

Money Matters—Investing in My Future

A program sponsored by Harris Bank to:

- + Increase student knowledge of the economy
- + Orient students to planning for college
- + Expand students' reading comprehension, writing, and mathematics abilities

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Teacher Preview

The program involves students actively in using real-time information from Chicago newspapers to analyze the economy and plan for their college futures. Project guides develops students' competencies that are essential to academic success now and entrance to college: vocabulary, writing, and math. The unit emphasizes college preparation and emphasizes vocabulary and writing because of the importance of those areas not only for college entrance but for success in any career.

The program correlates with the following core curriculum areas and incorporates activities correlated with the state goals in each area.

Reading and Writing Across the Curriculum

State Goal 1: Read with understanding and fluency

- ✓ Adjust strategies and reading rate to kind and complexity of text and purpose for reading
- ✓ Use context and structure of text to interpret written materials
- ✓ Read a variety of texts about a topic
- ✓ Analyze and evaluate information from texts

State Goal 3: Write to communicate for a variety of purposes

- ✓ Prepare to write by organizing supporting information
- ✓ Write statements that are well organized, focused, and coherent
- ✓ Write in a variety of formats
- ✓ Adjust writing to respond to different audiences
- ✓ Revise text to increase clarity and accuracy

State Goal 5: Research to report on a topic, issue, or question

- ✓ Collect information from a variety of sources
- ✓ Classify information
- ✓ Evaluate information in terms of a purpose
- ✓ Analyze information
- ✓ Synthesize information in a report

Applied Mathematics

State Goal 6: Demonstrate and apply a knowledge and sense of numbers

- ✓ Use a variety of arithmetic operations
- ✓ Calculate and use ratios and proportions

State Goal 8: Use mathematics to solve problems

- ✓ Choose strategies to interpret information and solve problems
- ✓ Explain the logic of mathematical problem solving

State Goal 10: Collect, organize, and analyze data to solve problems and analyze practical situations

- ✓ Identify and collect information in a real situation
- ✓ Select and apply strategies to solve problems and analyze situations
- ✓ Report the basis for a mathematical interpretation of a situation

Core Content of Social Studies

State Goal 15: Understand economic systems

- ✓ Apply basic economic principles in economic decision making
- ✓ Analyze situations in terms of the economic principles
- ✓ Analyze different careers
- ✓ Identify the role of financial planning in the progress of individuals, families, and businesses

Using the Unit

The program has four parts, each including activities for reading, writing, and mathematics. The first three parts include separate activities that develop students' skills as they analyze economic situations based on information from the Chicago Newspaper.

Student project guides organize the activities. All of the activities can be done individually, in pairs, in teams, or as family activities. Each part concludes with a Value Added section that includes a project in which students clarify and assess their learning.

A Creative challenge is provided at the end of each section, a project that can become a learning Center activity or a homework project.

Part 4 is a comprehensive project in which students review and clarify what they have learned as they design the Chicago Newspaper for 2020.

The program should be completed within five weeks. Parts 1 and 2 will take one week each; Part 3 will take 1-2 weeks. The fourth part is an opportunity to pull the unit together, assess student progress, and involve your students in presenting their knowledge to other students.

Unit Overview

Part 1: Economic Essentials

Activity 1: Explain Economic Vocabulary

Activity 2: Locate the Economy

Activity 3: Figure the Percentages

Activity 4: Write your own financial guide

Activity 5: Ask Hubert

Value Added:

Assessment: Make your own multiple choice questions

Creative Challenge: Make a booklet about the economy for younger students.

Part 2: Decision-Making

Activity 1: Trace Your Money Across the Economy

Activity 2: Figure the Difference

Activity 3: Narrate the Day

Activity 4: Analyze Choices

Activity 5: Hubert Goes Shopping

Value Added

Assessment: List the top ten things you learned

Creative Challenge: Design a spending/saving math money simulation

Part 3: My Financial Future

Activity 1: Plan my college savings plan

Activity 2: Plan my career

Activity 3: Apply for a college loan

Activity 4: Hubert Saves for College

Value Added

Assessment: Solve real problems

Creative Challenge: Write a letter from the future

Part 4: The Chicagoland Future

Project Guide: Preview the 2020 News

Value Added:

Assessment: What's Important?

Creative Challenge: You're the Teacher

Newspaper Connections

Each activity begins with the collection of information from the Chicago Newspaper. Students then interpret in projects that develop a variety of skills. The activities correlate with the core curriculum and can be extended as homework activities in which students take the Chicago Newspaper home and involve family members in adding their own knowledge about the economy to the current information in today's newspaper.

Assessment and Expansion

Each part ends with a Value Added page. That one-page guide involves students in assessment, synthesis and application of the knowledge they gained.

In addition to knowledge about the economy, students improve their skills as they participate in the activities. To assess the skills development and involve students directly in self-assessment, ask to complete a concise report at the completion of each activity:

- What I learned about the economy
- What skills I improved

Part 4 provides a project-based comprehensive assessment in which students clarify what they learned as they prepare a report on the future of the economy and then develop a teaching plan to present the knowledge they have gained to other students.

Parent Involvement

The activities are excellent opportunities for student-parent dialogue about the economy and particularly about planning for college. The Build A Rich Future poster helps families make vocabulary development a vital part of everyday living.

Vocabulary and Writing Resources

The College Prep Vocabulary and Writing section that concludes each project can be homework that helps parents work with the vocabulary development on the poster.

Two TOOLKITS are provided as resources for use throughout the unit:

- Word Bank
- Writer's Guide

Those two activity guides can be used by students in class and as a homework organizer.

COLLEGE PREP TOOL KIT: WORD BANK

Reading is one of the best ways to expand your vocabulary. Read the Chicago Newspaper and find words you don't know. List the word and then figure out what it means from context—from the way it is used. Use this chart to keep track of the words you learn.

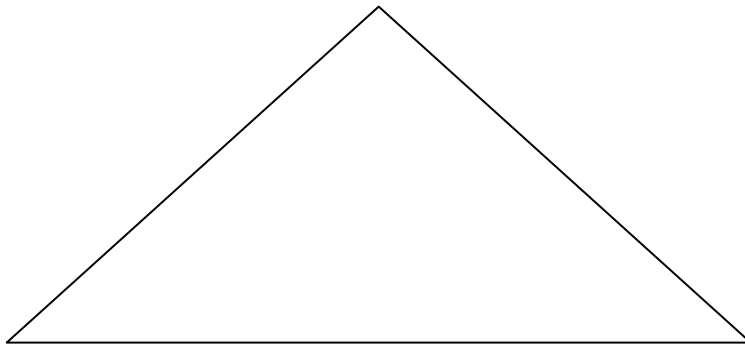
WORD BANK

Word	Where it is in today's Newspaper	Context clues	What I think it means in this context

COLLEGE PREP TOOL KIT: WRITER'S GUIDE

Use the **WRITER'S GUIDE** to organize a way to improve your writing so you always make a point.

Read an article from the Chicago Newspaper and make a "map" that shows the point the writer makes (inside the triangle) and the ways that writer supports it (along the sides).



Before you write, answer these three questions:

1. What's the point I want to make?
2. Who will read my writing?
3. What kinds of information should I include?

Then use the same triangle to plan the writing you do. Provide at least three supports for each point you make.

Part 1: Economic Essentials

Activity 1: Explain Economic Vocabulary

Every college student uses a special vocabulary in each course. Building a content vocabulary is useful now and will be an advantage in college. Start your economics glossary with the Chicago Newspaper. Find these words in the newspaper. Read the article in which you find them to figure out their meaning. Then write words or draw a cartoon or symbol to show what each one means.

Economics Vocabulary	Explanation
bank	
business	
industry	
Interest rate	
labor	
market	

- ✓ We left four spaces for you to add words you find that are important to understanding the economy. Add four words and explanations. Then keep expanding your glossary as you continue to learn about the economy
- ✓ Use the words to write your own economic news report. Use all ten in your report.

College Prep Vocabulary and Writing

Choose one of these college subjects and do this same activity in that other subject area: art, biology, ecology, geography, political science.

Part 1: Economic Essentials Activity 2: Locate the Economy

Economics is everywhere every day. Identify ten different locations in today's Chicago Newspaper where an event is taking place that will affect the economy.

Place	Event	How it will affect the economy	How it may affect my economic future.

*Evaluate the events.
Which one do you think will have the biggest effect on your future?*

Support your position. Give three reasons for your choice.

College Prep Vocabulary and Writing

What's the difference between affect and effect? Write a headline in which you use both words. Do the same for: capital, capitol; hear, here; principal, principle; precedent, president; shore, sure; wear, where; whether, weather.

Part 1: Economic Essentials Activity 3: Figure the Percentages

Make up a Percentage Problem

Example: An exercise bicycle costs \$120. It's on sale, 20% off the price. What are three ways to figure out how much the cost will be? Answers include: (1) divide the price by five, then subtract that amount from \$120; (2) divide the price by 10, multiply that by 8; (3) multiply the price by .80.

That's just an example, but before you do your own problem, explain why answer (2) would be a good way to solve this problem.

Now, make up your own problem with percentages based on newspaper information.

My percentage problem:

Give your problem to another student to solve. They need to: solve it; explain two different ways to solve it.

People use news of percentage changes in rates of interest, salaries, and prices to figure out changes in the economy. Look through the Chicago Newspaper financial percentage news . It could be news about a raise workers get, an ad for loans, a report on interest rates. Figure out what the information tells you about the economy. We did one example for you. You do the other one.

Interest news: United Airlines Flight attendants will get a 7.5% raise.

Analysis: There will be more people who want to be flight attendants; there will be more flight attendants who want to work for United; other airlines probably will increase their salaries.

Interest news: _____

Analysis:

College Prep Vocabulary and Writing

Use these words to explain the importance of percentages in everyday life: decimal, decision, fraction, interest, percent, proportion, rate

Part 1: Economic Essentials Activity 4: Write your own financial guide

Choose one of these four roles:

Banker

Principal

ParentService Worker

Read the Chicago Newspaper and collect news that affects your financial situation. Write headlines that summarize that news. List five financial facts that are important to you.

News I Need to Know

- ▼ _____
- ▼ _____
- ▼ _____
- ▼ _____
- ▼ _____

Then make choices as if you were that person.

Choice: save more or less now _____

Why: _____

Choice: what to buy now _____

Why: _____

Choice: what not to buy now _____

Why: _____

Choice: how to get more money _____

Why: _____

Next step: interview someone in this position. Ask what they think is important to know about the economy. Compare your advice with theirs.

College Prep Vocabulary and Writing

Write a speech for the President of the United States. Base the letter on today's news. Use the persuasive vocabulary of a speech-writer.

Part 1: Economic Essentials Activity 5: Ask Hubert

Hubert is a symbol for Harris Bank. Hubert is a friendly, helpful lion. Hubert does not have an advice column, but if he did, he would help people figure out how to make good choices about money. Read the advice columns in the Chicago Newspaper to find out the kinds of letters people write and the kinds of advice they get. Then write answers to these persons as if you were writing Hubert's advice column.

Dear Hubert,

There is a sale on bicycles. I can get a new bike for 50% off. My bike is old and needs new tires and paint. What should I do?

Urgently, Bike-Rider without Savings

Dear Bike Rider,

Your Friend, Hubert

Dear Hubert,

I want to go to college in another city. I could go to a community college first. The tuition is much lower than the other college. And my family would not have to pay for me to travel to the other city. But I really want to live on my own. What should I do?

Anxiously, College Bound in Chicagoland

Dear College Bound,

Your Friend, Hubert

Work with another student to make up more problems and answers. Use the Chicago Newspaper to find real situations in which people need to make choices. Each of you writes a letter based on that situation. Then exchange the letters and write advice.

College Prep Vocabulary and Writing

One of the most important letters you will ever write is your college application. Draft that letter now. Explain how you have invested your time to prepare to succeed in college. Revise the letter to add adverbs and adjectives that strengthen your points.

Part 1: Value Added

Assessment: Make four multiple choice questions about what you have learned about the economy. Write challenging questions. Then combine your questions with other students and put together a team or class quiz.

<p>Question:</p> <p>Possible Answers:</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>	<p>Question:</p> <p>Possible Answers:</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>
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Creative Challenge

Make a booklet about the economy for younger students. You can make it in a “Big Book” format, a fable, cartoons, or a story book.

Part 2: Decision-Making Activity 1: Trace Your Money Across the Economy

Use a CTA or RTA map or a map from the telephone directory or a map you get from an on-line map service to make a map key of economic locations in Chicagoland. Include banks, stores, restaurants, places where people get services. Include locations you find in the Chicago Newspaper and that your own family uses. Put numbers on the map that match those locations. Use this chart to make your map key. Note one place next to each number. Then note those numbers on the map.

1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20

Then trace a day in the Chicagoland life of \$200. The money starts with your family. Decide where your family will spend it. For example, you might go to the clothing store and spend \$all \$200 there. Then the clothing store workers get paid and re-spend that money in another store. Figure out where the money could go next. Take it through ten different places in one day. End at a bank. Draw lines on the map to show its route.

Place Number	What happens to the \$200	How much money has been added to the economy?
	It is deposited into a savings account.	

The third column tells what happens when people re-spend money they receive. It's called the multiplier effect.

It doesn't really stop at the bank. The bank can then lend money to someone based on that deposit.

College Prep Vocabulary and Writing

Write a "Where in Chicagoland" is my \$100. Make up clues that are so descriptive that others can guess where in Chicagoland that money is.

Part 2: Decision-Making

Activity 2: Figure the Difference

The more your family saves the greater your future possibilities are. Use the Chicago Newspaper to figure out how to save your family money. Look for advertisements for things your family needs to buy every week or month. You can include rent, food, phone service, clothes, other things your family pays for on a regular basis. You even could use the prices of automobiles if that is something your family needs to buy. You can add prices you see in your neighborhood such as prices for gasoline. List two different prices. Then figure out how much your family would save if you bought from the lower-priced seller.

What We Need	What Seller 1 Charges	What Seller 2 Charges	How Much We Save

There are other things to think about in addition to the price. What else should your family think about before deciding to choose the lower-priced items?

How much would your family save all together if they bought the lower-priced items?

Total Savings: \$ _____

If your family put that money into the bank and earned 7% interest on it, how much money would your family have at the end of the year? Total: \$ _____

College Prep Vocabulary and Writing

Long ago, when a penny could buy more, Ben Franklin wrote “A penny saved is a penny earned.” Make up five contemporary statements that make that same point.

Part 2: Decision-Making

Activity 3: Narrate the Day

Create a cartoon strip that shows a day in the Chicagoland economy. Find three persons in today's newspaper who might meet during a day in Chicagoland. Then make a cartoon strip showing the story of their days including those meetings.

	Person 1	Person2	Person 3
M o r n i n g			
A f t e r n o o n			
E v e n i n g			
N i g h t			

College Prep Vocabulary and Writing

A synopsis is a short summary of events. Look at the synopses of TV shows in the Newspaper to see good examples. Notice how the verbs clarify the events. Then write a synopsis of an economic event from today's Chicago Newspaper. Give your synopsis and the section of the paper to someone and see if that person can identify the event you summarized.

Part 2: Decision-Making

Activity 4: Analyze Choices

Find an article in the Chicago Newspaper about any organization in the Chicagoland economy. It could be a sports team, a business, the Mayor's office, an agency, a newspaper, a bank.

1. Read the article and list the persons who are part of the organization who are part of the report.
2. What other persons might also work at that organization? Use your experience to list more. Use your inferential skills to identify others.
3. What choices are reported in the article.
4. Make a flowchart showing what led to the choice and what you think might follow

College Prep Vocabulary and Writing

Write the dialogue that might take place at a meeting at that organization tomorrow. They have all read today's newspaper report. Who will say what about this news at the meeting tomorrow? Use words that would be part of each person's vocabulary. For example, the president of an organization might use words about leadership.

Part 2: Decision-Making Activity 5: Hubert Goes Shopping

Imagine Hubert the Harris Lion goes shopping in Chicagoland. He starts out with \$100. You get to go with him.

Here's the layout for a board game you could use to figure out what Hubert's shopping trip adds up to.

First, set a goal for the trip.

I want to: buy as much as possible at sales prices

Or

I want to save a lot of money.

Or

I want to make two trips around the board and still have money left.

Before you go, write the shopping tips that Hubert would give you. The first four are started for you. You make up the rest of each of those tips. Then you write tips 5 through 8.

<p>Tip 1: If you don't need something,</p>	<p>Tip 2: If something is not on sale,</p>	<p>Tip 3: If you find something you use a lot is on sale,</p>	<p>Tip 4: If you start with \$100, then you should</p>
<p>Tip 5:</p>	<p>Tip 6:</p>	<p>Tip 7:</p>	<p>Tip 8:</p>

Bank Put \$10 here to keep it safe.	Bakery Cookies \$1 each. Buy as many as you like.	Movie theater \$6 for a ticket—how many will you buy?	Clothing store Storewide clearance 50% off. How much will you spend?	Pet store Rabbits, \$12 each, today only. How many will you buy?	Record store Today's top cd \$12. Buy it now?
Computer Store Computer \$1,000, \$10 per week plan plus 10% interest	Rule 1: roll a die or use a spinner to figure out where you are. Rule 2: Every stop costs at least \$5 Rule 3: At the bank you can deposit money to save Rule 4: If you spend all your money you lose			Restaurant Full meal \$12	
Hair salon Hair cut \$20 on sale today only				Book store 2 for 1 book sale today	
News stand Newspaper: 50 cents				Shoe store Shoes \$55	
Shoe store Shoes: \$35 special sale today only	Flower store Plant: \$10	Coffee shop Snack: \$5	Museum Admission \$5	Park FREE	Start Here

College Prep Vocabulary and Writing

Use the Chicago Newspaper to make a game board that includes information about prices and places that could be part of a day in a Chicago economy trip. Make the game more challenging by listing words that describe the places but do not name them. For example, floors of stores with escalating fountains would be Water Tower Place. When someone "lands" on a space that person would get extra points for guessing what it is.

Part 2: Decision-Making Value

Assessment: List the top ten things you learned in Part 2.

1

2

3

4

5

6

7

8

9

10

Turn them into a Jeopardy game. Give them to another student who figures out a question they match. Then exchange your questions and answers with the questions and answers another pair of students makes.

Creative Challenge: Design a new form of money.

1. What does it look like?
2. How does it work?
3. Why would this be a good way to help people use money?

Part 3--My Financial Future

Activity 1: Plan my college savings plan

Saving for college takes time. The sooner you start, the more money you will have to pay the costs of college. Imagine you had \$1,000 to put into a savings plan for college today. Check the Chicago Newspaper to figure out the interest rates you would get if you invested money in a money market account or a bond.

Money Market Rate	Bond Interest Rate	Savings Account Rate

Choose one way to save. To do that, you should discuss the different kinds of savings with your teacher or parents.

I choose _____ because _____

_____.

Then figure out how much you would have if that same rate was in place every year for the next years before you go to college.

How much money would you have at the end of the first year? \$ _____

How much money would you have at the end of the next year? \$ _____

Keep figuring out the money you would have between this year and the year you go to college. Remember, you will keep reinvesting the interest you get so each year there is more to multiply by the interest rate.

Then add more. What if you earned \$1,000 every year between now and the time you go to college. How could you do that? If you had a job that paid you \$5 an hour, you would only have to work 200 hours to earn \$1,000.

Make a realistic plan for how you can earn money and save it for college.

Where I could work: _____

How much I would earn: \$ _____

What I would need to use money to pay for: _____

How much I will be able to save for college in a year: \$ _____

College Prep Vocabulary and Writing

Write a letter to the editor of the Chicago Newspaper. In your letter, explain what you think the state and nation should do to help students afford college.

Part 3—My Financial Future

Activity 2: Plan my career

Ten years from today, you could have graduated from college and be starting your career. Read the Chicago Newspaper and predict what you think will be important careers you would like to have in the future. To make those predictions you need to make inferences. For example, if you read about a discovery in medicine, that will affect medical careers. Will it increase jobs in medicine next year? Will it still lead to increases ten years from now? Complete this chart to make those predictions.

What the Article in the Newspaper reports	What I think will happen to careers next year based on this news	What I think will happen to careers ten years from today based on this news

Fill in this time-line for yourself for the next ten years. Include the work you will do to prepare for college and to qualify for a scholarship, your college years, and your jobs.

2012	
2013	
2014	
2015	
2016	
2017	
2018	
2019	
2020	
2021	
2022	

College Prep Vocabulary and Writing

It's 2012 and you have that career. List ten words that are part of your work. Then write a memo to someone you work with using five of those ten words.

Part 3--My Financial Future

Activity 3: Apply for a college loan

Imagine it is the year you will apply to college. Write an application for a college loan. First, list facts about yourself that the college should consider in deciding to give you the loan.

You are writing a persuasive essay. It needs to be realistic. You need to give the college good reasons to make this decision. Read the opinion essays in the Chicago Newspaper to see how effective persuasive writing is presented. Outline one of the essays in the Newspaper. Show how the writer introduces the position and then continues the argument. Then outline your own essay.

Introduction: How will you begin your essay?

Paragraph 1: What's the major point you will make?

What evidence will you provide to support that point?

Paragraph 2: What's the major point you will make?

What evidence will you provide to support that point?

Paragraph 3: What's the major point you will make?

What evidence will you provide to support that point?

Conclusion: How will you end the essay?

College Prep Vocabulary and Writing

Write the essay and give it to another student to suggest words and kinds of statements you could add to improve it.

Part 3--My Financial Future

Activity 4: Hubert Saves for College

Design posters that incorporate Hubert the Harris Lion motivating students to save for college and showing them ways to save. First, look at the editorial cartoons in the Chicago Newspaper. How do they use pictures and words to make a point? Then plan your own illustrations to communicate two different points about saving for college.

What's the Point of This Poster?	Draw a sketch of it here
<p>Saving for college is more important than buying things you would like to enjoy today.</p> <p>What kind of illustration would make this point?</p>	

What's the Point of This Poster?	Draw a sketch of it here
<p>You decide:</p> <p>What kind of illustration would make this point?</p>	

College Prep Vocabulary and Writing

Here are some words that often are tested on the Scholastic Aptitude Test: indifferent, objective, innovate, candid, inevitable, diverse, diligent. Use them to write captions or slogans for your posters.

Part 3--My Financial Future

Assessment: Write a letter to your parents about your plans for college. List the following points you will include in the letter:

Why you want to go to college

What college you would like to attend and why you want to go there

What you will do about saving for college

What you will do to prepare to earn a scholarship to college

Creative Challenge

Pretend it is the year 2012. You accomplished the time line you made for Activity 3. Write a letter as if you were there. Write to your family to thank them for helping you succeed.

Part 4: The Chicagoland Future

Imagine this area's future 20 years from today. You and the other students have all succeeded in achieving the college and career goals you planned to achieve—and in fact you have been even more successful than planned. One of you is President of Harris Bank, one is the Editor of the Chicago Newspaper, one is a Congressman, one is a medical researcher, one is a teacher—everyone has an important career.

Complete this outline for an issue of the Chicago Newspaper for one day that year.

Front Page

News Digest—highlights of articles you'll find in other sections of today's newspaper	WORLD NEWS: A CHICAGO LEADER HELPS SOLVE A WORLD PROBLEM
In world news	List main idea of article here
In Chicagoland news Section	
In health section	
In sports section	CHICAGOAN RECEIVES NOBEL PRIZE
In business section	List main idea of article here
In arts and entertainment section	
Special Feature	

College Prep Vocabulary and Writing

Then assign the articles to students to write. In addition to articles, some students could prepare ads for this special future edition of the newspaper. One or two students should put together a College Prep Vocabulary crossword puzzle, too.

Unit Assessment--Added Value

Design the test for this unit.

What's important to know?	What's a good way to check this knowledge?

Creative Challenge: You're the Teacher

Use the list of what's important to plan a lesson you will teach other students.
Make an outline for your lesson.

1. How will you introduce the lesson
2. What activities you will have students do so they are actively involved in learning
3. How you will conclude the lesson
4. How you will assess what the students learned