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MERCHANT

A simulation of small town businesses competing in a free market

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BEFORE BEGINNING

PURPOSE

As competing store owners in simulated communities, students face a series of decisions which they must solve. MERCHANT's decisions involve students in turn-of-the-century life styles and economics while acquainting them with some of the functions of a general store. While the simulation emphasizes individual and small group decision-making, it also exposes students to other activities such as advertising, work schedules, lines of merchandise, and several economic terms and concepts.

Specifically students will experience the following:

Knowledge

- 1 how general stores were laid out
- 2 what kinds of merchandise general stores carried
- 3 how advertising affects sales
- 4 how to make store schedules
- 5 how to figure profits
- 6 what expenses are incurred in running a store
- 7 how to perform the mathematical computations necessary to fill out a profit and loss statement
- 8 economic terms and concepts such as capitalism, capital expenditures, gross income, net profit, volume buying, wholesaling, wages, recession, depression, extending credit

Skills

- 1 drawing a store's floor plan
- 2 making a store's work schedule
- 3 designing a newspaper ad and a window display
- 4 keeping profit and loss statements
- 5 cooperating with others in order to make the best possible group decision

Attitudes

- 1 appreciation of the excitement and agony involved in free market competition
- 2 respect for the amount of work involved in running a small business in a capitalistic economy

OVERVIEW

MERCHANT begins when students read a brief survey of the simulation and a description of life in a turn-of-the-century frontier community. Students are then ready to become general store operators and to learn for themselves about both life styles and business procedures. The class is divided into three groups, each representing a typical communi-

ty with a population of 1,000 to 1,500 that serves an outlying population two to three times that number. Next each community is divided into three to four partnerships of three students each.

Before each partnership can open its general store, the owners must make several decisions and make the necessary preparations. They select store inventories, draw floor plans, create window displays and newspaper ads, and establish work schedules. Having completed these tasks, the partners open their competing stores for business. For the next 11 hours these store owners make decisions that concern their businesses and the people whom they serve. The goal of each partnership is to make the best possible decisions in order to gain the most possible profit. The results of each decision are carefully calculated on PROFIT AND LOSS STATEMENTS.

The 10 decisions concern an array of social and economic topics (e.g., lines of merchandise, value of advertising, wholesale buying, employees' salaries). During each Decision Hour, 10-15 minutes are first set aside for individual analysis of the problem. Then the partnerships make group decisions after heated discussions concerning what would be the best economic decision. Finally, the total class hears the consequences of the various decisions and discusses how these consequences relate to today's business and today's students' lives. The simulation concludes with a detailed DEBRIEFING AND EVALUATION of this experience in capitalism.

INITIAL ORGANIZATION

1. Read over all materials in both this guide and the STUDENT HANDBOOK.
2. Make arrangements for any outside materials or speakers you intend to use to amplify the simulation materials in this guide and the STUDENT HANDBOOK.
3. Figure out how you will divide your classroom area into three communities. Also consider how you will arrange the desks so that partners' desks will face one another while partners still feel they are part of a separate community. (See item 3 under Hour 1 of TIME SEQUENCE below.)
4. Carefully consider how you wish to group your students into communities and partnerships during Hour 1. Here are three options:

- a. Let them choose their community and partnership.
 - b. Dictate whom students will work with.
 - c. Cut up small slips of paper, code the various partnerships and communities on the slips, and have the students pull the slips from a "hat."
5. Collect and organize materials for Hour 2. Extra graph paper and drawing paper will likely be necessary as will be boxes, glue, and other materials — if students wish to make dioramas.

OPTIONS

MERCHANT is meant to be a flexible teaching and learning environment which you and your student mold to your needs and interests. The lesson plans that follow in the TIME SEQUENCE provide only one route to follow. Different groups obviously have different needs, interests, and resources. Listed below are just a few ways this simulation can be modified to meet these needs and to take advantage of your resources. You undoubtedly will think of other ways to change this simulation to better suit your class.

1. Add additional decisions. For example:
 - Should your store become a more specialized store (only a grocery store ... only a hardware store ...)?

- Should you open another store with a specialized line?
 - Should you go on a buying trip to some resort area where they are showing new lines of merchandise?
2. Delete selected decisions in order to shorten the simulation.
 3. Delete hours spent on advertising, displays and floor plans in order to shorten the simulation.
 4. Expand the simulation by going into one or more of the following in more depth: advertising, displays, floor plans.
 5. Add Fate Cards to Decision Hours. This technique is a popular way of simulating other events without spending a lot of time going into great detail. Examples of Fate Cards:
 - "Your store was robbed of \$1,200 last night."
 - "A small fire in your storeroom did \$2,000 worth of damage, and you have no insurance."
 - "Mrs. Kelly fell on the icy sidewalk in front of your store and has successfully sued you for \$1,400."
 - "Samantha Samuels is so attractive that your business is up 5% this year. Many of the men in town stop in to buy at her counter."
 6. Consider having field trips, films, and guest speakers to enliven and/or re-enforce what you are simulating.

UNIT TIME CHART

	M	Tu	W	Th	F
WEEK 1	Read and discuss the INTRODUCTION Group students into 12 stores in 3 separate communities Communities meet to name their towns, streets, etc. 1	Establish store inventory from master list 2	Prepare for stores' grand openings: floor plans, advertising, window displays, work schedules 3	DECISION 1 and consequences (Advertising) Optional: Fate Cards 4	DECISION 2 and consequences (4th of July celebration) 5
WEEK 2	DECISION 3 and consequences (Cutting prices) Optional: Fate Cards 6	DECISION 4 and consequences (New highway and relocation) 7	DECISION 5 and consequences (Adding a merchandise line) 8	DECISION 6 and consequences (Which salesman?) 9	DECISION 7 and consequences (Employees' raises) 10
WEEK 3	DECISION 8 and consequences (Credit sales) Optional: Fate Cards 11	DECISION 9 and consequences (Adding a merchandise line) 12	DECISION 10 and consequences (Depression) Most successful partnerships determined in each town 13	EVALUATION AND DE-BRIEFING 14	This UNIT TIME CHART is intended only as an example. Alter it as desired.

TIME SEQUENCE

HOURL 1

OBJECTIVES:

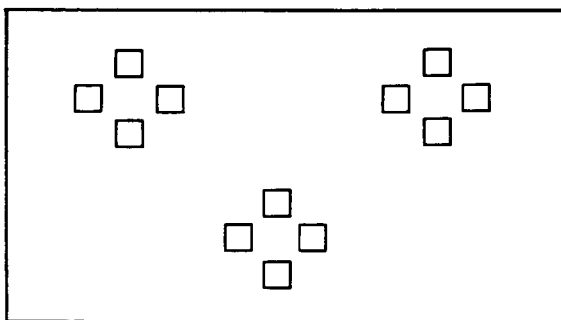
1. The student will read and discuss the INTRODUCTION, which provides background information and an overview of the simulation.
2. The student will become a partner in one of the general stores created in the classroom.

MATERIALS:

1. Class set of STUDENT HANDBOOKS

PROCEDURES:

1. Give students a STUDENT HANDBOOK and have them examine the map and read the INTRODUCTION.
2. Once they have finished reading the INTRODUCTION, briefly answer questions and discuss the material. **Note:** It will be impossible to answer all questions concerning MERCHANT at this point. Try to answer only important and relevant questions. Explain that others will be answered as the simulation is played. Among the points you might want to cover in this discussion are:
 - a. What is a simulation?
 - b. How was life in America changing at the turn-of-the-century?
 - c. How were frontier communities changing at the turn-of-the-century?
 - d. How did such communities serve a much greater population than just the townspeople?
 - e. What was the purpose of a general store?
3. Divide students into 12 partnerships (representing 12 general stores) in 3 communities. There are 4 general stores in each community and there are 3 separate, though similar communities. It is best if you can arrange the classroom in such a way that each community is separated from the others. An example of a classroom arrangement:



□ = 1 store (a group of 2-3 desks or 1 table and 2-3 chairs)

4. Have brief community meetings in which each community names its town, streets, river, etc. Students then write these names on their TOWN MAPS.

HOURL 2

OBJECTIVES:

1. Each partnership will establish a store inventory.

MATERIALS:

1. STUDENT HANDBOOKS

PROCEDURES:

1. Have the students read the brief introduction to STORE INVENTORY and then have them examine the master list of MERCHANDISE LINES.
2. Discuss lines of merchandise and store inventories, briefly answering questions.
3. Instruct each partnership to fill out its BEGINNING INVENTORY. This involves the following steps:
 - a. selecting a name for their store;
 - b. deciding which lines of merchandise they will carry;
 - c. adding up their TOTAL INVESTMENT to make sure they have not spent more than their total amount available for investment.

HOURL 3

OBJECTIVES:

1. Each partnership will make a drawing of the floor plan layout of their store.
2. Each partnership will design a window display.
3. Each partnership will design a newspaper advertisement.
4. Each partnership will establish a work schedule for their store.

MATERIALS:

1. STUDENT HANDBOOKS
2. Extra graph paper for floor plans
3. Extra drawing paper (butcher paper) for newspaper ads and window displays
4. Any necessary materials for dioramas (if students are going to make them)

PROCEDURES:

1. Have students read PREPARATION FOR GRAND OPENING. Very briefly answer questions.
2. Have students begin designing the floor plans, advertising, window displays, and work schedules. (One of the partnership's tasks is the division of labor. Allow them to decide who will do which job and how it should be done.)
3. Your job is to *facilitate*, not directly instruct. Help students find materials. Answer their questions about technical problems. See that the partners make their own decisions.
4. During the last 10 minutes of the hour, evaluate the work that has taken place. (Do this even if all work is not completed.) Among areas to discuss are:
 - a. dividing tasks so they are completed;

- b. using each person's natural abilities;
- c. making group decisions (learning how to compromise while working within a group).

NOTE: For the next 11 HOURS the objectives, materials, and many procedures will be the same. For Hour 4 these are all given in detail, but for the remaining 10 HOURS the only instructions given are those that differ (i.e., how to interpret the decisions the partnerships have made).

Hour 4

OBJECTIVES:

1. The students will read DECISION 1.
2. The partnerships will discuss the situation and make their decisions.
3. The consequences of the partnerships' decisions will be read and the partnerships will record their profits and losses for the year.
4. The students will discuss and evaluate DECISION 1, their actions, and the consequences.

MATERIALS:

1. STUDENT HANDBOOKS

PROCEDURES:

1. Have each student carefully read DECISION 1 and either write or mentally answer each of the "Questions to Consider."
2. Have partnerships meet together and decide on their course of action and record it on the DECISION 1 sheet.
3. Have each member of the partnership complete his/her part of DECISION 1 form. (Each member writes a brief analysis of what he/she believes the consequences of the decision will be.)
4. Using this chart, determine each store's SALES INCOME for Year 1.

% OF LAST YEARS' SALES INCOME

Advertising Budget	A*	B	C	D
\$1,000 =	100%	100%	100%	100%
\$1,500 =	105%	106%	110%	120%
\$2,000 =	107%	110%	115%	130%
\$2,500 =	110%	112%	120%	140%
\$3,000 =	112%	115%	125%	150%
\$3,500 =	112%	115%	125%	150%
\$4,000 =	112%	115%	125%	150%

*A = If all stores in the same town raise advertising at least \$500.

B = If two of the other three stores in the same town raise advertising by at least \$500. (Decrease 5% for the one store that does not.)

C = If one of the other three stores in the same town raises advertising at least \$500. (Decrease 10% for the other two stores that do not.)

D = If only one store in the same town in-

creases advertising by at least \$500 and the other three do not. (Decrease other stores by 20% each.)

5. Go over the examples for STORES A, B, C, and D right of "Previous Year's Figures" on the PROFIT AND LOSS STATEMENT, page 31. Then help partnerships fill out their PROFIT AND LOSS STATEMENTS. Once you have helped them do this, they will have little trouble on successive years.
 6. Discuss and calculate DECISION 1, the actions of the various partnerships and the consequences of these actions. Among the topics you might want to cover:
 - a. how advertising affects business;
 - b. how advertising might affect business and rural life at the turn of the century;
 - c. how business may have been different in 1900-1910;
 - d. how advertising may have been different in 1900-1910;
 - e. why more advertising can result in a higher percentage of profit;
 - f. what is meant by an "Optimum Investment";
 - g. why if more stores advertise, each has a smaller percentage of net profit.
 7. Have students turn in DECISION 1 for your evaluation. There are several alternative ways you might evaluate these decisions:
 - a. Simply assign a letter or numerical grade as you might on any class assignment.
 - b. Award a bonus to those partnerships which do the best jobs of analyzing DECISION 1. For example, you might give a \$1,000 Sales Income Bonus or a \$750 Merchandise Expense Credit.
 - c. Penalize any partnerships which have done poor or hasty analysis by cutting Sales Income or adding to Merchandise Expenses.
- See the MERCHANTS' PROFIT AND LOSS STATEMENT for how 7b and 7c above would affect a store's profits.

Hour 5

OBJECTIVES:

(See Hour 4.)

MATERIALS:

(See Hour 4.)

PROCEDURES:

1. Follow procedure 1, Hour 4, except work with DECISION 2.
2. Once each partnership has completed DECISION 2, read the following results of the Fourth of July celebration. Increase in SALES INCOME over the previous year:
 - a. If only one store in the town stages the Fourth of July event, the increase to that

- store in Sales Income is 10%. All others in the town increase 1%.
- If two stores in the same town stage the Fourth of July event, the increase to these stores in Sales Income is 15% each. All others in the town increase 5%.
 - If three stores in the same town stage the Fourth of July event, the increase to the three stores in Sales Income is 18% each. The fourth store in the town increases 1%.
 - If all four stores in the town stage the Fourth of July event, the increase in Sales Income to each is 20%.
- Help the partnerships record the consequences of their decisions on their PROFIT AND LOSS STATEMENTS. If a store participated, it must add \$200 to advertising expenses for this year.
 - Discuss and evaluate DECISION 2. Among the topics you might want to cover:
 - What was a Fourth of July celebration like in 1910?
 - Why were Fourth of July celebrations so important?
 - What would people think of merchants who sponsored such a celebration today?
 - Why might people tend to do their business at a store that sponsors such a celebration?

Hour 6

OBJECTIVES:

(Same as Hour 4.)

MATERIALS:

(Same as Hour 4.)

PROCEDURES:

- Follow procedure 1, Hour 4, except work with DECISION 3.
- Once the partnerships have completed DECISION 3, read the following consequences: Increase in SALES INCOME over the previous year:

	A*	B	C
Cut prices 5% =	125%	130%	150%
Cut prices 10% =	150%	170%	200%
Cut prices 15% =	180%	200%	250%

*A = If all stores in same town cut prices at least 5%.

B = If two or three stores in same town cut prices at least 5%. (Stores in same town not cutting prices at least 5% each lose 10% of their sales.)

C = If only one store cuts prices at least 5%. (All other stores each lose 20% of their sales.)

- Have each partnership complete PROFIT AND LOSS STATEMENTS for the year.
- Topics for discussion and evaluation:
 - Why do sales increase the amount of merchandise sold?

- Is there actually any more money spent at sales than would have been spent otherwise?
- Where does this money come from?
- Sales mean more merchandise sold but less profit for each item sold. How can this affect business?

Hour 7

OBJECTIVES:

(Same as Hour 4.)

MATERIALS:

(Same as Hour 4.)

PROCEDURES:

- Follow procedure 1, Hour 4, except work with DECISION 4.
- Once each partnership has completed DECISION 4, read the following consequences: Sales Income compared with previous year's Sales Income

STORE A: If no stores move = 100%

If only A moves = 130%

If A and 1 or 2 other stores move = 120%

If A does not move and 1 or more other stores move = 85%

If all stores move = 110%

STORE B: If no stores move = 100%

If only B moves = 130%

If B and 1 or 2 other stores move = 120%

If B does not move and another store does move = 80%

If all stores move = 110%

STORE C: (Store C should not move)

If no store moves = 150%

If 1 store moves = 130%

If 2 stores move = 120%

If all stores move = 110%

STORE D: If no stores move = 100%

If only D moves = 130%

If D and 1 or 2 other stores move = 115%

If D does not move and another store does move = 80%

If all stores move = 110%

- Have the partnerships fill out their PROFIT AND LOSS STATEMENTS for the year.
- Among topics for discussion and evaluation:
 - What did the coming of the automobile mean to the world?
 - What did the automobile mean to the buggy shops, livery stables, etc.?
 - Why would stores want to move or have to move because the main street moved?
 - What would happen to stores that did not

- move? Why?
- What would be the reasons for the \$10,000 moving costs?

Hour 8

OBJECTIVES:

(Same as Hour 4.)

MATERIALS:

(Same as Hour 4.)

PROCEDURES:

- Follow procedure 1, Hour 4, except work with DECISION 5.
- Once the partnerships have completed DECISION 5, read the following consequences:

INCREASE IN SALES

Merchandise Line Added	A*	B	C	D
#11 =	25%	15%	10%	5%
#12 =	10%	8%	5%	1%
#13 =	25%	15%	10%	5%
#14 =	25%	10%	8%	5%
#15 =	20%	10%	8%	5%
#1-#10 =	0%	6%	5%	4%

*A = Exclusive (only one store in town).

B = Two stores in town handle the line.

C = Three stores in town handle the line.

D = All stores in town handle the line.

- Have partnerships complete their PROFIT AND LOSS STATEMENTS.
- Among topics for discussion:
 - New lines and why they were new: auto supplies, feed and seed supplies, electrical supplies, soda fountain, photography. (Feed might not actually be new since some stores would have handled this for many years.)
 - Why different lines mean more profit than others.
 - Why having an exclusive line means a bigger percentage of profit.

Hour 9

OBJECTIVES:

(Same as Hour 4.)

MATERIALS:

(Same as Hour 4.)

PROCEDURES:

- Follow procedure 1, Hour 4, except work with DECISION 6.
- Once partnerships have made DECISION 6, announce that there is no change in SALES INCOME for this year. Have partnerships fill out their PROFIT AND LOSS STATEMENTS using the same SALES INCOME as last "year."
- Among topics for discussion:
 - What were your personal feelings about each salesman?

- Did these feelings affect your decision?
- Did promises of lower prices influence you?
- Can you always believe such promises?
- What if the Sure Shot Company goes bankrupt?
- What about special orders?
- Did you consider ordering from more than one salesman?

Hour 10

OBJECTIVES:

(Same as Hour 4.)

MATERIALS:

(Same as Hour 4.)

PROCEDURES:

- Follow procedure 1, Hour 4, except work with DECISION 7.
- Once the partnerships have made DECISION 7, read the following results:
 - If all stores in the same town agree to a 25% raise, it is accepted and the partnerships add 25% to their labor costs.
 - If all stores in the same town agree to no raises, the clerks must accept or all go on strike = No change in labor costs.
 - If all stores in the same town agree to a raise less than 25% (say 10 or 15%), the raise is accepted and the partnerships must add this cost to their labor costs.
 - If one store in the town offers a 25% raise and the others offer less, the clerks accept the 25% and strike the other stores. The store offering the 25% must add this amount to its labor costs. This store also has a 10% increase in Sales Income. All other stores lose 10% from their Sales Income for the year.
 - If other decisions arise, use your own judgment.
- Among topics for discussion:
 - Why would employees ask for a raise?
 - Do you believe the employees deserve a raise? How much? Why?
 - How would an employee raise affect your business? Your profits?
 - Could you give employees a raise, but fire others so your total labor expenses would stay the same?
 - If the employees go on strike, what are your alternatives? How does this affect business? Your profits?

Hour 11

OBJECTIVES:

(Same as Hour 4.)

MATERIALS:

(Same as Hour 4.)

PROCEDURES:

- Follow procedure 1, Hour 4, except work with DECISION 8.
- Once partnerships have made DECISION 8, read the following consequences:
 - If one to three stores in town go on cash, reduce their expenses for UPKEEP to \$800 and their sales by 20%. Add 25% sales to the stores that keep credit and make their UPKEEP expenses \$3,000.
 - If all stores in town go on cash basis, reduce their expenses for UPKEEP to \$800 and their sales by 10%.
 - If all stores in town retain credit, leave SALES INCOME the same as last year's and increase UPKEEP expenses to \$3,000.

Rationale: In the first two decades of the twentieth century, giving long-term credit to farmers was customary. Stores that tried to sell for cash lost business by it.
- Have partnerships complete PROFIT AND LOSS STATEMENTS for the year.
- Among topics for discussion:
 - Why was credit so important to farmers during this period of time?
 - Is credit still important to farmers? Why?
 - Is credit buying important to other people? Why?
 - Why do some people fail to pay off their debts?
 - What can the merchant do about those losses?

Hour 12**OBJECTIVES:**

(Same as Hour 4.)

MATERIALS:

(Same as Hour 4.)

PROCEDURES:

- Follow procedure 1, Hour 4, except work with DECISION 9.
- Once the partnerships have completed DECISION 9, read the following consequences:
 - New lines:

Merchandise	A*	B	C	D
Line Added				
• Major Appliances	25%	20%	15%	10%
• Record Players	12%	8%	4%	3%
• Cosmetics	10%	6%	4%	2%
• Toys	15%	10%	6%	3%

*A = Exclusive (only one store in town)
 B = Two stores in town handle the line.
 C = Three stores in town handle the line.
 D = All stores in town handle the line.
 - For all lines added that are not "new" lines, refer to schedule under procedure 2, Hour 8.
- Have partnerships figure their new Sales Income

and complete their PROFIT AND LOSS STATEMENTS.

- Topics for discussion are basically the same as Hour 8. Emphasize how products evolved as American life changed.

Hour 13**OBJECTIVES:**

(Same as Hour 4.)

MATERIALS:

(Same as Hour 4.)

PROCEDURES:

- Follow procedure 1, Hour 4, except work with DECISION 10.
- Once partnerships have made DECISION 10, announce the following results:
 - Sales Income down 50%.
 - Merchandise Expense down 30%.
 - Other expenses (except for what was cut) remain the same.
- Have partnerships complete their PROFIT AND LOSS STATEMENTS.
- Among topics for discussion:
 - What is a depression?
 - How does it affect business?
 - Is cutting labor costs a good idea?
 - What happens to the clerks if they are laid off?
 - Should more or less credit be given during a period like this? Why?
 - How does the above decision affect business?
 - Who are the big losers during a depression?
- "Winners" or "most successful partnerships" can now be determined in each town.

Hour 14**OBJECTIVES:**

- The student will discuss the knowledge, attitudes and skills he has acquired and practiced during this simulation.
- The student and teacher will evaluate the simulation.

MATERIALS:

- STUDENT HANDBOOKS

PROCEDURES:

- Depending upon your students' age and ability, have them complete the EVALUATION AND DEBRIEFING in the way you feel is best.
 - Consider having partnerships meet in a "town meeting" for a discussion of the questions.
 - Have everyone write on certain questions.
 - Be sure you have a general de-briefing discussion to tie together common experiences and problems.

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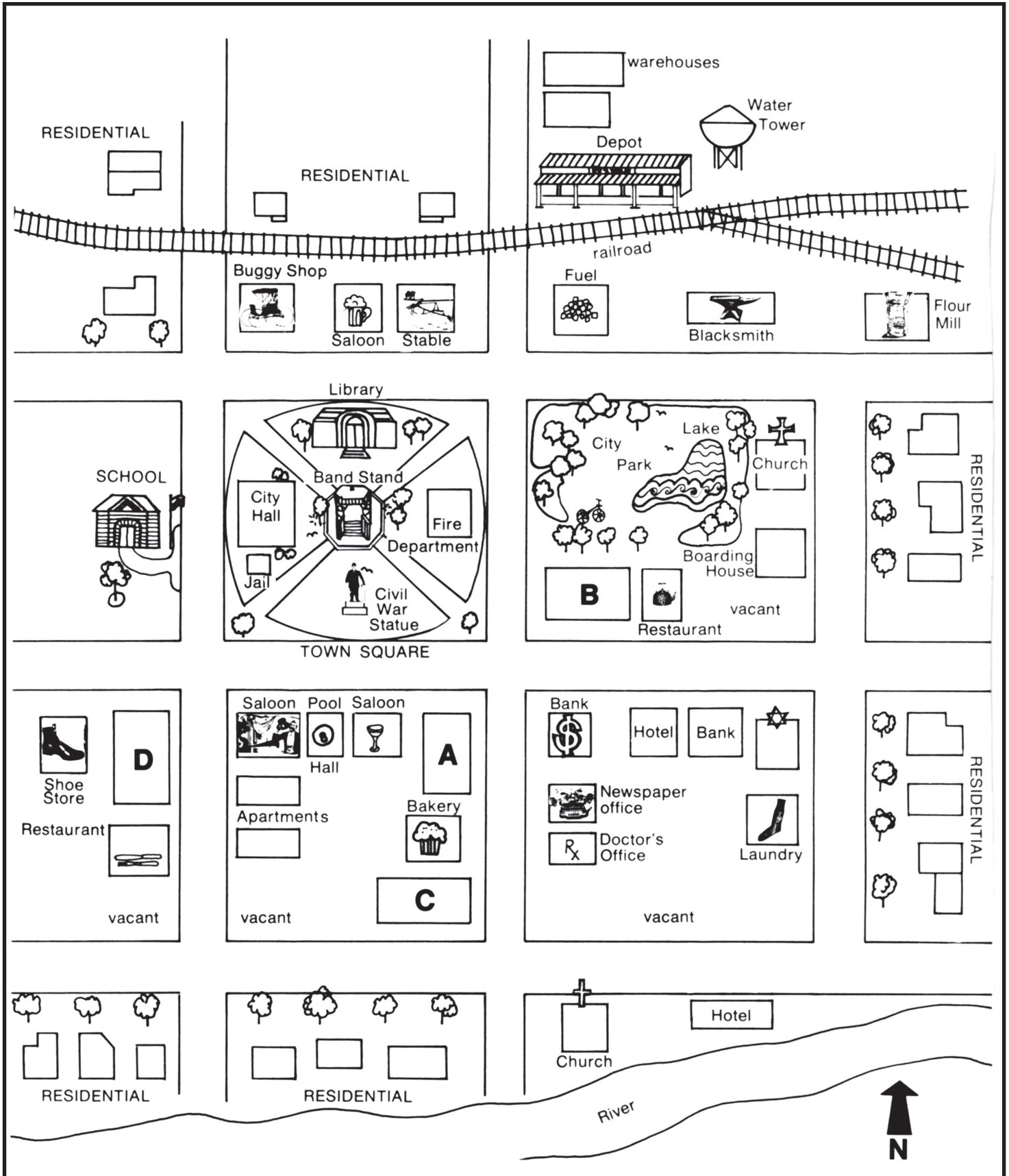
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Learn Through Experience

TOWN MAP

(Name your town, streets, and river)



INTRODUCTION

Beginning today your classroom becomes a western community at the start of the twentieth century. You and your fellow students are going to become owners of several competing general stores in three small frontier towns.

FRONTIER COMMUNITIES While participating in MERCHANT, you will experience many problems storeowners faced in frontier communities. As your town map shows, each community has grown to include many specialists and stores to serve persons living in the community and living nearby. There are general stores, banks, a stable, a buggy shop, a blacksmith, a doctor, churches, and assorted other shops. These people and their businesses serve more than just the townspeople. They also serve farmers, ranchers, and others who live within 25-75 miles of the town.

YOUR STORE In each community four general stores will compete against one another for sales. Three to four partners will own each store. You and your partners will make a number of decisions and perform a number of jobs which will influence your store's success or failure.

PREPARING YOUR STORE As MERCHANT begins, you and your partners will receive an amount of money with which you will start your business. Together you will have to decide what kind of goods your store will carry and how you should invest your money in stock for you to sell. And then, before your store can open, you must draw its floor plan, showing how you want to arrange the interior. Next you must figure out how many people you need to hire to work in your store, when they will work, and how much salary you should pay them. Finally, before you open your store, you must design an imaginative window display and newspaper advertisement.

DECISIONS Once your store opens for business, you and your partners will face many decisions which will affect your sales and your profits. Your goal is to make the best decisions you can in order to achieve larger profits than the stores with which you are competing. You and your partners must work together to make decisions about problems such as these:

- Should we increase or decrease our advertising budget?
- Should we change our store's location?
- Should we have a sale featuring certain merchandise?
- Should we raise all clerks' pay — or only a certain clerk's pay?
- Should we add new lines of merchandise?
- Should we take the leadership of organizing a community celebration?
- Should we sell only on a cash basis, or should we allow credit to those who have no money right now?

After you make each decision, your teacher will tell you how your decision affects your year's profits. You will keep a running record of your profits and losses so that you will always know how much money you and your partners have made in comparison with the other partnerships with which you are competing.

As you participate in MERCHANT, you will gain an understanding of what life was like in little towns out on the frontier, how a general store operated, and how free enterprise and competition between stores works. Think carefully about all your decisions before you make them. Good luck in your experiences with capitalism!

STORE INVENTORY

BEGINNING INVESTMENT In MERCHANT the competing partnerships do not have equal amounts of money to invest in their new stores. The amounts below represent how much money each partnership has saved and borrowed in order to open its store.

Store A \$50,000 Store B \$48,000

Store C \$45,000 Store D \$38,000

MERCHANDISE DECISIONS Your first step in preparing for business is deciding what type of merchandise you and your partners wish to carry in your store. Since your store must meet many persons' needs, it must be a **general** store. Be careful. If you

do not carry enough variety, you will lose customers. On the other hand, watch out or you will spread your stock too thin by trying to carry too much merchandise. In such a case, you might not have enough room, enough money, or enough of each item to attract customers.

LIST OF MERCHANDISE LINES This next list shows merchandise lines you may want to stock in your general store. The list includes the minimum investment of money you must spend to carry a particular line, an average investment, a full line investment, and a description of the merchandise in each line.

MERCHANDISE LINES				
Line Item	Type of Investment			Line Description
	Minimum	Average	Full Line	
Dry Goods	\$800	\$1,400	\$1,800	sheets, pillow cases, blankets, pillows, comforts, spreads, table cloths, napkins, towels, wash cloths
Drugs and Medicine	\$1,000	\$2,200	\$3,000	drugs, medicines, patent medicines, herbs
Farm Equipment	\$8,000	\$10,000	\$14,000	plows, wagons, seeders
Furniture	\$9,000	\$12,000	\$17,000	kitchen, dining room, living room, bedroom
Hardware	\$4,000	\$7,000	\$10,000	hammers, nails, plumbing, tools, lanterns, lamps
Harness	\$500	\$1,000	\$1,500	horse collars, harnesses, vet supplies
Ready to Wear	\$4,000	\$6,500	\$8,000	men's, women's, children's clothes
Shoes	\$2,500	\$4,000	\$6,000	all types shoes and boots
Groceries	\$5,000	\$6,500	\$8,000	everything except meat
Meats	\$800	\$1,200	\$1,800	meat, fish, and poultry
Notions	\$1,500	\$2,500	\$3,500	buttons, ribbons, lace, thread, needles, pins, combs, brushes, hair pins, sewing supplies
Yard Goods	\$1,400	\$2,000	\$2,800	cotton, wool, linen, silk
Paint	\$1,000	\$1,200	\$1,500	paint, brushes, wallpaper
Lumber	\$1,200	\$1,800	\$2,500	lumber, windows, etc.
Sporting Goods	\$1,500	\$2,000	\$2,500	guns, ammunition, fishing supplies, balls, bats, etc.

Giftware	\$350	\$500	\$600	giftwares, special items
Seasonal Items	\$300	\$400	\$600	Christmas, 4th of July fireworks
Household Supplies	\$100	\$200	\$300	soap, cleaners, etc
Kitchen Ware	\$1,800	\$2,600	\$3,000	dishes, silverware, pots, pans, etc
Musical Instruments	\$800	\$1,400	\$2,000	pianos, guitars, banjos
School Supplies	\$500	\$800	\$1,000	books, paper, pencils

BEGINNING INVENTORY

Store Name _____

Town Name _____

Partners' Names _____

Total Amount Available for Investment \$ _____ *

Line Item	Type of Investment (Minimum, Average, Full Line)	Amount of Investment
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TOTAL INVESTMENT (Must not exceed *) →

PREPARATION FOR GRAND OPENING

Now that you and your partners have selected your merchandise lines, you are nearly ready to open your general store for business. Before your first customer can walk through the doors, however, you have three important tasks to do. Your partners should examine together the three jobs below, decide among yourselves who will do each, and then carry out the jobs' tasks.

FLOOR PLAN First you must draw a floor plan for your general store. To begin with, this floor plan must illustrate where your merchandise is kept, where your office is located, and where your storage areas are. The plan should also show the locations of doors, windows, counters, cash register, and each major line of merchandise. Finally, don't forget to draw in a big stove or two, for in the early 1900s, merchants used large coal or wood-burning stoves to heat their stores. And during cold winter months, these pot-bellied stoves became a gathering place where people met, visited, and exchanged news about weather, crops, animals, children, and politics. Use a pencil and the graph paper on page 9 to draw the first practice sketch of your floor plan (one square equals two square feet of area). Once you are satisfied with your sketch, recopy your floor plan on page 10.

LABOR Prior to your store's opening, you must also make several decisions about the persons who will work in your store.

1. How many persons will you need to employ?
2. How much will you pay each of these persons? (Remember that during the early 1900s wages were much lower than they are today.) Weekly salary for each employee:
3. What hours will your store be open each day? Fill in the following weekly schedule:

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

4. If you decide to have a line of drugs and medicines, you will need a druggist. What will his salary be?

5. Now you are ready to make your weekly work schedule. (Include all partners as at least part-time workers.) Remember that each full-time worker needs a lunch break (or a supper break if working late afternoon and night). Fill out this schedule:

HOURS								
Employee	Position	M	Tu	W	Th	F	Sat	Sun
(Example) Jill Smith	clerk	off	8-12 1-5	8-12 1-5	9-1 2-6	12-5 6-9	12-5 6-9	Store closed

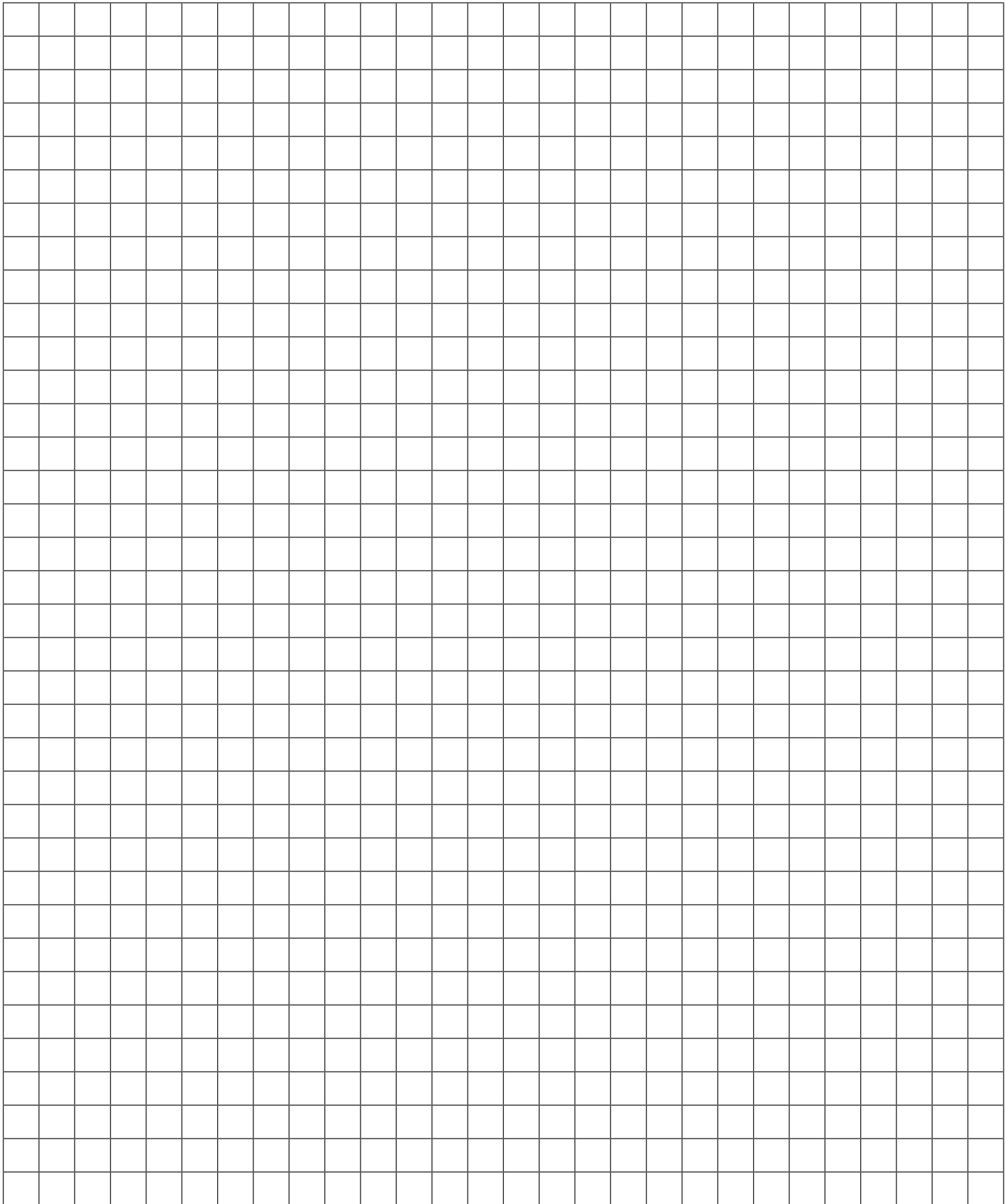
DISPLAYS AND ADVERTISING Your final task is to get customers to come to your store and then, once they are there, to want to buy your merchandise. By advertising in your local newspaper, you will let local citizens know you are ready for business, and by creating interesting window displays, you will make them want to buy your goods.


Window Display One partner needs to design a window display that will catch people's eyes. The display should present one or more of your merchandise lines. Featured in the window display might be a certain event or holiday. Examples: clothes for Easter; farm tools needed for spring planting; back-to-school clothes, books, notebooks. Plan what merchandise you want in your display and then sketch possible designs on a plain sheet of paper. Add to the main merchandise any other items or signs necessary to complete your display. Try to keep your design plan simple. Do not clutter the window with too many different items. Make your final drawing in color. (A possible option you may choose is illustrating your display by constructing a diorama.)

Newspaper advertisement Another partner needs to design a newspaper ad that will tell people your store is about to open and will attract people to come to look at your window display and to buy your goods. Before beginning the ad, decide what information you want in your ad. Examples: store's name, location, hours; what merchandise you will feature; and what type of sales pitch you will aim at the people who will read your ad. Once you have made these decisions, draw and print your ad on a large sheet of butcher paper. Try to make it look as realistic as possible.

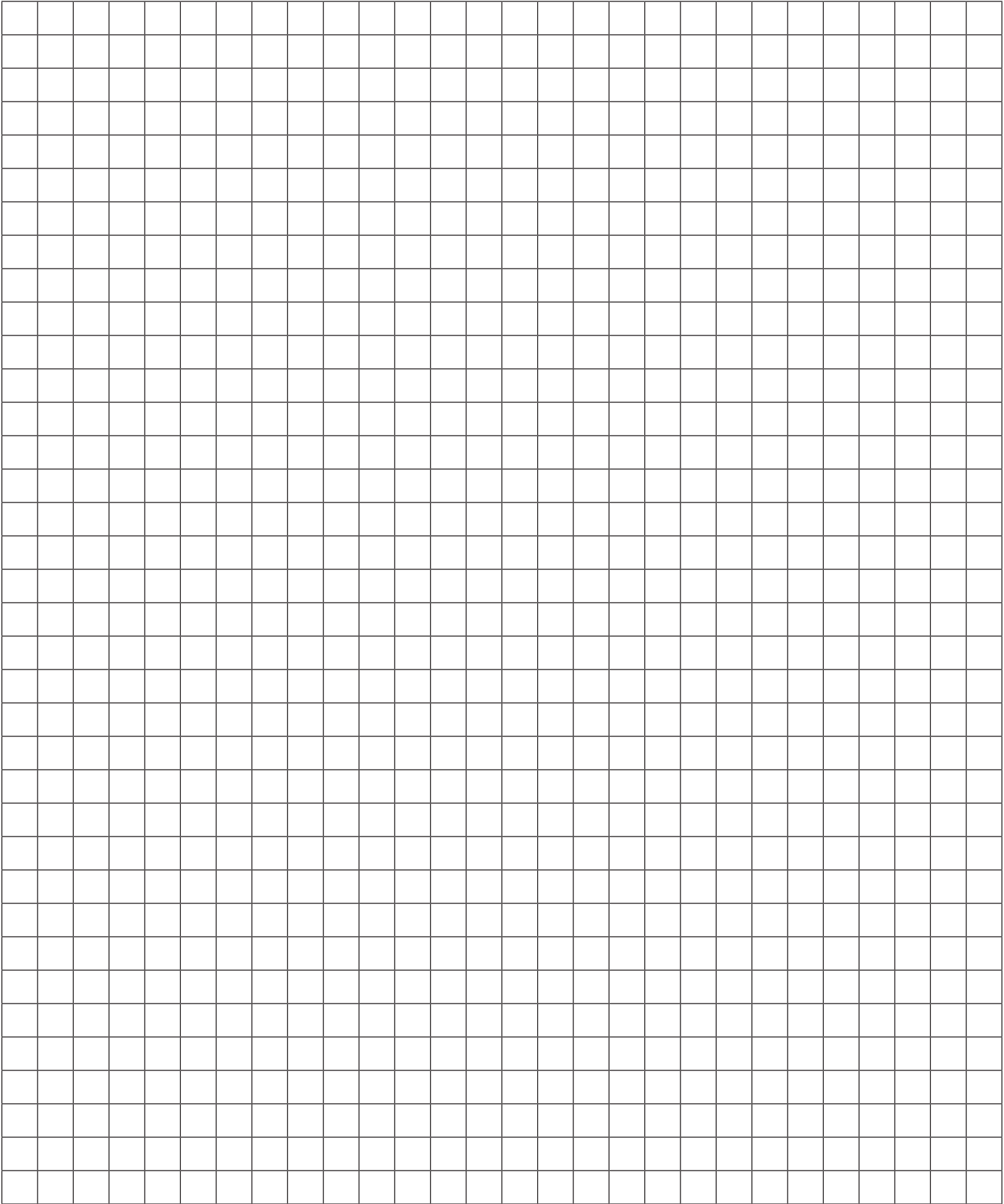
If at any time you run into problems while you are drawing your floor plan, making your work schedule, designing your window display, or composing your newspaper ad, consult with your business partners. Such consultations will show you what a partnership is all about. Bonuses will be paid to businesses that do the best jobs on the four job areas outlined above. These bonuses will represent the increased business which usually results when businessmen and businesswomen work with extra effort and imagination.


GENERAL STORE FLOOR PLAN



 = 2 feet

GENERAL STORE FLOOR PLAN



 = 2 feet

MERCHANTS' DECISION 1

Directions:

Step 1 Spend about 5–10 minutes reading the following problem and answering for yourself the questions related to the problem.

Step 2 After 5–10 minutes, discuss with your partners the problem, the questions, and the possible answers.

Step 3 After about 10–15 minutes of discussion, one partner fills in the STORE DECISION space.

Step 4 Each partner writes comments on the results he/she expects the decision to have. (If you disagreed with your partners, this is your opportunity to show in writing that you do not think the majority decision is a correct one!)

A man from the weekly newspaper came by yesterday to talk to you about increasing your yearly advertising budget. He explained that if you increase your advertising, more people will know what your store has to offer and you will likely increase your sales. He will be back later today for your decision. (At the present time you are spending \$1,000 a year on advertising.)

QUESTIONS TO CONSIDER

1. How much does advertising help our sales?
2. Would we really lose a lot of sales if we cut out all advertising?
3. Will an increase in advertising mean at least an equal increase in sales?
4. ?

DECISION At the present time you do not spend much on advertising. You can make any one of four decisions:

1. Leave your advertising budget as it is.
2. Decrease your advertising budget somewhat.
3. Cut out all advertising expenses.
4. Increase your advertising budget.

If you decide to decrease or increase your yearly advertising budget, the decrease or increase must be in \$500 sums (for example, \$500, \$1,000, \$1,500).

STORE DECISION:

[illegible]

PARTNERS' COMMENTS:

Partner A _____ I believe this decision will have these results:

Partner B _____ I believe this decision will have these results:

Partner C _____ I believe this decision will have these results:

MERCHANTS' DECISION 2

Directions:

Step 1 Spend about 5–10 minutes reading the following problem and answering for yourself the questions related to the problem.

Step 2 After 5–10 minutes, discuss with your partners the problem, the questions, and the possible answers.

Step 3 After about 10–15 minutes of discussion, one partner fills in the STORE DECISION space.

Step 4 Each partner writes comments on the results he/she expects the decision to have. (If you disagreed with your partners, this is your opportunity to show in writing that you do not think the majority decision is a correct one!)

.....

The editor of the local weekly newspaper proposes that all merchants contribute \$200 each to promote a huge Fourth of July celebration. The money will be spent for publicity and fireworks. Such a celebration, the local editor claims, will do wonders for town business. Farmers and shoppers from miles around, even people from neighboring towns, will flock to the celebration.

QUESTIONS TO CONSIDER

1. Will such a celebration likely attract business to your store?
2. Will all other store owners likely contribute the \$200?
3. How will you feel if you don't contribute the \$200 and your store profits from the celebration?
4. ?

DECISION You can either support the proposed celebration by contributing the \$200 or you can choose to ignore the celebration. **Note well:** Follow the model on pages 11-12 to write your **STORE DECISION and PARTNERS' COMMENTS**. Use your own paper.

MERCHANTS' DECISION 3

Directions:

Step 1 Spend about 5–10 minutes reading the following problem and answering for yourself the questions related to the problem.

Step 2 After 5–10 minutes, discuss with your partners the problem, the questions, and the possible answers.

Step 3 After about 10–15 minutes of discussion, one partner fills in the STORE DECISION space.

Step 4 Each partner writes comments on the results he/she expects the decision to have. (If you disagreed with your partners, this is your opportunity to show in writing that you do not think the majority decision is a correct one!)

Recently you read the following comment in a leading national business magazine: "When stores cut their prices and hold sales, they have a larger turnover of their goods and they make higher profits." You decide to discuss this advice with your partners.

QUESTIONS TO CONSIDER

1. Should you take this advice seriously and try cutting your prices?
2. What would likely happen if you cut your prices 5%? 10%? 15%?
3. What would likely happen if you cut your prices and your competitors do not?
4. What if your competitors cut their prices and you do not?
5. ?

DECISION After you and your partners have talked over the above questions, you will have to make a decision about whether or not to hold more sales and to cut your prices. If you decide to cut prices, you must decide by how much: 5%? 10%? 15%? **Note well:** Follow the model on pages 11-12 to write your **STORE DECISION and PARTNERS' COMMENTS.** Use your own paper.

MERCHANTS' DECISION 4

Directions:

Step 1 Spend about 5–10 minutes reading the following problem and answering for yourself the questions related to the problem.

Step 2 After 5–10 minutes, discuss with your partners the problem, the questions, and the possible answers.

Step 3 After about 10–15 minutes of discussion, one partner fills in the STORE DECISION space.

Step 4 Each partner writes comments on the results he/she expects the decision to have. (If you disagreed with your partners, this is your opportunity to show in writing that you do not think the majority decision is a correct one!)

.....

The automobile has arrived in your town! Each month more citizens own automobiles, which are becoming more and more numerous in your community. The state recently announced that it will soon build a new highway right through your town. The highway will go east to west along the street nearest the river. This street will become the new main street in your town. Since Store C is located on this street, its owners are very happy. They realize their sales will be given a large boost because many automobiles will drive and park near their store. By contrast, owners of the other three stores are unhappy. They must decide if they wish to keep their present locations or to spend the \$10,000 necessary to move their stores.

QUESTIONS TO CONSIDER

1. If we keep our store where it is, how much will we likely lose in profits?
2. If we move our store, will our profits increase enough to take care of the \$10,000 we must spend to move? (The \$10,000 will come from this year's profits!)
3. ?

DECISION Discuss the above questions with your partners and decide whether or not you wish to move your store's location. If you decide to move, carefully consider where you want your store's new location to be. **Note well:** Follow the model on pages 11–12 to write your **STORE DECISION and PARTNERS' COMMENTS**. Use your own paper.

MERCHANTS' DECISION 5

Directions:

Step 1 Spend about 5–10 minutes reading the following problem and answering for yourself the questions related to the problem.

Step 2 After 5–10 minutes, discuss with your partners the problem, the questions, and the possible answers.

Step 3 After about 10–15 minutes of discussion, one partner fills in the STORE DECISION space.

Step 4 Each partner writes comments on the results he/she expects the decision to have. (If you disagreed with your partners, this is your opportunity to show in writing that you do not think the majority decision is a correct one!)

.....

Your store does not carry a number of merchandise lines. You wish to increase your merchandise lines, and you have concluded that you have room for one additional line. At the present time not one of your competitors carries any of the following five merchandise lines: automotive supplies, camera equipment, feed and seed supplies, electrical fixtures and supplies, a soda fountain. You and your partners need to decide whether you wish to add one of these new lines or one of the lines you ignored when you began your store.

QUESTIONS TO CONSIDER

1. Should you gamble with a new line that might either flop or be highly successful?
2. Should you play it safe by choosing an old reliable line that will guarantee you at least some profit?
3. At this moment in history what merchandise line does the public most likely want?
4. ?

DECISION Your partnership should discuss the above questions while examining and choosing one merchandise line from this list:

1. dry goods (men's, women's, children's ready-to-wear for work and dress; sheets, bedding, towels, yard goods)
2. notions (sewing and knitting supplies)
3. groceries and meats
4. hardware (farm, garden, carpentry, plumbing tools and supplies)
5. paint and painting supplies
6. shoes (work, dress, boots)
7. variety (combs, ash trays, small gifts)
8. drugs and a druggist
9. furniture
10. sporting goods (hunting, fishing, guns)
11. automotive supplies
12. feed and seed supplies
13. electrical tools, supplies, and fixtures
14. soda fountain
15. cameras and photography equipment

Note well: Follow the model on pages 11–12 to write your **STORE DECISION and PARTNERS' COMMENTS**. Use your own paper.

MERCHANTS' DECISION 6

Directions:

Step 1 Spend about 5–10 minutes reading the following problem and answering for yourself the questions related to the problem.

Step 2 After 5–10 minutes, discuss with your partners the problem, the questions, and the possible answers.

Step 3 After about 10–15 minutes of discussion, one partner fills in the STORE DECISION space.

Step 4 Each partner writes comments on the results he/she expects the decision to have. (If you disagreed with your partners, this is your opportunity to show in writing that you do not think the majority decision is a correct one!)

During the last week three different salesmen from three different wholesalers visited your store. You told them you would decide by tomorrow which wholesaler you would buy your stock from.

Mr. Ecks of Sure Shot The first salesman to call on you was Eddie Ecks of the Sure Shot Wholesale Company. Sure Shot is a new company and Eddie Ecks is a handsome, well-dressed, charming, fast-talking, and hard-selling salesman. He guarantees you that his company will provide you with any line of merchandise you need and will do it more cheaply than any other wholesaler. The catch in buying from Mr. Ecks is that Sure Shot demands an exclusive contract. This means that if you decide to buy from Sure Shot, you must buy everything from them. Eddie claims that this is the only way Sure Shot can control stock and guarantee you the lowest prices.

Mr. Wye of General Wholesale William Wye was the second salesman to call. He is also young and energetic, but he does not have the hard sales pitch that Eddie Ecks does. Over coffee William explained that his company guarantees that it will provide you with all lines of merchandise you need. He pointed out that General Wholesale does not care if you buy from other wholesalers. He also guaranteed speedy delivery and help in setting up new lines. He also assured you that General Wholesale's prices will be competitive with any other wholesalers. The only catch is that you must buy all items you order in lots of a dozen or more. This means, for example, that if you were to buy pins, plows, or horse saddles from General Wholesale, you would have to order at least 12 of each. William explained that only through such quantity buying could General Wholesale offer you the low prices and service for which the company is famous.

Mr. Zed of A. H. Friendly The third salesman visiting you was your old friend Zackary Zed of A. H. Friendly Wholesale House. You have been doing most of your buying from Zack ever since you opened your store. His service has always been excellent though you have often grumbled a little about prices which seem a little high. Among Friendly Wholesale's extra services have been help in preparing your advertising and advice on window displays. Zack's company does not care if you order from other companies and they do not tell you how many items you must order. However, the main problem with Friendly Wholesale is that the company leadership does not always show imagination. For example, Friendly Wholesale almost never risks carrying a new line of merchandise until the item has proven itself by selling well. Instead, Friendly just keeps plugging away with the same old lines of merchandise, year after year.

QUESTIONS TO CONSIDER

1. What are each company's strengths?
2. What are each company's weaknesses?
3. How much should our decision about which company to buy from be influenced by whether we like or dislike the company's salesman?
4. What are our store's present sales needs?
5. Which company would likely best fill our present needs?
6. ?

DECISION Since your store must regularly order merchandise, you must make a decision. Which wholesaler will you buy from? Discuss the questions above and make your decision. **Note well:** Follow the model on pages 11–12 to write your **STORE DECISION and PARTNERS' COMMENTS**. Use your own paper.

MERCHANTS' DECISION 7

Directions:

Step 1 Spend about 5–10 minutes reading the following problem and answering for yourself the questions related to the problem.

Step 2 After 5–10 minutes, discuss with your partners the problem, the questions, and the possible answers.

Step 3 After about 10–15 minutes of discussion, one partner fills in the STORE DECISION space.

Step 4 Each partner writes comments on the results he/she expects the decision to have. (If you disagreed with your partners, this is your opportunity to show in writing that you do not think the majority decision is a correct one!)

.....

Last night the clerks from all the stores in town met to discuss the rising cost of living in your town and what they could do about it. Today they came to you and all other store owners and explained that they must have a 25% raise in their salaries.

QUESTIONS TO CONSIDER

1. Can you afford to pay your clerks a raise? If so, how much?
2. Would giving your clerks a 25% raise keep you from spending other money on expenses that you wish to spend?
3. Will your clerks strike if you refuse to give them a raise?
4. What will happen if you refuse to give your employees a raise and at least one of the other stores gives its employees a raise?
5. What will happen if you give your employees a raise and other stores do not?
6. ?

DECISION Discuss the above questions and choose from these alternatives:

1. Give your clerks some kind of raise. (If so, how much?)
2. Promise them a raise if future sales increase.
3. Refuse to give them any raise.
4. ?

Note well: Follow the model on pages 11–12 to write your **STORE DECISION and PARTNERS' COMMENTS**. Use your own paper.

MERCHANTS' DECISION 8

Directions:

Step 1 Spend about 5–10 minutes reading the following problem and answering for yourself the questions related to the problem.

Step 2 After 5–10 minutes, discuss with your partners the problem, the questions, and the possible answers.

Step 3 After about 10–15 minutes of discussion, one partner fills in the STORE DECISION space.

Step 4 Each partner writes comments on the results he/she expects the decision to have. (If you disagreed with your partners, this is your opportunity to show in writing that you do not think the majority decision is a correct one!)

Ever since you opened your store's door for business you have given credit to almost anyone who asked for it. For example, you have allowed farmers to pay their bills when their crops were sold. Sometimes persons have taken over a year to pay their bills. A few have even gone bankrupt and have never been able to pay you for the merchandise they purchased. (Each year you have been losing about \$1,200 in unpaid bills. This figure is part of your UPKEEP expenses.) This year is going to be a bad one for farmers' crops because of the weather. And in town many people do not have steady work and can find only part-time jobs. If this trend continues and you keep giving credit to customers, you will probably lose at least \$3,000 in bad debts this year alone.

QUESTIONS TO CONSIDER

1. What will happen to your business if you lose \$3,000 or more this year?
2. Will your customers remain loyal to you and buy from you if you cut off their credit? Or will they go elsewhere? Do they even have the cash to buy from anyone?
3. Should you allow your customers credit, but only up to a certain amount, say \$30?
4. ?

DECISION Discuss the above questions and make a decision about whether or not you will continue to give your customers credit. **Note well:** Follow the model on pages 11–12 to write your **STORE DECISION and PARTNERS' COMMENTS**. Use your own paper.

MERCHANTS' DECISION 9

Directions:

Step 1 Spend about 5–10 minutes reading the following problem and answering for yourself the questions related to the problem.

Step 2 After 5–10 minutes, discuss with your partners the problem, the questions, and the possible answers.

Step 3 After about 10–15 minutes of discussion, one partner fills in the STORE DECISION space.

Step 4 Each partner writes comments on the results he/she expects the decision to have. (If you disagreed with your partners, this is your opportunity to show in writing that you do not think the majority decision is a correct one!)

.....

This year you have another opportunity to add an additional line of merchandise to your store. You may either add one merchandise line listed in MERCHANTS' DECISION 5 or you may add one of the following lines:

- major appliances (refrigerators, stoves, etc.)
- record players and records
- cosmetics (perfumes, bath oils, colognes, etc.)
- toys

Take out MERCHANTS' DECISION 5 and study its QUESTIONS TO CONSIDER and DECISION sections.

DECISION After studying MERCHANTS' DECISION 5 and the above, make your decision whether you wish to add a new line or an established line. **Note well:** Follow the model on pages 11–12 to write your **STORE DECISION and PARTNERS' COMMENTS.** Use your own paper.

MERCHANTS' DECISION 10

Directions:

Step 1 Spend about 5–10 minutes reading the following problem and answering for yourself the questions related to the problem.

Step 2 After 5–10 minutes, discuss with your partners the problem, the questions, and the possible answers.

Step 3 After about 10–15 minutes of discussion, one partner fills in the STORE DECISION space.

Step 4 Each partner writes comments on the results he/she expects the decision to have. (If you disagreed with your partners, this is your opportunity to show in writing that you do not think the majority decision is a correct one!)

.....

A major economic depression has swept across the country. Unemployment is high, money is scarce, and your sales are down almost 50%. Unless you do something, you will lose a great deal of money this year.

5. Would your customers resent your cutting the number of hours your store is open?
6. Should you cut labor costs by firing some of your clerks?
7. ?

QUESTIONS TO CONSIDER

1. Is there anything you can do as a small store owner in one town? Or is the problem too big, too national, for you to do anything about it?
2. Would a big sales campaign pull in customers?
3. Should you cut prices?
4. What about dropping some of the lines you are carrying?

DECISION Discuss the above questions and make your decision. **Note well:** Follow the model on pages 11–12 to write your **STORE DECISION and PARTNERS' COMMENTS**. Use your own paper.

MERCHANTS' PROFIT AND LOSS STATEMENT

Directions:

- Figure out year's SALES INCOME and place in column 1.
- Add all expenses, columns 2 through 6, and place total in column 7.
- Subtract TOTAL EXPENSES, column 7, from SALES, column 1, and place YEAR'S PROFITS OR LOSSES in column 8.
- Add column 8 to total in previous year's column 9. Then place this new RUNNING PROFIT figure in column 9.

name of GENERAL STORE

partners' names

Columns		1	2	3	4	5	6	7	8	9
Year ↓		Sales Income	Merchandise Expenses	Labor Expenses	Advertising Expenses	Utilities Expenses	Upkeep Expenses	Total Expenses (Columns 2,3,4,5,6)	Year's Profits or Losses (Column 1 minus column 7)	Running Profit (Column 8 + previous year's column 9)
	Previous year's figures (in \$)	Store A	115,000	80,000	15,000	1,000	700	2,000	98,700	16,300
		Store B	110,000	78,000	14,000	1,000	700	2,000	95,700	14,300
		Store C	85,000	65,000	11,000	1,000	600	2,000	79,600	5,400
		Store D	75,000	55,000	10,000	1,000	500	1,500	68,000	7,000
	Year 1									
	Year 2									
	Year 3									
	Year 4									
	Year 5									
	Year 6									
	Year 7									
	Year 8									
	Year 9									
	Year 10									

EVALUATION AND DE-BRIEFING

Directions: After completing MERCHANT, follow your teacher's instructions and answer these questions either orally or in writing.

Part 1 Capitalism

Capitalism is an economic system in which individuals have the freedom to own their own businesses, to make their own decisions, and to compete with other businesses while everyone is trying to make a profit.

1. Did you enjoy the freedom to compete?
2. How successful a capitalist were you? Why?
3. What problems were you able to solve? Why?
4. What problems were you unable to solve? Why?
5. Why do some persons praise capitalism?
6. Why do other persons criticize capitalism?

Part II The Simulation

7. Do you believe this simulation gave you a better understanding of early twentieth century American life? Why or why not?
8. Do you believe this simulation helped you understand the decisions a merchant must make?
9. How would you compare this method of learning with other methods of learning (tests, lectures, films, reading)?
10. What are the strong points of this simulation?
11. What are the weak points of this simulation? How would you improve the simulation?
12. Should next year's students play this simulation?