



\$\$\$ MONEY MATTERS \$\$\$

Subject Matter: Money and Banking

Grade Levels: 6-8

Time Allotment: Three 45-minute class sessions

Master Teacher: Mary Groves

Overview

“Money is power” or so the saying goes. Money may be power, but the development and use of money as a unit of value is also powerful. As societies developed, the need for a consistent and reliable source of exchange was needed. Every country has developed its own money system. That system includes the creation of money and the structure used to circulate the money in society. In this lesson, students will investigate the world of money and banking.

Learning Objectives

Students will be able to:

- Explain how money is created.
- Explain how money is distributed.
- Use banking processes to control their own money.

Oregon Standards Available at:

<http://www.ode.state.or.us/cifs>

Social Sciences - Economics

- Understand how banks function within the economy.
- Understand the function of money.
- Understand different ways that people invest and save.

National Economic Standards From the National Council on Economic Education

Standard #11 (<http://www.ncee.net/ea/standards/standard.php?sid=11>)

- The basic money supply in the United States consists of currency, coins and checking account deposits.
- In many economies, when banks make loans, the money supply increases; when loans are paid off, the money supply decreases.

- Select examples of money from a collection of pictures that show coins, currency, checking accounts, savings account passbooks, ATM cards and various types of credit cards and explain whether each is considered money.
- Demonstrate how successive deposits and loans by commercial banks, resulting from one new deposit in the banking system, cause the money supply to expand and how repayment of loans causes the money supply to contract.

MEDIA COMPONENTS

Video

Check the link at <http://www.opb.org/edmedia/trs/> to find access to the video(s) from unitedstreaming™ referenced in this lesson plan.

- “Economics: The Production, Distribution, and Consumption of Goods and Services: Money” (15:30)
 - **Clip:** “The Importance of Money: From Barter to Currency” (03:18)
 - **Clip:** “The Properties of Money” (04:15)
 - **Clip:** “The History of Money” (01:46)
 - **Clip:** “Money Today” (03:44)

Web

- **Currency Gallery**
This gallery is searchable by type, denomination, portraits and vignettes, signatures and themes. This site is an excellent source for a writing assignment.
<http://www.currencygallery.org/>
- **Interactive Online Game Demonstrating Banking Math Skills**
This site is free, but you do have to register. Contact them for class sign-in.
<http://www.moneyopolis.com/game/login/index.asp>
- **Recollections of Pine Gulch**
This is a story about the first banking experience in frontier days.
<http://ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst136.html>
- **Interactive Flash Tutorial on Banking and Saving Issues**
This site includes six interactive modules that allow students to complete some complex math calculations and understand money management principles.
<http://www.bankingonourfuture.org/hope/default.htm>
- **Just for Fun!**
This site has great riddles and jokes concerning money and banking.
<http://www.banksite.com/kidscorner/>

- **YoungInvestor.com**
An interesting and exciting site created by Liberty Financial that includes downloadable games and puzzles.
<http://www.younginvestor.com/flash/>

Prep for Teachers

Prior to teaching this lesson, bookmark all of the Web sites used in the lesson on each computer in your classroom.

Download the video clips onto the computer you will use to project the clips. Be certain each computer in the classroom has a copy of the free Windows Media Player installed (some clips aren't available for use with QuickTime Player). Also download Flash and Shockwave at <http://www.macromedia.com/downloads/>.

Download the following PDF files at <http://www.younginvestor.com/flash/>:

- Brain Teasers
- Currency Crossword
- Money Crossword

When using media, provide students with a **Focus for Media Interaction**, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites or other multimedia elements.

Materials

Per Student:

- Use of a computer with Internet connectivity
- Drawing paper
- Coloring crayons
- Coloring pencils

Introductory Activity

Step 1: You know that money is required to purchase most things in this world. You can't buy your favorite CD or a soda without money, but what does money really represent? When using a dollar bill, what does that dollar bill really symbolize? Today, we are going to discover the story of money. We are going to watch a video clip that describes the role that money plays in today's society. Before we had money, though, we had a bartering system. As a **Focus for Media Interaction**, students should write down on their papers their definitions of the word "barter"

and give an example of when they have used bartering in their own lives. **Play** the video clip, “The Importance of Money: From Barter to Currency” (03:18), from the video “Economics: The Production, Distribution, and Consumption of Goods and Services: Money” (15:30), and **pause** at 02:36. After pausing the video, have students predict another method that can be used to “acquire” the game. Write these on the whiteboard and then resume the video clip until completed.

Learning Activities

Activity 1

Step 1: Tell students that they will hear the story of the Pine Gulch Bank (1840-1890). Begin reading the story from the Web site at <http://ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst136.html> and make it as dramatic as possible. As a **Focus for Media Interaction**, have students draw pictures of the main characters and the town as they hear the story. Complete half the story during the first day’s class session, stopping at a cliffhanging ending if possible.

Step 2: Have students log on to the Internet and open <http://www.currencygallery.org/>. As a **Focus for Media Interaction**, have students locate two types of currency that were used during the time period that the story of the Pine Gulch Bank took place. Once students find the two types of currency, have them compare those currencies to currency used today and write a short paragraph explaining the differences that they observe.

Step 3: Return to the Web site, <http://ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst136.html>, and complete the story. As a **Focus for Media Interaction**, have students write an ending to the story that they would like to have occurred.

Activity 2

Step 1: Ask students whether they have ever worked. If so, how were they paid? Ask students to brainstorm other ways in which people are paid besides money. Make a list on the whiteboard. As a **Focus for Media Interaction**, have students write down the properties that define money in our society. Each student should think of another way money has been defined in the past. (Remind students of our 1800s story.) **Play** the video clip, “The Properties of Money” (04:15), from the video, “Economics: The Production, Distribution, and Consumption of Goods and Services: Money” (15:30). After viewing the video clip, students should write a short essay explaining the properties of money.

Step 2: Explain to students that although there are specific properties that money must have, the shape and design of money can vary widely. As a **Focus for Media Interaction**, have students create a design for a coin as illustrated in the video clip. **Play** the video clip, “The History of Money” (01:46), from the video, “Economics: The Production, Distribution, and

Consumption of Goods and Services: Money” (15:30). Have students create a bulletin board and use their drawings as examples of money designs.

Step 3: Tell students that now that they know the properties money must have and have explored various designs for money, they are going to learn about how money is stored for later use and accessed when desired. Have students log on to the Internet at <http://www.bankingonourfuture.org/hope/default.htm>. As a **Focus for Media Interaction**, have students complete the six tutorials using Flash.

Step 4: Tell students that now that they have learned a great deal about money and banking, they can have a little fun completing three short puzzles and crosswords about the topics of money. Hand out to students the three PDF downloads from <http://www.younginvestor.com/flash/> entitled “Puzzles and Games,” “Currency Crossword” and “Money Crossword.”

Step 5: Explain to students that money and banking will play a very important role in their lives as adults. The way we use money today has changed and will continue to change. As a **Focus for Media Interaction**, have students identify and write down at least two new ways money is distributed today. **Play** the video clip, “Money Today” (03:44), from the video, “Economics: The Production, Distribution, and Consumption of Goods and Services: Money” (15:30).

Culminating Activity

Tell students that they are going to play an online game called “Moneyopolis.” They can earn money by answering questions relating to the world of money and banking. Tell students they will have to log in, but once they have a “handle” established, the system will keep their earnings for two weeks. They can continue to play the game beyond classtime. Have students log on to the Internet and access <http://www.moneyopolis.com/game/login/index.asp>. As a **Focus for Media Interaction**, have students complete this interactive game.

Cross-Curricular Extensions

History

- Access the following Web site, <http://www.ex.ac.uk/~RDavies/arian/northamerica.html>, then write a short essay on the different names that money has been called by different groups in America.
- Using the Web site above, write a short essay on how money and banking influenced the colonization of the United States.

Science

- Mustard Mystery: Find out if that coin contains silver by using mustard! Not convinced? Well, here's how to find out for yourself:
<http://www.fi.edu/pieces/knox/mustardtrick.htm>
- Have you ever seen coins spell their own names? Well, check out this trick:
<http://www.fi.edu/pieces/knox/coinspell.htm>

Technology/Science

- Minting Coins: Discover the step-by-step process at <http://www.rich.frb.org/econed/museum/10c.html>. In a one-page essay, describe the scientific process that must take place in order for a coin to be created.

Community Connections

- Invite a local banker to the class and discuss banking responsibilities. Suggest to the banker that they bring some checks and check registers for students to use.
- Visit a banking museum if close. If not, show a video about a banking museum or the mint and invite a local bank employee who has visited a mint to discuss their impressions.
- Visit a local bank and look at the coins and money that banks have on hand. Discuss with the banker the need to have money available for their customers' use. Discuss some of the roles that a bank plays in the community.