

Lesson/Unit Title	The Evolution of Money It Doesn't Grow on Trees!
Day(s)	5 days
Grade Levels	9-12
Curriculum Areas	Economics International Business
Website(s)	<p style="text-align: center;">Origins, Evolution and History of Money</p> <p>www.minneapolisfed.org/econed/curric/history.cfm History of money</p> <p>www.ustreas.gov/education/fact-sheets/currency/in-god-we-trust.shtml History of "In God We Trust" on currency</p> <p>www.frbsf.org/publications/federalreserve/annual/1995/history.html History of US paper money</p> <p>www.frbsf.org/currency/historical/index.html American History as told by its currency</p> <p>http://planabudget.com/history_of_money.htm History of Money and Banking Secrets</p> <p>www.ex.ac.uk/~RDavies/arian/origins.html Origins of money and banking (UK source)</p> <p style="text-align: center;">Money / Currency</p> <p>www.minneapolisfed.org/econed/curric/money.cfm The Face of U.S. Currency, including Teacher's Guide</p> <p>www.frbsf.org/federalreserve/money/funfacts.html Fun Facts About Money</p> <p>www.minneapolisfed.org/research/data/us/calc/ What's a Dollar Worth? Online inflation calculator!</p> <p>www.frbsf.org/currency/index.html American Currency online exhibit</p> <p>www.moneyfactory.gov/newmoney/main.cfm/currency/about Notes New U.S. currency bills</p> <p>www.federalreserveeducation.org/fed101/services/dollar.htm The Life of a Dollar Bill (online video)</p> <p>www.banknotes.com/images.htm www.kcshop.com/foreigncurrency/default.htm Above two websites contain images of currencies worldwide</p> <p style="text-align: center;">Currency Exchange Rates</p> <p>www.x-rates.com/ Exchange rates for currency</p>

Teacher Resources	<ul style="list-style-type: none"> • Computer Lab • Paper, markers, colored pencils • (optional) Calculator to perform mathematical applications
Unit Overview	<p>In the unit, students will become familiar with the history (evolution) and purpose of money and currency, including currency international currency exchange rates.</p> <p>At the completion of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Identify items throughout history that have been used for money • Explain the purpose of money • Use the internet to independently research currency from other countries • Demonstrate their knowledge of the concept of money by creating their own “currency” • Demonstrate and apply appropriate mathematic skills and operations to calculate exchange rates <p>Daily Lesson Overview: Day 1: History of Money Day 2: Foreign Currency Day 3: Exchange Rates Day 4: “Funny Money” Day 5: “Funny Money” student presentations</p>
Nebraska Frameworks Essential Learnings	<p>Business Administration--International Business (Page 50) BE 12.11.1 Students will understand the relationship between international and domestic business concepts from a multicultural, global perspective. They will demonstrate competency by explaining the interrelatedness of social, cultural, political, legal, economic and ethical factors that shape and impact the international business environment.</p> <p>Example Indicators <i>International Finance</i> – explain the concept of currency and exchange and the role of financial institutions</p>
Link to Nebraska Standards	<p><u>Reading/Speaking/Listening</u></p> <ul style="list-style-type: none"> • Students will locate, evaluate, and use primary and secondary resources for research (12.1.2) • Students will make oral presentations that demonstrate consideration of audience, purpose, and information (12.3.2) <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Students will perform estimations and computations of real numbers mentally, with paper and pencil, and with technology. (12.2.3)
NBEA Curriculum Standards	<p>International Business: (Pages 94-107) IX. International Finance A. Currency and Exchange Level 1 Performance Expectations</p> <ul style="list-style-type: none"> • Define basic terms such as currency and currency exchange • List the currencies of various countries

	<p>Level 2 Performance Expectations</p> <ul style="list-style-type: none"> • Calculate simple currency exchange transactions • Identify potential problems associated with dealing in foreign currencies
National Economics Standards	Standard 11: Role of Money
National Personal Finance Standards	Standard 3: Spending and credit
Nebraska Math Standards	<p>12.2 Computation/Estimation</p> <p>12.2.2 Justify solutions to mathematical problems</p> <p>12.2.3 Perform estimations and computations of real numbers, mentally, with paper and pencil, and with technology</p>
Teaching Strategies, Procedures and Activities	<p>Day 1 Students will identify items throughout history that have been used for money and explain the purpose of money.</p> <p><i>Step 1:</i> Bell Ringer – “Think of transactions you have made in the last 3 days. How many involved cash? Credit? Other forms of money?”</p> <p><i>Step 2:</i> Introduce Unit (“The Evolution of Money”)</p> <p><i>Step 3:</i> Discussion - The “History of Money” (Use websites listed above on lesson plan)</p> <p><i>Step 4:</i> Closure – “Name three forms of ‘money’ other than paper or coins.”</p> <p>Day 2 Students will use the internet to independently research currency from other countries</p> <p><i>Step 1:</i> Bell Ringer – “What are general functions of money?”</p> <p><i>Step 2:</i> “Claim Your Country!”</p> <p><i>Step 3:</i> Research country’s currency, history of currency, exchange rate - need access to internet or library</p> <p><i>Step 4:</i> Closure - Share currency and exchange rate with class</p> <p>Day 3</p> <p>Outcome: Students will demonstrate and apply appropriate mathematic skills and operations to calculate exchange rates</p> <p><i>Step 1:</i> Bell Ringer - Review country currency and exchange rates</p> <p><i>Step 2:</i> Exchange rate activity - See Math Applications section http://www.x-rates.com/</p> <p><i>Step 3:</i> Select groups for “Funny Money” project - See assignment section</p> <p><i>Step 4:</i> Closure: “What is an exchange rate? How is it calculated?”</p> <p>Day 4 Students will demonstrate their knowledge of concept of money by creating their own currency!</p> <p><i>Step 1:</i> Bell Ringer, “What features are important to have on currency?”</p> <p><i>Step 2:</i> Group work – “Funny Money”</p> <p><i>Step 3:</i> Prepare presentation of currency</p> <p><i>Step 4:</i> Assignment 1 – Funny Money Currency</p>

	<p>Day 5 Outcome: Students will demonstrate their knowledge of the concept of money by presenting their created “funny money” currency to the class Step 1: Bell Ringer Step 2: Presentation Step 3: Exchange Rate of “Funny Money”</p>
<p>Assignments</p>	<p>Assignment 1: Create a Currency and Present to classmates This is an opportunity for you to create your own currency! You will work with your group to come up with your own currency. Use your imagination and remember currency doesn't necessarily need to be paper or coin. Create 5 levels of currency (ie., nickels, quarters, dollars, five dollars). Decide how many of each level you need to get to the next level (ex. 5 nickels = 1 quarter). How much would one 20 oz bottle of pop cost with your currency?</p> <p>Include the following items in your presentation:</p> <ul style="list-style-type: none"> • Name of your currency • Levels, Transitions and Equivalents of your currency • Visual of your currency • How much a 20-oz bottle of pop would cost in your currency? Other items? <p>Each person in your group must participate in the presentation. Suggestion: Each person presents a different portion of the presentation.</p> <p>Assignment 2: Exchange Rates. In the Exchange Rate assignment, students will use exchange rates found at www.x-rates.com to determine the price of common items they purchase. The exchange rates students found when researching their particular country can also be used. Post the exchange rates on the board. Students may use calculators or pencil/paper for exchange rate conversions. Some suggested items for exchange rate conversions include candy bar, 20-ounce bottle of soda, gallon (or liter) of gasoline, Big Mac (check out McDonalds' website at www.mcdonalds.com for international menu items), DVDs, etc. The U.S. dollar equivalents for these purchases should be posted as well. (See SAMPLE in Math Applications).</p>
<p>Math Applications</p>	<p>Exchange Rate Activity – In the exchange rate activity, students will use the exchange rates found at http://www.x-rates.com/ to determine the price of common items they purchase. The exchange rates that the students found when researching their country can also be used. Post the rates on the board. Students may choose to use calculators or pencil and paper. Some suggested items for exchange rate conversion: candy bar, 20 oz bottle of pop, gallon of gasoline, Big Mac, DVD. The US dollar amounts of these should be posted as well.</p>

'Funny Money' Evaluation Rubric

Rating Criteria	Excellent	Satisfactory	Needs Improvement
Creativity /15	11-15 Currency showed exceptional creativity and uniqueness	5-10 Currency was somewhat unique, creative	0-4 Currency was not unique from existing currency
Demonstrated learning and understanding /15	11-15 Demonstrates understanding of monetary/exchange rate concepts Transitions and levels were realistic, clear Followed directions	5-10 Presentation showed most concepts were understood Transitions and/or levels were mostly clear Followed most directions	0-4 Presentation showed no concepts were understood Transitions, levels unclear and unrealistic Did not follow directions
Neat and orderly /10	7-10 Attractive design Appearance shows thought, creativity	3-6 Moderately neat Acceptable appearance	0-2 Lacks neatness Unacceptable, poor appearance
Participation /10	7-10 Spent time on task. Demonstrated leadership role Turned work on time	3-6 Used time well Contributing group member Turned work on time	0-2 Poor time management Failure to work well as a group Did not turn work in on time or at all
Total Points /50			
Project Grade for Currency	A+ = 49-50 A = 47-48 A- = 45-46 B+ = 43-44 B = 41-42 B- = 39-40	C+ = 37-38 C = 35-36 C- = 33-34 D+ = 31-32 D = 29-30 D- = 27-28 F = <26	Grade Received Comments

Funny Money Examples

“Funny Money” Levels, Transitions and Equivalents			
2 Kites = 1 Cross			
4 Crosses = 1 Petal	8 Kites = 1 Petal		
3 Petals = 1 Flame	12 Crosses = 1 Flame	24 Kites = 1 Flame	
5 Flames = 1 Leaf	15 Petals = 1 Leaf	60 Crosses = 1 Leaf	120 Kites = 1 Leaf

3 Leafs = 1 20-oz bottle of soda

Exchange rate: 1 USD:3 Leafs or .33

