

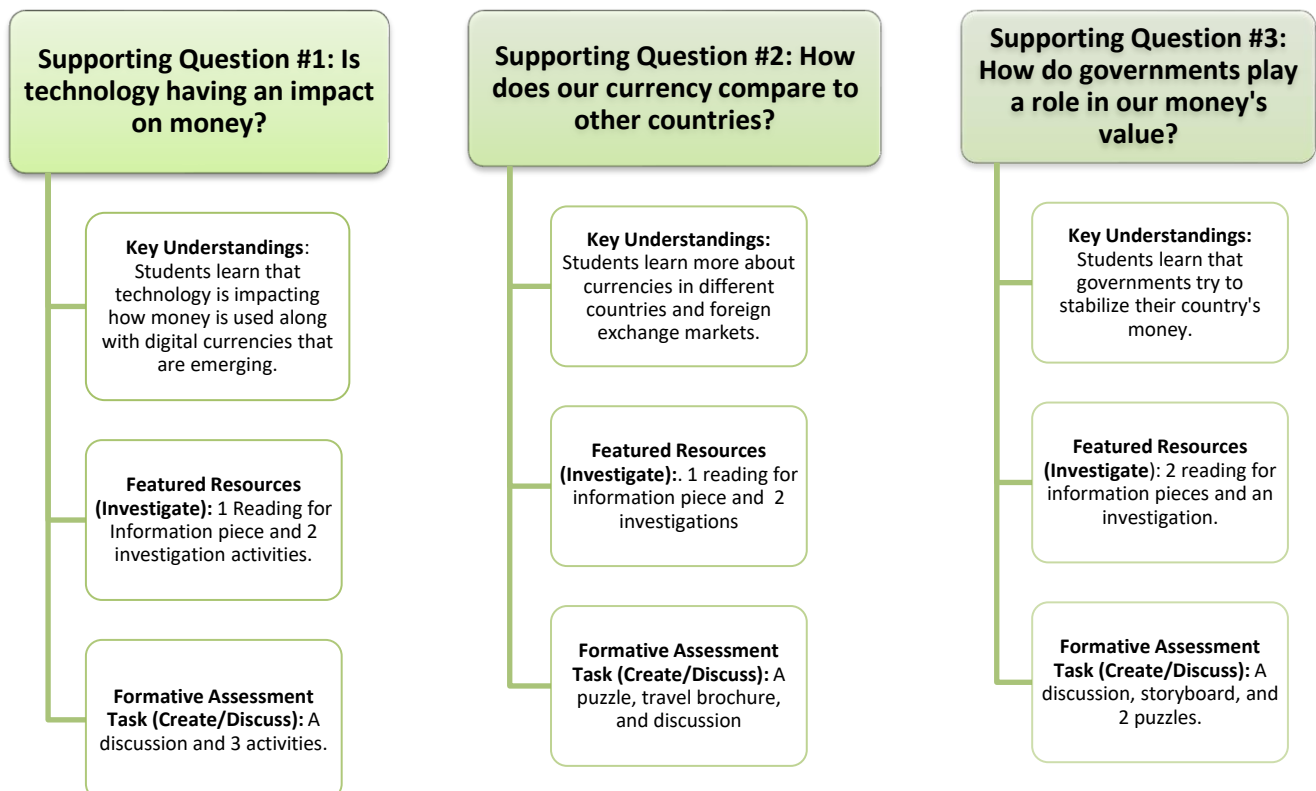
## Grade 5 Lesson 1

### Compelling Question: Does money ever change?

IL Financial Literacy Standard	Establishes knowledge for subsequent lessons.	
IL Econ Standard (when applicable- this row can be deleted)	<b>SS.EC.2.5:</b> Discover how positive incentives (e.g. sales prices and earning money) and negative incentives influence behavior in our nation's economy and around the world.	
Inquiry Standard	<b>SS.IS.2.3-5:</b> Create supporting questions to help answer essential questions in an inquiry.	<b>SS.IS.3.3-5:</b> Determine sources representing multiple points of view that will assist in answering essential questions.
	<b>SS.IS.4.3-5:</b> Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.	<b>SS.IS.6.3-5:</b> Construct and critique arguments and explanations using reasoning examples, and details from multiple sources.
Student Outcomes	<ul style="list-style-type: none"> <li>• Students will understand the role the government plays in determining our money's value.</li> <li>• Students will compare US money to other countries and learn how the value changes.</li> <li>• Students will be introduced to the emerging concept of digital money.</li> <li>• Students analyze data, draw conclusions, make inferences, and predict outcomes.</li> <li>• Students create essential and supporting questions to guide their investigations.</li> </ul>	

## Ask

### Compelling Question: Does money ever change?



## Introduction to Lesson

The compelling question for this lesson is *Does money ever change?* The first supporting question explores technology's impact on money and new emerging forms of currency. The second supporting question explores how the U.S. dollar compares to currencies in other parts of the world. The third supporting question looks at the way governments play a key role in the value of our money.

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: Is technology having an impact on money?

#### Investigate

**Reading for Information - Advancing Technologies:** Students read an article on how advancing technology is creating new forms of currencies.

**Civic Currency Investigation:** Students read about a growing phenomenon called 'civic cryptocurrencies' which cities are adopting throughout the world. Civic currencies are used to help strengthen local economic development efforts and have been in place for years. The difference is that the expansion of cryptocurrencies is allowing civic currencies to take on new identities. Students investigate which cities, if any, in Illinois or the United States are using civic currencies. They then look internationally to see which cities have civic currencies in place.

**Investigation about Money:** Students investigate "Is technology having an impact on money?" Three key terms (money, trust, value) are defined to aide development of questions which guide their inquiry.

#### Create/Discuss

##### Featured Resources

**Discussion – Investigation about Money:** Students discuss their findings from the investigation and share the supporting questions they created.

**Imagine If Activity:** Students imagine if companies, such as Amazon, created their own cryptocurrency. This should be completed after the Investigation about Money activity.

**Digital Currency Activity:** Students solve cipher puzzles to decode messages regarding digital currency.

**The Future of Money:** Students imagine what money will look like in 25 years. The class discusses everyone's thoughts.

### Supporting Question #2: How does our currency compare to other countries?

#### Investigate

##### Featured Resources

**Reading for Information – Global Currencies:** Students read about the Top 8 most tradable currencies.

**World's Most Tradable Currencies Investigation:** Students research information on various currencies. They complete a table consisting of the top currencies. Based on information gathered in the table, they are asked to list three additional items they would like to learn about these currencies and research them.

Create/Discuss	
Featured Resources	
<b>Discussion – World’s Most Tradable Currencies:</b>	Students discuss findings from their investigation with the class.
<b>Travel Brochure:</b>	Students use the knowledge they learned from their investigation to create a travel brochure that teaches tourists about the country’s currency.
<b>Letter Tiles Puzzle:</b>	Students unscramble the tiles to reveal a message about currencies around the world. Each letter is used once in the phrase.

### Supporting Question #3: How do governments play a role in our money’s value?

Investigate	
Featured Resources	
<b>Reading Activity - The Federal Reserve System:</b>	Students read an article about the Federal Reserve Bank and its important role in stabilizing the value of the U.S. dollar. The students analyze a chart by FRED showing comparisons in purchasing a basket of baked goods with the U.S. dollar, gold, and Bitcoin.
<b>Reading Activity – Security Measures:</b>	Students read an article about security. The government’s backing of the U.S. dollar ensures that our money is safe when it is kept in bank accounts. The students read about the FDIC and the protections in place.
<b>World’s Most Secure Banks Investigation:</b>	Students research what are considered the world’s most secure banks and why.

Create/Discuss	
Featured Resources	
<b>Discussion – World’s Most Secure Banks:</b>	Students discuss their findings about where the world’s most secure banks are located.
<b>Storyboard:</b>	Students create a story board depicting governments role in our money’s value. This can be a cartoon, images, etc. but it should tell a story. Students should have a minimum of eight frames for their storyboard.
<b>Alphabet Challenge:</b>	Students complete an Alphabet Challenge involving words related to money.
<b>Boggler Puzzle:</b>	Students make words from the scrambled letters in the puzzle.

### Ask: Does money ever change?

Reflect	
Summative Assessment Performance Activities	
Task	Construct an argument, supported by evidence, that addresses <i>Does money ever change?</i> This can be a paper, presentation, poster, etc.
Extensions/Actions	Host a financial fair at your school. For more information, visit <a href="http://www.econillinois.org">www.econillinois.org</a> .
	Students research the different Federal Reserve Banks of the US and compare them. Also, explore their websites for different financial education games and activities.