Systems	1.1.5 Case Study: The Work of Adam Smith; 1.2.1 Using Graphs to Understand Direct Relationships	1.2.2 Plotting a Linear Relationship between Two Variables; 1.2.3 Changing the Intercept of a Linear Function	1.2.4 Understanding the Slope of a Linear Function; 1.3.1 Understanding Tangent Lines; 1.3.2 Working with Three Variables on a Graph
Thinkwell Economics (Alternative Schedule)	1.1.1 Defining Economics; 1.1.2 What Economists Do	1.1.3 Macroeconomics and Microeconomics; 1.1.4 An Overview of Economic Systems	1.2.1 Using Graphs to Understand Direct Relationships; 1.2.2 Plotting a Linear Relationship between Two Variables	1.2.3 Changing the Intercept of a Linear Function; 1.2.4 Understanding the Slope of a Linear Function	1.3.1 Understanding Tangent Lines; 1.3.2 Working with Three Variables on a Graph
Other Notes					

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 Note to Mom or Dad

Day 1

Bible

Bible (Journal) Questions

In addition to a daily reading assignment in *Money, Possessions and Eternity*, we schedule a section of Scripture for you to read and contemplate each day. We do not provide the text of the verse(s), though, as we want you to use the Bible translation of your choice.

Each day, read the section of Scripture a couple of times. Ponder it. Do you understand it? Does it make sense? What does it mean to you? If necessary, read some additional verses before and after the section assigned to give you a better idea of the context surrounding the verse(s).

When you've read each day's section of Scripture and given it some independent thought, review the day's journal questions located at the bottom of each schedule page. We provide these questions to accompany each section of Scripture assigned to encourage you to think about the verse(s) on a deeper level.

As you contemplate each day's section of Scripture and journal questions, make notes of your thoughts in a journal (that's why we call them journal questions!). Although any old notebook can serve as a journal, we recommend that you purchase a special, diary-type journal for this course. (We offer a journal you may use.) We believe that the thoughts and ideas that Scripture will inspire are quite valuable and thus worthy of preservation for years to come.

When you record your thoughts in your journal, make sure to record the date at the top. You might also want to write the Scripture citation, if not the entire verse(s). We believe it will be interesting to see how your thoughts and beliefs mature and grow as a result of comparing what you learn about the world's view of economics with God's view of how to use your time, talents, and treasures.

Note to Mom or Dad: There is no need to evaluate your students' journal entries. Their personal thoughts expressed in their journals should belong to them. Simply verify that they are indeed writing in their journals on a daily basis.

Bible (Journal) Questions | Matthew 6:19–21

In today's passage, Jesus compares earthly and heavenly treasures. Do you agree with His conclusion? Have you found this to be true in your own life?

What earthly treasures might you be holding onto too tightly? How do you "lay up for yourselves treasures in heaven"?

Money, Possessions and Eternity

One of the first lessons you will learn in this course is that economics is about more than just money. Indeed, economics is about the management of scarce resources, including money, time, possessions—all sorts of things!

When we began to put this course together, we quickly realized that what is missing from most economics programs is a biblical view of economic issues to compare and contrast with the traditional, secular view of these issues. Did you know that the Bible has a lot to say about how we use our time, talents, and treasures? Author Larry Alcorn points out in Chapter 1 of *Money, Possessions and Eternity* that the Bible contains approximately 2,350 verses about money—about twice as many verses than verses about faith and prayer combined.

In *Money, Possessions and Eternity*, Alcorn takes you on a tour of economics from God's perspective. Sometimes God's view is similar to the way the rest of the secular world views economics, but often it is radically different. We pray that this book will give you a balanced view of how God would have you use your money and possessions for eternal purposes. Enjoy!

Note: *Money, Possessions and Eternity* contains a Study Guide located after the Appendices at the back of the book. The Study Guide is divided into 13 lessons. We do not schedule any of these lessons as part of our program. Feel free, though, to review the questions and Scripture citations on your own if you would like additional review on any particular part of the book. If you do use the Study Guide lessons, we encourage you to record your thoughts in your journal alongside your other notes.

***Money, Possessions and Eternity* | Preface to the "Revised & Updated Edition & Introduction" pp. xi–xvi**

Economics**Thinkwell Economics**

We believe that Thinkwell's *Economics* course will give you a solid foundation in a broad range of economic concepts. We're confident Thinkwell's innovative approach to economics instruction will make navigating these sometimes-difficult concepts an enjoyable learning experience. Upon completion of this course, you should be equipped to excel on the AP (Advanced Placement)¹ Microeconomics and Macroeconomics exams.

Note: For those students who wish to use this course to prepare as fully as possible for taking the AP exams, please follow the line on your Schedule page that reads "Economics—AP Schedule." If you do not plan to take the AP exams and prefer a less-demanding pace, please follow the line on your Schedule page that reads "Economics—Alternative Schedule." The alternative schedule will provide a solid overview of economics concepts without concentrating on the more rigorous concepts geared toward AP exam preparation. Feel free, however, to explore any of the topics not covered on the alternative schedule at your leisure.

1. Advanced Placement is a registered trademark of the College Board, which was not involved in the production of, and does not endorse, this product.

Before beginning, follow the instructions that came with your Thinkwell course to install the necessary software onto your computer and register your product via the Thinkwell website (www.thinkwell.com). Try out all of the features to make sure everything is working correctly. If you have any technical difficulties, please contact Thinkwell Customer Service via the Thinkwell website.

We chose the Thinkwell course for its unique features. Professor Steven Tomlinson's video lectures are the next-best-thing to taking a college-level economics course. As a homeschooled student, the exposure to a lecture format is invaluable preparation for college.

Each day, you will view one or more video lessons. As you watch, be sure to take good notes. You will want a good set of notes to review prior to taking the AP exams.

Thinkwell will even help you become a better note-taker. On the website page for each lesson, you will find a hyperlink to a set of review notes. After each lesson, print these review notes and compare them to your own notes.

Do your notes contain all of the important parts of the lesson? If not, supplement your notes with missing information from the review notes. Do your notes have too many unimportant details? Cluttered notes with too much detail will not be a good resource when it comes time to prepare for the AP exams.

As you progress through the course, we hope that your note-taking will improve to the point that, by the end of the course, your notes will closely match Professor Tomlinson's review notes. **Warning:** Resist the temptation simply to print the review notes instead of taking your own. You will only cheat yourself if you do this. The process of carefully listening to the lecture, converting the important points into your own words, and then writing them in your own notes is a critical piece of the learning process.

On the website page for each lesson, you will also find a hyperlink to a transcript of each lesson. If you ever prefer to read the lecture or simply want a more in-depth review of a particular lesson, just click on the Transcript link to read the entire lesson's lecture.

After watching each day's video lessons and comparing your notes to Professor Tomlinson's review notes, test your understanding of the material you just covered by completing the Thinkwell Exercises for the day's lessons. On the website page for each lesson, you will see a hyperlink for the Thinkwell Exercises. Click on this link to navigate to the review questions.

If you need help with any particular question, you may click "hint" to receive a helpful hint, or you can click "skip" to skip to the next question and return to the skipped question later. If you're ready to answer, just select your answer and click "submit." When you're done with the questions for each lesson, click "score now" to tabulate your results. Your results will then be displayed on the Thinkwell Exercise page where you started. The Thinkwell Exercise review questions are also a great way to review prior to the AP exams.

We hope that you enjoy your experience with the Thinkwell video textbook for Economics. We believe that the interactive Thinkwell approach will help you learn economics and prepare you for the challenges of college that lie ahead. Good luck!

Thinkwell Economics (AP Schedule) | 1.1.1 Defining Economics; 1.1.2 What Economists Do

Thinkwell Economics (Alternative Schedule) | 1.1.1 Defining Economics; 1.1.2 What Economists Do

Day 2

Bible

Bible (Journal) Questions | Proverbs 3:9–10

What does it mean to honor the Lord with your possessions? How would you define the "firstfruits" of your increase? Is a full barn or an overflowing vat an incentive here? Or a reward? A promise?

Money, Possessions and Eternity | Chapter 1 pp. 3–9 (up to "Hitting Close to Home")

Economics

Thinkwell Economics (AP Schedule) | 1.1.3 Macroeconomics and Microeconomics; 1.1.4 An Overview of Economic Systems

Thinkwell Economics (Alternative Schedule) | 1.1.3 Macroeconomics and Microeconomics; 1.1.4 An Overview of Economic Systems

Day 3

Bible

Bible (Journal) Questions | Mark 12:41–44

Today's passage is one of the most profound in the entire Bible on the subject of giving. What lesson do you think Jesus was teaching the disciples? What lesson do you think He wants you to learn from it?

Is He saying that we must give all that we have? Why or why not? Do you give out of your abundance only?

Money, Possessions and Eternity | Chapter 1 pp. 9–14 (from "Hitting Close to Home" to end of Chapter 1)

Economics

Thinkwell Economics (AP Schedule) | 1.1.5 Case Study: The Work of Adam Smith; 1.2.1 Using Graphs to Understand Direct Relationships

Thinkwell Economics (Alternative Schedule) | 1.2.1
Using Graphs to Understand Direct Relationships;
1.2.2 Plotting a Linear Relationship between Two
Variables

Day 4

Bible

Bible (Journal) Questions | Luke 18:18–25

Jesus' comments to the rich young ruler should be quite sobering to the rich. What fundamental truth was Jesus trying to teach via His camel/needle metaphor? Why is it so hard for the rich to enter the Kingdom of Heaven?

If riches make it so hard to get into heaven, why do so many in our society today seek riches? In this section, does Jesus teach that we must give up all of our possessions to enter heaven? Why or why not?

What was Jesus really trying to teach the rich young ruler? Had the rich young ruler really kept all of the commandments? Why or why not?

Money, Possessions and Eternity | Chapter 2
pp. 15–18 (up to “Using Money for Good Purposes”)

Economics

Thinkwell Economics (AP Schedule) | 1.2.2 Plotting a Linear Relationship between Two Variables; 1.2.3 Changing the Intercept of a Linear Function

Thinkwell Economics (Alternative Schedule) | 1.2.3 Changing the Intercept of a Linear Function; 1.2.4 Understanding the Slope of a Linear Function

Day 5

Bible

Bible (Journal) Questions | 1 Timothy 6:17–19

Many in today's society equate great wealth with security. What is the message of today's verse? Compare it to the message of yesterday's passage. Why are riches “uncertain”? What riches offer true security?

Money, Possessions and Eternity | Chapter 2
pp. 18–22 (from “Using Money for Good Purposes” up to “The Model of Mother Teresa”)

Economics

Thinkwell Economics (AP Schedule) | 1.2.4 Understanding the Slope of a Linear Function; 1.3.1 Understanding Tangent Lines; 1.3.2 Working with Three Variables on a Graph

Thinkwell Economics (Alternative Schedule) | 1.3.1 Understanding Tangent Lines; 1.3.2 Working with Three Variables on a Graph ■

Week 2

Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰
Bible					
Bible (Journal) Questions	Hebrews 13:5	Matthew 6:25–34	2 Timothy 3:1–5	Luke 16:19–31	Ecclesiastes 2:1–11
Money, Possessions and Eternity	chap. 2 pp. 22–27 (from “The Model of Mother Teresa” to end of chap. 2)	chap. 3 pp. 29–33	chap. 3 pp. 34–39	chap. 4 pp. 41–45 (up to “How Materialism Brings Us To Ruin”)	chap. 4 pp. 45–50 (from “How Materialism Brings Us To Ruin” up to sub-point 5)
Economics					
Thinkwell Economics (AP Schedule)	1.4.1 Understanding the Concept of Production Possibilities Frontiers; 1.4.2 Understanding How a Change in Technology or Resources Affects the Production Possibilities Frontier	1.4.3 Deriving an Algebraic Equation for the Production Possibilities Frontier	1.5.1 Defining Comparative Advantage with the Production Possibilities Frontier; 1.5.2 Understanding Why Specialization Increases Total Output	1.5.3 Analyzing International Trade Using Comparative Advantage; 1.5.4 Outsourcing	2.1.1 Understanding the Determinants of Demand; 2.1.2 Understanding the Basics of Demand; 2.1.3 Analyzing Shifts in the Demand Curve
Thinkwell Economics (Alternative Schedule)	1.4.1 Understanding the Concept of Production Possibilities Frontiers; 1.4.2 Understanding How a Change in Technology or Resources Affects the Production Possibilities Frontier	1.5.1 Defining Comparative Advantage with the Production Possibilities Frontier; 1.5.2 Understanding Why Specialization Increases Total Output	2.1.1 Understanding the Determinants of Demand; 2.1.2 Understanding the Basics of Demand	2.1.3 Analyzing Shifts in the Demand Curve; 2.1.4 Changing Other Demand Variables	2.1.5 Deriving a Market Demand Curve; 2.2.1 Understanding the Determinants of Supply
Other Notes					

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📌 Note to Mom or Dad

Day 1

Bible

Bible (Journal) Questions | Hebrews 13:5

Are you content with what you have? As you look at the world around you, why do you think it is so hard for so many to find satisfaction with what they already have? Why do we covet more? Why is Jesus' promise never to leave or forsake us not enough?

Money, Possessions and Eternity | Chapter 2 pp. 22–27 (from “The Model of Mother Teresa” to end of Chapter 2)

Economics

Thinkwell Economics (AP Schedule) | 1.4.1 Understanding the Concept of Production Possibilities Frontiers; 1.4.2 Understanding How a Change in Technology or Resources Affects the Production Possibilities Frontier

Thinkwell Economics (Alternative Schedule) | 1.4.1 Understanding the Concept of Production Possibilities Frontiers; 1.4.2 Understanding How a Change in Technology or Resources Affects the Production Possibilities Frontier

Day 2

Bible

Bible (Journal) Questions | Matthew 6:25–34

Many lives are ruined by constant worry over financial matters. According to today's section of Scripture, what does such worry get us? What is the opposite of worry? If we seek to exercise our faith, what should we do rather than worry?

Money, Possessions and Eternity | Chapter 3 pp. 29–33

Economics

Thinkwell Economics (AP Schedule) | 1.4.3 Deriving an Algebraic Equation for the Production Possibilities Frontier

Thinkwell Economics (Alternative Schedule) | 1.5.1 Defining Comparative Advantage with the Production Possibilities Frontier; 1.5.2 Understanding Why Specialization Increases Total Output

Day 3

Bible

Bible (Journal) Questions | 2 Timothy 3:1–5

In today's passage, Paul warns Timothy about the “perilous times” to come. “In the last days,” we are told, men will be ... and then a long list of undesirable traits. What do you think? Have you seen any of these traits becoming more prevalent in your lifetime?

Can you think of anyone who fits such a description? More importantly, what traits does Paul list first in the list? What do you think this says about Paul's emphasis?

Money, Possessions and Eternity | Chapter 3 pp. 34–39

Economics

Thinkwell Economics (AP Schedule) | 1.5.1 Defining Comparative Advantage with the Production Possibilities Frontier; 1.5.2 Understanding Why Specialization Increases Total Output

Thinkwell Economics (Alternative Schedule) | 2.1.1 Understanding the Determinants of Demand; 2.1.2 Understanding the Basics of Demand

Day 4

Bible

Bible (Journal) Questions | Luke 16:19–31

The parable of Lazarus and the rich man is sobering due to its unflinching look at the eternal gulf that exists between heaven and hell. What lesson about economics does the gulf teach us? Compare this message to that found in Matthew 6:19–21.

Re-read Luke 16:31 and ponder that message in light of Jesus' death and resurrection ... and the fact that the words of this parable came straight from Jesus Himself ... what might He have been trying to say?

Money, Possessions and Eternity | Chapter 4 pp. 41–45 (up to “How Materialism Brings Us To Ruin”)

Economics

Thinkwell Economics (AP Schedule) | 1.5.3 Analyzing International Trade Using Comparative Advantage; 1.5.4 Outsourcing

Thinkwell Economics (Alternative Schedule) | 2.1.3 Analyzing Shifts in the Demand Curve; 2.1.4 Changing Other Demand Variables

Day 5

Bible

Bible (Journal) Questions | Ecclesiastes 2:1–11

Solomon's testimony in today's passage should be a grave warning to our current materialistic society. What does it say to you?

All of Solomon's riches ... All of his wisdom ... Nothing but vanity ... None of it profitable. How do you think Solomon wishes he had spent his time and effort?

Money, Possessions and Eternity | Chapter 4 pp. 45–50 (from "How Materialism Brings Us To Ruin" up to sub-point 5)

Economics

Thinkwell Economics (AP Schedule) | 2.1.1 Understanding the Determinants of Demand; 2.1.2 Understanding the Basics of Demand; 2.1.3 Analyzing Shifts in the Demand Curve

Thinkwell Economics (Alternative Schedule) | 2.1.5 Deriving a Market Demand Curve; 2.2.1 Understanding the Determinants of Supply ■

Week 3

Date:	Day 1 11	Day 2 12	Day 3 13	Day 4 14	Day 5 15
Bible					
Bible (Journal) Questions	Luke 9:1–3	1 Timothy 6:6–10	Acts 8:9–23	Luke 14:33	Philippians 3:7–11
Money, Possessions and Eternity	chap. 4 pp. 50–53 (sub-points 5–8)	chap. 4 pp. 53–58 (sub-point 9 to end of chap. 4)	chap. 5 pp. 59–64 (up to “Multilevel Materialism”)	chap. 5 pp. 64–68 (from “Multilevel Materialism” up to “Modern Money Changers” and “An Angry Carpenter”)	chap. 5 pp. 68–74 (from “Modern Money Chang- ers and an Angry Carpenter” to end of chap. 5)
Economics					
Thinkwell Economics (AP Schedule)	2.1.4 Changing Other Demand Variables; 2.1.5 Deriving a Market Demand Curve; 2.2.1 Understanding the Determinants of Supply	2.2.2 Deriving a Supply Curve; 2.2.3 Understanding a Change in Supply versus a Change in Quantity Supplied; 2.2.4 Analyzing Changes in Other Supply Variables	2.2.5 Deriving a Market Supply Curve from Individual Supply Curves; 2.3.1 Determining a Competitive Equilibrium; 2.3.2 Defining Comparative Statics	2.3.3 Classifying Comparative Statics; 2.4.1 Defining Elasticity; 2.4.2 Calculating Elasticity	2.4.3 Applying the Concept of Elasticity; 2.4.4 Identifying the Determinants of Elasticity; 2.4.5 Understanding the Relationship between Total Revenue and Elasticity; 2.5.1 Understanding How Price Controls Damage Markets
Thinkwell Economics (Alternative Schedule)	2.2.2 Deriving a Supply Curve; 2.2.3 Understanding a Change in Supply versus a Change in Quantity Supplied	2.2.4 Analyzing Changes in Other Supply Variables; 2.2.5 Deriving a Market Supply Curve from Individual Supply Curves	2.3.1 Determining a Competitive Equilibrium; 2.3.2 Defining Comparative Statics	2.4.1 Defining Elasticity; 2.4.2 Calculating Elasticity	2.4.3 Applying the Concept of Elasticity; 2.4.4 Identifying the Determinants of Elasticity
Other Notes					

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[N] Note to Mom or Dad

Day 1

Bible

Bible (Journal) Questions | Luke 9:1–3

Put yourself in the disciples' place. Jesus has just given you power and authority over all demons. You can now cure diseases. He's sending you out to preach the kingdom of God and to heal the sick. Are you scared? Nervous? Probably a little, maybe a lot!

Then He tells the disciples not to take anything for their journey: no staff, no bag, no bread, no money. Why would Jesus do that? What do you think He was trying to teach the disciples? What lesson might you learn from this passage?

Money, Possessions and Eternity | Chapter 4 pp. 50–53 (sub-points 5–8)

Economics

Thinkwell Economics (AP Schedule) | 2.1.4 Changing Other Demand Variables; 2.1.5 Deriving a Market Demand Curve; 2.2.1 Understanding the Determinants of Supply

Thinkwell Economics (Alternative Schedule) | 2.2.2 Deriving a Supply Curve; 2.2.3 Understanding a Change in Supply versus a Change in Quantity Supplied

Day 2

Bible

Bible (Journal) Questions | 1 Timothy 6:6–10

As expressed in today's passage, what is Paul's view of money? Is all money evil? What is his primary concern? What two popular maxims have their source in this passage?¹

In today's world, do you think it's realistically, reasonably possible for one to ever be truly content with having "only" food and clothing? Why or why not? What would such contentment look like practically?

Money, Possessions and Eternity | Chapter 4 pp. 53–58 (sub-point 9 to end of Chapter 4)

Economics

Thinkwell Economics (AP Schedule) | 2.2.2 Deriving a Supply Curve; 2.2.3 Understanding a Change in Supply versus a Change in Quantity Supplied; 2.2.4 Analyzing Changes in Other Supply Variables

Thinkwell Economics (Alternative Schedule) | 2.2.4 Analyzing Changes in Other Supply Variables; 2.2.5 Deriving a Market Supply Curve from Individual Supply Curves

Day 3

Bible

Bible (Journal) Questions | Acts 8:9–23

What was Simon's big mistake? Do we ever act like we can purchase God's power or favor with our money? What about when we view our giving in this way?

If we catch ourselves thinking along these lines, what advice can we take from the apostles here? Do you think God is ever short on money to accomplish something He desires? Why or why not?

Money, Possessions and Eternity | Chapter 5 pp. 59–64 (up to "Multilevel Materialism")

Economics

Thinkwell Economics (AP Schedule) | 2.2.5 Deriving a Market Supply Curve from Individual Supply Curves; 2.3.1 Determining a Competitive Equilibrium; 2.3.2 Defining Comparative Statics

Thinkwell Economics (Alternative Schedule) | 2.3.1 Determining a Competitive Equilibrium; 2.3.2 Defining Comparative Statics

Day 4

Bible

Bible (Journal) Questions | Luke 14:33

If you are unfamiliar with today's passage, please read Luke 14:25–32 for additional background.

Jesus requires complete devotion in order to be His disciple. What does this look like in the world today? What does He mean by "forsake all"? What does forsake mean to you? Selling all your possessions? Or something less?

1. "You can't take it with you" and "The love of money is the root of all evil!"

Why do you think Jesus requires such intense and complete devotion? What does that say about the effect of materialism?

Money, Possessions and Eternity | Chapter 5 pp. 64–68 (from “Multilevel Materialism” up to “Modern Money Changers” and “An Angry Carpenter”)

Economics

Thinkwell Economics (AP Schedule) | 2.3.3 Classifying Comparative Statics; 2.4.1 Defining Elasticity; 2.4.2 Calculating Elasticity

Thinkwell Economics (Alternative Schedule) | 2.4.1 Defining Elasticity; 2.4.2 Calculating Elasticity

Day 5

Bible

Bible (Journal) Questions | Philippians 3:7–11

Paul’s impassioned text in today’s passage is a powerful testament to the change that Christ made in his life. Look closely at his language. The things that he formerly counted as gain, he now counts as loss. In fact, he counts ALL things as loss compared to knowing Christ. And, in fact, not just loss, but rubbish! Trash!

How do Paul’s words make you feel? Do you count all you have as loss? As trash? All your possessions? Do you hold onto them that loosely? Or do you hold some more tightly than you should? What practical lesson do you think Paul would have us take away from this passage?

Money, Possessions and Eternity | Chapter 5 pp. 68–74 (from “Modern Money Changers and an Angry Carpenter” to end of Chapter 5)

Economics

Thinkwell Economics (AP Schedule) | 2.4.3 Applying the Concept of Elasticity; 2.4.4 Identifying the Determinants of Elasticity; 2.4.5 Understanding the Relationship between Total Revenue and Elasticity; 2.5.1 Understanding How Price Controls Damage Markets

Thinkwell Economics (Alternative Schedule) | 2.4.3 Applying the Concept of Elasticity; 2.4.4 Identifying the Determinants of Elasticity ■