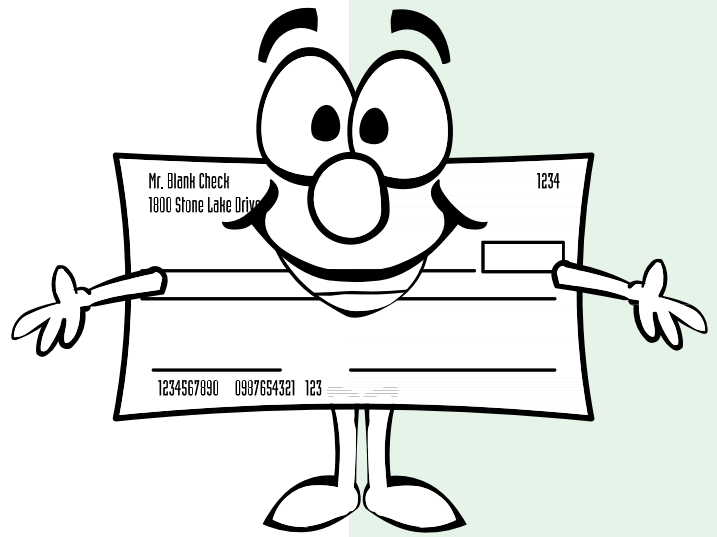


Grade Four

The Role of Money



Overview

Students read a chapter from the book *Double Fudge*, by Judy Blume, to learn how money is produced and how people can get money. They complete a worksheet about earning money, play a game about the value of money, and design their own money.

Lesson Objectives

Students will be able to:

- Describe the functions of money
- Explain why money is useful

Materials List

1. Book: *Double Fudge*, by Judy Blume (Dutton Children's Books, 2002)
2. Chart paper or chalkboard
2. One new twenty-dollar bill
3. Blank piece of paper (8½" x 11")
4. Pen or pencil
5. Crayons
6. Handouts:
 - **Earning Money** worksheet
 - **Goods** cards

Content Standards

The activities in this lesson correlate to national standards in economics and language arts. See the end of this lesson for content standards information.

Vocabulary

circulate
circulation
counterfeit
goods
money
services

Large-Group Activity

Materials

- Book: *Double Fudge*
 - Handout: **Earning Money** worksheet
1. Gather students to share the book *Double Fudge*.

- Say:

Today we are going to talk about money. Most people want money. Can you tell me why?

Allow students to respond. Students may say that people want money because they can use it to buy things they want.

In the book *Double Fudge*, by Judy Blume, a young boy named “Fudge” is obsessed with money. He draws dollar signs and dreams about having enough money to buy the whole world (or at least Toys ‘R’ Us). Fudge even makes his own money, which he calls “Fudge Bucks.” I’m going to read a chapter from this book. In this chapter, Fudge’s family goes to Washington, D.C., so Fudge can learn how money is made.

Let’s see what Fudge learns on his trip to the Bureau of Engraving and Printing.

- Read Chapters 6 and 7 aloud to the class.

2. Discuss the book with the class.

- **Why do you think Fudge loves money?**

Fudge loves money because he understands that he can use money to buy the things he wants.

- **Where is money made?**

Money is made at the Bureau of Engraving and Printing in Washington, D.C.

- **In this book, Fudge makes his own money. Why is it illegal to make your own money?**

If people made their own money, it would lose its value.

- **Fudge wants lots of money and wants to know how to get it. What does the tall man tell him?**

The tall man tells him that he has to get a good education. Then, when he is grown up, he needs a good job. Then he has to save something from his salary every week and invest carefully.

3. Discuss today’s economic concepts: role of money, value of money, and money supply.

- ***Role of Money***

People use money every day. What is money?

Students should understand that money is anything that people accept as final payment for goods and services.

What do people use money for?

People use money to buy things they want, pay back money that was borrowed, or pay for a service.

○ *Value of Money*

If people did not accept money for goods and services, do you think Fudge would still love money?

No. If people did not accept money for goods, money wouldn't have any value.

Why is money so valuable?

Money can be used to consume—or buy—goods and services. Everyone agrees on the numerical value of money.

○ *Money Supply*

The Bureau of Engraving and Printing makes money and then distributes the money to twelve Federal Reserve Banks. The Federal Reserve Banks pass the money along to smaller banks that circulate the money so people can use it. How do people get money?

People must earn money, receive it as a gift, win it, or find it. People usually work to earn money.

Have you ever heard the saying, “Money doesn't grow on trees?” What does it mean?

You can't easily get money.

Fudge understands that money doesn't grow on trees. But he does think that people can easily get it from an ATM machine. In another part of the book, Fudge's mom explains that you have to put money in a bank account in order to get money out of an ATM machine. Name some ways you can get money to deposit in a bank.

Students should understand that you can earn it, receive it as a gift, win it, or find it.

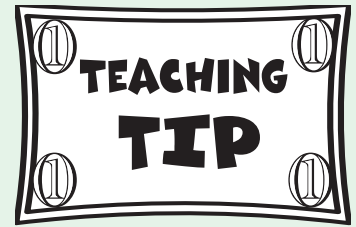
Hold up a copy of the **Earning Money** worksheet.

Name some things that you would like to have.

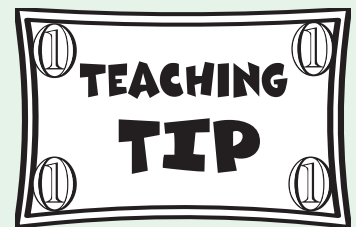
Allow students to share some items.

Wouldn't it be nice if someone gave you money so you can buy these things? Most of the time people have to earn money if they want to buy something. People get paid for doing work.

At the top of this page you will see a blank square. Draw a picture of one item you would like to have. Then write the price of the item below your picture. At the bottom of this page, write down a list of ways you can earn money to buy this item.



If needed, remind students that goods are items that satisfy wants. Services are activities that satisfy wants.



Point out that the Bureau of Engraving and Printing produces paper currency. The U.S. Mint produces coins.

Allow students to work on this worksheet while you work with individual groups in the following small-group activities. After small-group work, you might want to have students share how they would earn money.

Small-Group Activity One: The Value of Money

Concepts Taught

Value of Money

Materials

- Book: *Double Fudge*
- **Goods** cards, colored and cut apart (**NOTE: You might want to laminate the cards for durability.**)

1. Discuss the value of money. Lay out the **Goods** cards on the table.

○ Say:

Imagine that you were lost in the middle of the wilderness and had no way of communicating with anyone. Which of these items would you want to have?

Allow each student to choose five items on the table and explain why he or she chose those particular items.

When people are stranded in the middle of the wilderness they would usually rather have a suitcase full of food and supplies instead of money. Why?

People usually want money because they can exchange it for goods and services. In the middle of the wilderness, you cannot exchange money for items that you need to survive.

Small-Group Activity Two: The Features of Money

Concepts Taught

Features of Money

Materials

- Book: *Double Fudge*
- Chart paper or chalkboard
- One new twenty-dollar bill
- Blank piece of paper (8½" x 11")
- Pen or pencil
- Crayons

1. Discuss the security features of dollar bills.

○ Say:

In the United States, all money is printed at the Bureau of Printing and Engraving. Bills have special features so that it is hard for people to make **counterfeit** or fake money.

Show students a new twenty-dollar bill.

What color ink is used?

A special formula of black and green ink used. This type of ink is hard to copy.

The number 20 at the lower right of the bill is made with color-shifting ink. When you tilt the bill up and down, the color of the number 20 changes from copper to green.

Tilt the bill up and down so students can see the 20 change colors.

If you hold the bill up to the light, you will see a faint image or watermark. This watermark looks like the portrait on the face of the bill.

Show students the watermark.

Each bill has a security thread that runs up and down the front and back of the bill. This security thread has a small flag and the words, “USA Twenty.”

Show the students the security thread.

2. Explain why the Bureau of Engraving and Printing has made it difficult to make fake money.

In the book *Double Fudge*, Fudge shows a woman at the Bureau of Engraving and Printing the fake money he made. She explains to him that it is against the law to make and use fake money. Why is it against the law?

If everyone made their own money, money would lose its value.

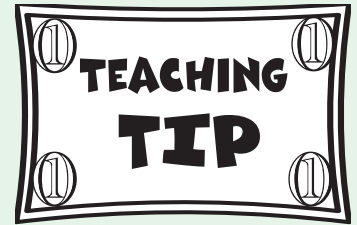
3. Have students work in pairs to design their own money.

- Give each student a blank piece of paper.

The Bureau of Engraving and Printing makes paper currency because it is easy to carry around and can be printed in large quantities. In *Double Fudge*, Fudge makes “Fudge Bucks” with his picture on it.

- Write the following questions on chart paper or the chalkboard and read them to the students.
 - If you could design money, what would it look like?
 - What would it be made out of?
 - What security features would you include?

Draw a picture of your money on this paper and write a description of your money. You may want to refer to the list of questions when designing your money.



Blue and red ink was recently added to new bills. Different background colors will be used for the different denominations.

Assessment

Check students' understanding by listening carefully to the responses they give during group discussions and on the **Earning Money** worksheet. Read through the stories students' wrote for the large-group activity to determine if the vocabulary words included were used correctly. Give students a blank piece of notebook paper and ask them to explain what people use money for.

Suggested Online Activity

Catch a Counterfeit

Have students visit the U.S. Treasury's Bureau of Engraving and Printing Web site at www.moneyfactory.com/newmoney/main.cfm/learning/counterfeit and play a game. At this site, students can use three different tools to try and identify which bills are counterfeit.

National Standards Correlations

Economics

The activities in this lesson correlate to the following Voluntary National Content Standards in Economics, as determined by the National Council on Economics Education, found at: www.ncee.net/ea/standards.

Standard 11: The Role of Money

Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

K–4 Grade Benchmarks:

- 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.
- Most countries create their own currency for use as money.

Language Arts

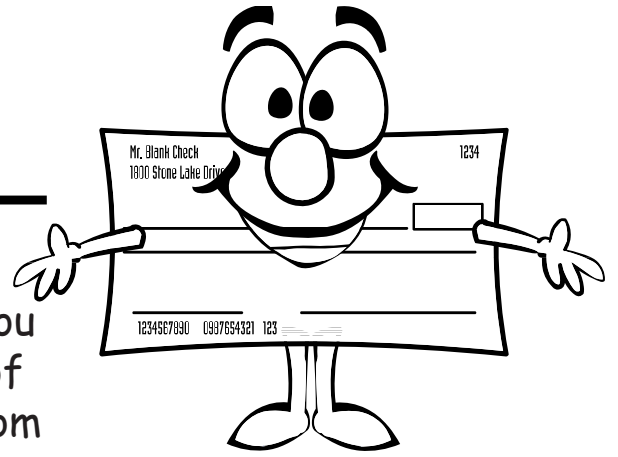
This lesson, based on the children's book *Double Fudge*, by Judy Blume, also correlates to the following *Standards for the English Language Arts*, from the National Council of Teachers of English, found at:

www.ncte.org/print.asp?id=110846&node=204.

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

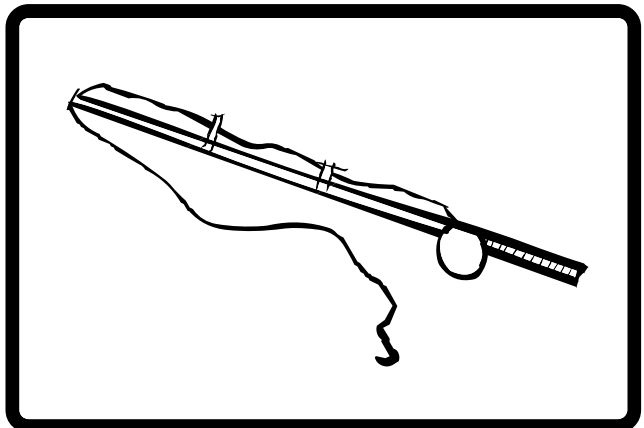
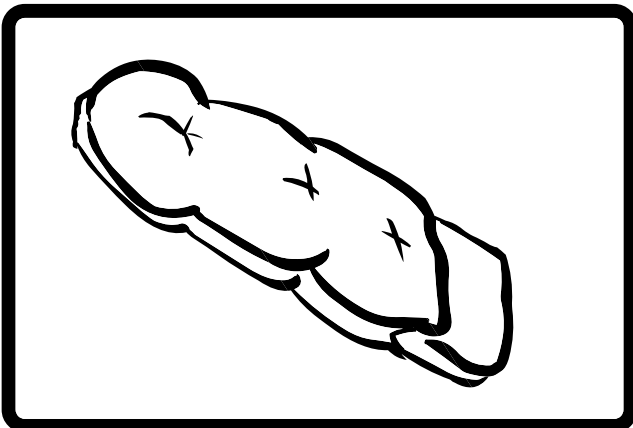
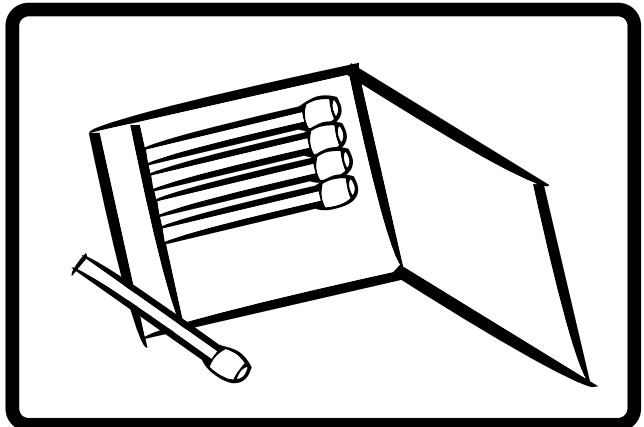
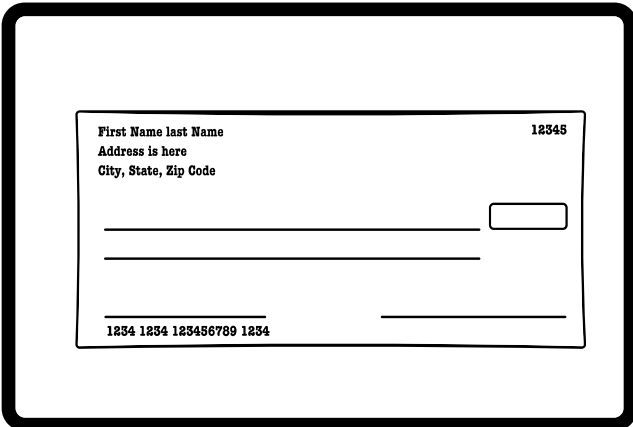
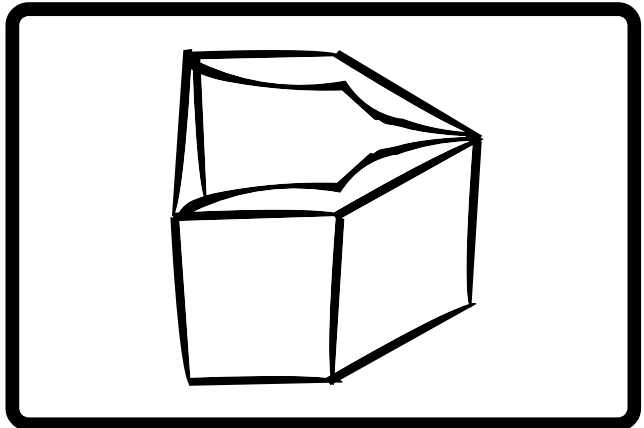
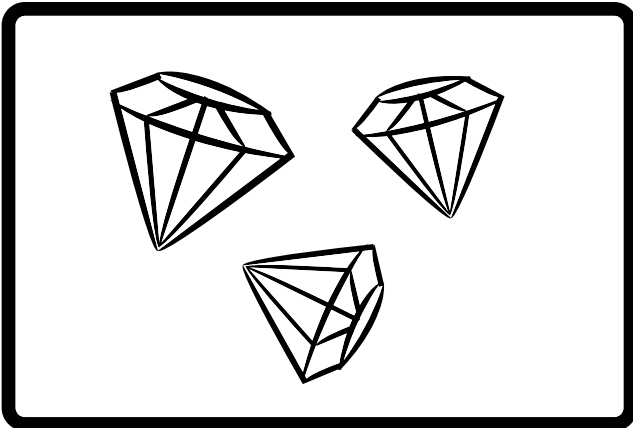
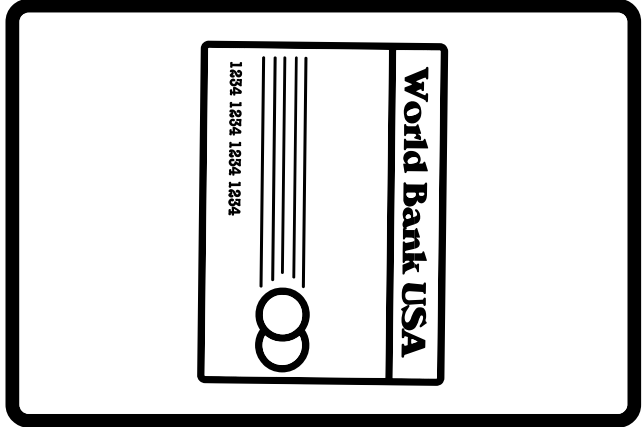
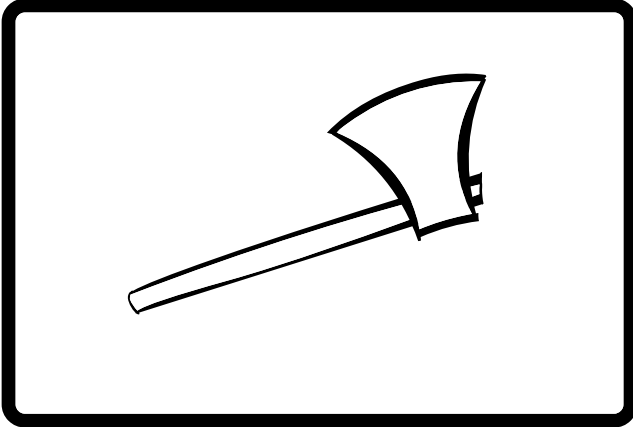
Earning Money

Name _____



Directions: Draw a picture of one item you would like to have. Then write the price of the item below your picture. At the bottom of this page, write down a list of ways you can earn money to buy this item.

Goods



Goods

