Teacher's Guide for APPLESEEDS *Money Matters*

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**Terms to Know:**
Bartering, economist, commodity, fair trade, medium of exchange, measure of value, storer of value, electrum, greenback, interest, gift cards, credit, goldsmith bankers, counterfeiting, numismatist, providence, *E pluribus unum*, *Novus ordo seclorum*, pygg, billionaire

"From Bartering to Bills: The History of Money" by Ann Jordan (pages 2-6) & "By the Numbers: Smart Shoppers" by Amanda Yskamp (pages 28-29)

1. Why did "commodity" money replace the bartering system?
2. Ask students to list the classroom commodities they could use to replace money. What commodities would be most valuable? Why? Would these classroom commodities be valuable in other places? Why - or why not? Discuss.
3. Using 1-3 common items from the students' lists of classroom commodities, construct a weeklong "goods and services" classroom store. Give each student an equal amount of the basic classroom 'commodity,' then post a list of items 'on sale' for the week. Include rental of playground equipment (balls, jump ropes, etc.), special art supplies or new books in the classroom library, computer time, homework passes, puzzle or game time - whatever 'hot' items most desired by the class. In addition, allow each student to advertise one personal item (with teacher approval) for bartering/trade. Set aside 10-15 daily to conduct trades or purchase items from the store, using 3-4 students as 'clerks' to tally the transactions. At the end of the week, ask students to write a short paragraph about both the positive and negative experiences of bartering and purchasing on a limited budget.
   1. Did they run out of 'money' too soon?
   2. Why were some commodities more valuable than others?
   3. How effective was their bartering technique?
   4. Who has the most money left? Why?
   5. Ask the class to vote to determine who conducted the most successful trade of the week.
4. Complete the "Smart Shopper" game on pages 28-29.
5. Why were some commodities more valuable than others in ancient societies?
6. Ask students to bring in coins and paper money from other nations around the world. Using library resources and the Internet, research the value and origins of this money.
7. Using library resources and the Internet, research the origins of the United States' money system. Is this system modeled on that of another country?
8. What is a greenback?

"Ready, Set, Charge!" by Barbara Hagen (pages 7-9)

1. Why do people use credit cards? Discuss.
2. What are some ways to be a wise credit user? If possible, ask a local bank or credit union manager to visit the class and talk about using credit.

"Check It Out" by Barbara Hagen (pages 10-11)

1. When is it best to pay for something with a check?
2. Why is a check considered a promise?
3. Set up a simple classroom checking account exercise by asking each student to create 5-10 classroom 'checks' based on the information on page 11. Provide each student with a simple check register form, then 'bill' the class for 1-2 fictional items during the first 10-15 minutes of each day's activities. Write the 'bills' on the whiteboard or overhead projector, and then ask students to write a check to pay the bill and deduct it from their classroom checking account. Does everyone have the same balance in his or her checking account at week's end? Check the math!

"Watch Your Money Grow" by Barbara Hagen (pages 12-13)

1. Why save money? Discuss with the class.
2. Did anyone save money during the 'classroom store' activity? Why - or why not? Discuss.
3. Why does a bank lend your money to other people?
4. What is interest?
5. Why does the United States set an interest rate for the Federal Reserve? Using library or Internet resources, research the Federal Reserve and current Chairman Alan Greenspan. What factors determine the change of interest rates
in the United States? Do these changes affect other countries? Why - or why not? Discuss.

"Cash, Charge, or . . . Gold?" by Rachael Ann Mare (pages 14-15)

1. Why was gold used to make coins in almost every country around the world?
2. Why did people allow goldsmith bankers to store their gold? What did they receive in exchange, and how did they use it?

"Moneymakers" by Amanda Yskamp (pages 16-19)

1. Follow the process of making new money on the Internet at www.moneyfactory.com, or tour the U.S. Mint online at www.usmint.gov/kids/flashIndex.cfm.
2. How does the Bureau of Engraving and Printing stop counterfeiting? Examine a $5.00 bill and find the security features discussed in the article.
3. Ask a local coin dealer or numismatist to bring their collection to show the class. Do any students collect coins? Set up a class exhibit.

"All About a Dollar" by Eric Brach (pages 20-21)

1. Examine real dollar bills in class. How many references are there to the original 13 colonies?
2. Why did the designers choose George Washington's picture for the dollar?
3. Design a classroom dollar. What symbols would be most important? Conduct a design contest and post the results on a bulletin board.

"Pyggmania" by Grace Bliss Smith and Stephanie Throne (pages 22-23)

1. Why aren't there a lot of antique piggy banks still around? What happened to them?
2. Set up a classroom piggybank exhibit, awarding handmade ribbons for 'cutest,' 'funniest,' 'holds the most money,' 'most likely to break,' 'oldest,' 'biggest,' etc.

"Becoming a Billionaire" by Sarah J. Ball (pages 24-26)

1. Ask individuals or small groups to research the lives of John D. Rockefeller, Ray Kroc, Bill Gates, J.K. Rowling, and other famous billionaires. Present short reports to the class. Did they earn their fortunes in any unusual ways? Have these billionaires used their billions to help others? How?
2. Ask each student to write a short essay detailing their ideas to earn billions. Share these essays with the class.
"Money Myths" collected by Gail Skroback Hennessey (page 27) & "Put Your Money Where Your Mouth Is" by Debra Cushman (pages 30-31)

Ask students to create a list of classroom 'money myths' and sayings as they read this issue of APPLESEEDS. Publish these on a classroom bulletin board.

Don't forget the "Money Games" puzzle (by Sunde White) and "Money Match" exercise (by Diana Conley) on pages 32-33.