

Money Then and Now

Developed by: by Jane Blaile 2008 WFTOTT™

Discipline / Subject: economics

Topic: history of and production of money today

Grade Level: 2-6

Resources / References / Materials Teacher Needs: www.handsonbanking.com
online program tool or Hands on Banking program on CD (free in small quantities e-mail HOBCD@wellsfargo.com or call toll-free 866-650-6228)

Lesson Summary: Students will use the age appropriate Hands on Banking "You and Your Money" segment as a launching point for a lesson on the history of money and how it is made today.

Standard's Addressed:

national standards:

NSS-EC.K-4.11 At the completion of Grade 4, students should know the Grade 4 benchmarks for this standard:

Money is anything widely accepted as final payment for goods and services.

Money makes trading easier by replacing barter with transactions involving currency, coins, or checks.

People consume goods and services, not money; money is useful primarily because it can be used to buy goods and services.

Most countries create their own currency for use as money.

Alaska state standards:

government and citizenship

F A student that meets the content standard should understand the role of economic institutions in the United States, including the Federal Reserve Board, trade unions, banks, investors, and the stock market

Arizona state standards:

SS4-S5-C2-PO6 Identify the role of financial institutions in providing services.

Learning objectives:

The students will:

- research the history of money (evaluation)
- explain the need for money (comprehension)
- give examples of past forms of money (knowledge)
- prepare a presentation to share information gathered (synthesis)

Assessment:

Allow the students to choose a method to make a presentation on the history of money and how it is made today. Possible suggestions are a skit, a song, a software based presentation (Power Point, HyperStudio, Timeliner), or a poster.

Procedural Activities:

1. Using the Wells Fargo Hands on Banking online program or CD, present the segments from "You and Your Money" which tell about where money comes from.
2. Give students a fact finding sheet, like the one accompanying this lesson, and have them do Internet or print material research on the history of money.
3. Allow students to create a presentation of choice to share their findings.

Materials Students Need: Online Hands on Banking program, or complimentary program CD and/or guidebook, paper, pencil, fact finding sheet, materials to complete project.

Technology Utilized to Enhance Learning: Internet, presentation software

Other Information: Here are some kid-friendly websites:

<http://www.moneyfactory.gov/newmoney/index.cfm>

<http://www.pbs.org/newshour/on2/money/history.html>

<http://library.thinkquest.org/28718/history.html>

<http://www.usmint.gov/kids/>

<http://www.kidsbank.com/>

<http://www.wdfi.org/ymm/kids/history/default.asp>

Modifications for special learners/ Enrichment Opportunities:

enrichment:

Students design their own money system.

Research the history of money in a local Native American people group.

Debate the current issue about getting rid of the penny or not.

Compare and contrast U.S. currency to that of a foreign country.

Students hypothesize what objects would have been used as forms of money in places around the world, based on the resources available in those places.

modifications:

Show students physical examples of variations in U.S. currency over time; have them explain the differences they see.