



The Real World: Financial Literacy for Life

Grades 9-12

Teacher: Mrs. Muhammad

Date: 08/19/2019

Overview & Purpose

Provide the lesson title and a short (3-4 line) purpose statement expressing your vision for this lesson.

Describe the economic development by which the United States became a major industrial power in the world and identify the factors necessary for industrialization.

Objectives

List your 3-5 objectives. Specify the new skills that the students will gain as a result of the lesson.

What will students have learned or experienced by the end of the lesson?

1. Students will be able to explain the concept of monopoly as well as identify the key terms and cite specific examples.
2. Students will play the traditional Monopoly games to familiarize themselves with the basic premise and rules of the game.

3. Student created games can reflect their personal interests.
4. The students will produce a financial literacy film, it will become a highly motivating effective lesson moving forward, that can be shown over and over.

Materials Needed

What items do you need to complete this lesson? Please include items you requested in your project as well as anything else you used to bring this lesson to life.

1. The Monopoly board game.
2. The "Real" money.
3. The video camera.
4. Student Players and a cameraman.
5. Index cards.

Verification

What 3+ steps did you go through to make sure that your students understood the concepts you taught in your lesson?

1. The students will use their previous knowledge of how to play the game of monopoly to consider how that relates to today's lesson.
1. Students will think about ways in which monopolies work, and consider some modern day monopolies.
2. Students will exhibit their understanding by playing the game and answering questions concerning monopolies.
3. Students will be moving about the classroom throughout the game.
4. Interpersonal: Students will have to interact with the other classmates, as well as to read aloud to the class.
5. The students will identify the terms on the property placards.
6. Students will record answers to the questions on the index cards, as well as to be able to explain what a monopoly is all about.

Activity

What activity did you take students through to reinforce the concepts you taught during your lesson?

1. The teacher will break the students up into groups.
2. Each group will receive 4 \$500, 3 \$250, 5 \$100, and 4 \$50s and a large object (for example a business hat, a shoe, a cup, etc.) to be their game piece.
3. The students will then roll the dice and play monopoly. The students will remain in their chairs, but one of the players will move their item the correct amount of spaces.
4. Each time the group lands on a game piece, they will have to explain what that piece means. They will read or summarize the facts of that placard to the class. Players may purchase properties they land on if unoccupied, paying the price on the placard sign. The students will purchase such places as Woolworth's, Standard Oil Co., U.S. Steel, Vanderbilt Railroads, etc.
5. The students may buy a hotel for their property before starting their next turn, only if they gain ownership of all included in that set.
6. Players landing on a property owned by another member must pay a fine listed on that card, to that member.
7. The teacher will spend the last five minutes of class discussing how the game relates to monopolies, corporations, trusts and big business.
8. In a separate class period, students will work in groups to record a video about what they learned about monopolies, corporations, trusts and big business

