

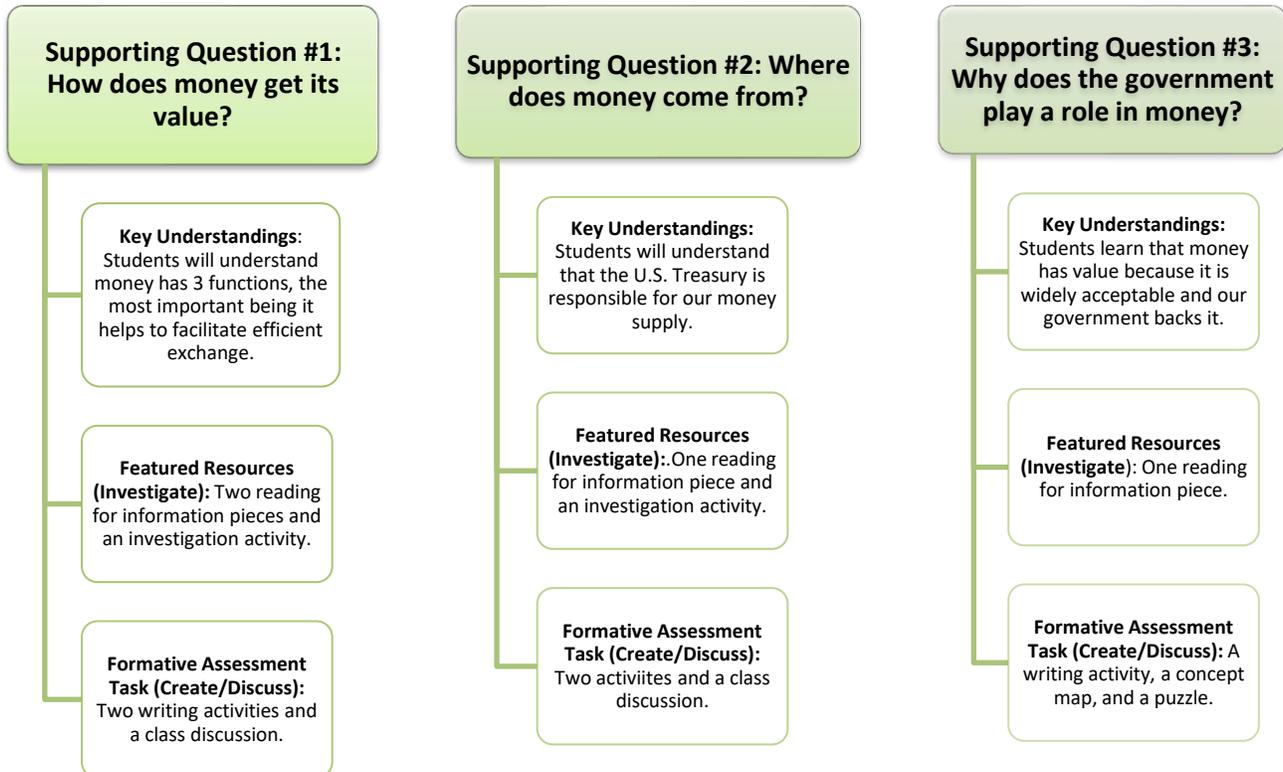
Grade 4 Lesson 1

Compelling Question: Why is money important?

IL Financial Literacy Standard	Establishes base knowledge to meet the standards in subsequent lessons.	
Inquiry Standard	SS.IS.1.3-5: Develop essential questions and explain the importance of the questions to self and others.	SS.IS.2.3-5: Create supporting questions to help answer essential questions in an inquiry.
	SS.IS.3.3-5: Determine sources representing multiple points of view that will assist in answering essential questions.	SS.IS.4.3-5: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
	SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning examples, and details from multiple sources.	
Student Outcomes	<p>Students will be able to explain:</p> <ul style="list-style-type: none"> • Money has 3 functions, the most important being it helps to facilitate efficient exchange. • That the U.S. Treasury is responsible for our money supply. • Coins are produced by the U.S. Mint and bills by the Treasury Department. • In the United States, we use a fiat system (as opposed to commodity). • Our coins and bills have value because people trust them. 	

Ask

Compelling Question: Why is money important?



Introduction to Lesson

The compelling question for this lesson is *Why is money important?* Money is an important tool in life and so many of our choices depend on it. When we make good choices with our money, we have a better chance of setting ourselves up with more options in the future. This lesson provides a foundation for students to understand how our money system came to be, the source of where money comes from, and what makes it valuable.

The lesson is structured as follows: Each lesson consists of three supporting questions that directly ties in to the compelling question. Each supporting question gets a little tougher as you progress through the lesson. Each supporting question includes an Investigate and Create/Discuss section. The Reflect section is located towards the end of the lesson which provides students a chance to demonstrate their knowledge of money and allows you to have a summative evaluation.

Supporting Question #1: How does money get its value?

Investigate

Reading for Information– What is Money? Students read an information piece on the history and functions of money.

Reading for Information– The Barter System History: Students read the history of bartering and how people used it to get the goods and services they wanted.

Investigation Activity – Bartering Today: Students investigate bartering in the 21st century. They investigate whether it is used in their community, in the state, or in other parts of the country.

Create/Discuss

Featured Resources

Writing Activity – A World Without Money: Students write a story about living in a world in which money did not exist. How would people get the things they want and need if there was no money?

Writing a Limerick Poem: Students write a Limerick that is 5 lines long and has to do with the value of money.

Discussion – Bartering: After completing the investigation on bartering, the class discusses their findings. At the end of the discussion, ask students whether they think bartering will be used in the future.

Supporting Question #2: Where does money come from?

Investigate

Featured Resources

Reading for Information – Where does money come from? The article discusses how money is made and who makes it.

Investigation Activity – Counterfeit Money. Students will investigate counterfeit money in the United States. They will develop an essential question and supporting questions. They will then explore credible resources which can help answer their questions.

Create/Discuss	
Featured Resources	
Class Discussion – Counterfeit Money:	After students complete their investigation on counterfeit money, discuss the harm it causes.
Currency Academy Worksheet:	Students answer questions about currency in the United States. They can use the Reference Sheet which includes images of various denominations along in addition to other reference materials.
Design a Coin Activity:	Students will design their own coin after learning about how bills are carefully designed and the features on each.

Supporting Question #3: Why does the government play a role in money?

Investigate	
Featured Resources	
Reading for Information – In Money We Trust:	This information piece discusses our fiat money system and why money in the United States has value.

Create/Discuss	
Featured Resources	
Writing Activity:	Students write an opinion piece on what they think Ralph Waldo Emerson meant when he said, “Money often costs too much.”
Concept Map:	Students create a concept map based on the question: <i>Why does the government play a role in money?</i>
U.S. Currency Scrambled Puzzle:	Students unscramble each of the clue words. They copy the letters into the numbered cells to other cells with the same number. After decoding the phrase, they reflect and their thoughts in the space provided.

Ask: Why is money important?

Reflect	
Summative Assessment Performance Activities	
Task	Construct an argument, supported by evidence that addresses <i>Why is money important?</i>
Extensions/Actions	Visit https://www.moneyfactory.gov/uscurrency.html to learn more about how money is made.
	Visit https://www.usmint.gov/learn/kids/coins-and-medals to learn more about the coins we use.