

Teacher Notes



Money Moves

Activity 2 Creating Narrative Composition

Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Narrative Composition
- ◆ **Topic:** Money Moves
- ◆ **Grade Level:** 6 – 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 60 minutes

Materials

- ◆ TI-83 Plus
- ◆ TI External Keyboard
- ◆ Overhead projector and transparency
- ◆ NoteFolio™ app installed on every TI-83 Plus
- ◆ Student Work Sheet: **Currency Travelogue**
- ◆ Teacher Guide: **Rubric for Assessing Money Moves Speech**

Activity Overview

In this activity, students write their own stories about the travels of a piece of currency with assistance from their classmates.

Tip

Activity 2 involves the possible use of actual money. Teachers using this lesson should use their own money (not the students' money) and collect it at the end of class. Use small pieces of currency: coins and \$1 bills. If you are not comfortable with the idea of using actual money, use fake money from a novelty store or board game.

Directions

Before the Activity Begins

Make an overhead transparency of the **Rubric for Assessing Money Moves Speech** prior to the start of class. Also make enough copies of the Student Work Sheet, **Currency Travelogue**, so that each student can have his or her own copy.

Give each student a piece of currency and a copy of the Student Work Sheet entitled **Currency Travelogue**.

During the Activity

Review Activity 1 with the students, and preview Activities 2 and 3 by reviewing the **Currency Travelogue** Work Sheet and the **Rubric for Assessing Money Moves Speech**.

Devise a systematic way for students to pass the money around. Students could sit in a large circle and simply pass the money from left to right or, if you prefer, students could sit in rows and pass the money to the next person in the row.

Use the following instructions to lead students through the activity:

1. "You hold in your hand a piece of currency. It may be a penny, nickel, dime, quarter, or \$1 bill. Today you are going to imagine where this money will go. To begin its journey, you will have to spend it on something. You have 3 minutes to do the first part on your **Currency Travelogue**."
2. "Time is up. Pass your currency and travelogue to the next person. I want you to have fun with this. Where does your money really go? You have no idea. Have fun imagining where money goes after you pay for something."
3. Repeat Steps 1 and 2 at least four times.
4. Have the students return the currency and travelogues to their owners.

Each student should now use the completed currency travelogue and a new NoteFolio™ file on the TI-83 Plus to draft a cohesive narrative about the piece of currency. Students should save their work and name the file **MNYJNY** (for "Money Journey").

After the Activity

Prepare students for Activity 3 by quickly reviewing the rubric once again. Remind students that their narratives will be presented as monologues and that they will be expected to answer questions in character (that is to say, in the persona of the currency) after giving their monologues.

Inform students that they should be prepared to present their narratives as monologues to the class the next day.

Student Data Sheet
Currency Travelogue

Name: _____

Date: _____

Owner 1

- ◆ Describe the new owner.

- ◆ Where is the owner and what has he/she been up to?

- ◆ What did the owner use the piece of currency for?

Owner 2

- ◆ Describe the new owner.

- ◆ Where is the owner and what has he/she been up to?

- ◆ What did the owner use the piece of currency for?

Owner 3

- ◆ Describe the new owner.

 - ◆ Where is the owner and what has he/she been up to?

 - ◆ What did the owner use the piece of currency for?
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Owner 4

- ◆ Describe the new owner.

- ◆ Where is the owner and what has he/she been up to?

- ◆ What did the owner use the piece of currency for?

Owner 5

- ◆ Describe the new owner.

- ◆ Where is the owner and what has he/she been up to?

- ◆ What did the owner use the piece of currency for?

Owner 6

- ◆ Describe the new owner.

- ◆ Where is the owner and what has he/she been up to?

- ◆ What did the owner use the piece of currency for?

Teacher Guide

Rubric for Assessing Money Moves Speech

Presenter: _____ Date: _____

1. The student spoke loudly and clearly.

1 2 3 4 5

2. The speech is replete with funny or imaginative scenarios.

1 2 3 4 5

3. The student successfully answered questions in character.

1 2 3 4 5

4. The student successfully answered questions in character.

1 2 3 4 5

5. The speech was free of distracting errors.

1 2 3 4 5

Scale:

1 – Strongly Disagree

2 – Somewhat Disagree

3 – Neutral

4 – Somewhat Agree

5 – Strongly Agree