

Using Children's Books by BIPOC Authors to Teach Economics Standards

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MINNESOTA COUNCIL ON ECONOMIC EDUCATION (MCEE)

Our Vision

Economic and financial literacy education has transformed the lives of Minnesotans, empowering them to find pathways to life and workplace success, and to provide for family and community stability.

**Teaching Teachers, Engaging Students, and Reaching
Communities**



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Colleen Gray, MCEE Education Director

- Background in Education, Non-Profit Management & Human Resources Management
- Passion for economics education began as a fifth grade teacher
- Committed to helping teachers understand and confidently deliver economic and personal finance standards



Michelle Deziel, MCEE Master Teacher

- Licensed elementary school teacher and aspiring instructional designer
- Believes that cultivating an understanding of personal finance and economics is essential to promoting future personal financial wellbeing
- Enjoys supporting teachers as they prepare to deliver K-12 economics standards



Webinar Objective

Demonstrate how to use children's literature written by Black, Indigenous, People of Color (BIPOC) authors to teach economics and personal finance concepts



Agenda

- Take a quick look at content of MCEE lesson plan
- Examine lesson collection
- Share economic/personal finance education resources
- Answer questions

What will you find in an MCEE Lesson Plan?

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- Lesson description
- Goals/objectives
- Materials
- Handouts
- Standards/Benchmarks
- Access for all learners
- Anti-bias considerations
- Prior knowledge needed
- Vocabulary list
- Step-by-step instructional procedures
- Lesson assessment
- Additional resources
- Opportunity to provide feedback

What will you find in an MCEE Lesson Plan?

LESSON Plan
Daddy, What is Money?

Grade Level: **Grade 2** | Time Required: **30 minutes**

Lesson Description
Students learn the basics about money, how to manage it, and analyze the details of a story to demonstrate understanding of the text.

Goals/Objectives

- Identify money as a means to make exchanges for things such as goods and services
- Recognize items previously used as money to understand characteristics that make an item useful as money
- Relate what the characters in the story learned to the lives of students

Materials

- "[Daddy, What is Money?](#)" by Sean K. August
- Students will need a piece of paper
- Pencils

Handout List

- [What Makes Something Useful as Money?](#) (when link is opened, you will be instructed to make a copy of the document; NOTE: Answer Key is on page 2)
- [Handout: Daddy, What is Money?](#) (when link is opened, you will be instructed to make a copy of the document)

Standards / Benchmarks

Economics

- 2.2.4.5.2 Identify money as any generally accepted item used in making exchanges. ([IMY Social Studies Economic Standards 2020](#))
- 2.2.7.1 Investigate what characteristics make an item useful as money. ([IMY Social Studies Economic Standards 2020 & Draft Plans 2022](#))

English Language Arts

- 2.1.4.1 Ask and answer questions including who, what, where, when, why and how to demonstrate understanding of key details in a text; recount the text. ([IMY eLP English Language Arts Standards, Commissioner Approved Draft 2020](#))

Social Justice

- 2.1K-2.7 I can describe some ways that I am similar to and different from people who share my identities and those who have other identities. ([Social Justice](#))

LESSON Plan - Daddy, What is Money?

Standards: [IdentifyEconomic.org 2018](#)

Access for All Learners

Questions to consider while preparing the lesson to ensure all students have the accessibility to appropriately engage in the lesson:

- Do any of my students need different modalities (e.g., through vision, hearing, or touch) or information in a format that will allow for adjustability such as text that can be enlarged, sounds that can be amplified?
- Are there instructional strategies I could use (e.g., graphic organizers, sentence stems, [Visual Thinking Strategies](#)) to make the lesson more accessible and less intimidating for my ELL students?
- Do the assessments reflect what my students know?

To learn more about making lessons accessible for your students, access these links: [Universal Design for Learning Guidelines](#), [Universal Design for Learning: Meeting the Needs of All Students - Best Practices for Serving English Language Learners and Their Families](#)

Anti-Bias Considerations

Questions to consider while preparing the lesson to ensure the lesson supports inclusion for all of your students:

- Will my students see themselves in the lesson and if not, how can I enhance the lesson so that each student can see themselves?
- Is the lesson relevant to my students' lives and lived experiences and if not, what changes can I make to the lesson to make it relevant to my students?
- How can I encourage students to question and respond to ideas or examples they consider to be unfair?
- How will I respond to stereotypical or unjust ideas that emerge in discussion or the lesson itself?

To learn more anti-bias education, access these links: [AMAZE.org - Teaching for Change](#)

Prior Knowledge

- Goods
- Services

Vocabulary

- Money
- Save
- Earn or earnings
- Debit

For additional terms and definitions, as well as a tool to create custom flashcards, please

LESSON Plan - Daddy, What is Money?

Consult the [Glossary of Economics and Personal Finance Terms](#) from the Federal Reserve of St. Louis.

Instructional Procedures

Use this [checklist](#) for important considerations while planning:

- Give each student a [What Makes Something Useful as Money?](#) handout and ask them to take out a pencil. Tell them they will watch a short video and need to be handout and fill in answers to the fill-in-the-blank words on the handout and fill in answers to the crossword puzzle.
- Play video [What Makes Something Useful as Money?](#) | Education | St. Louis Fed (2:01). Give students time to fill in the answers on the handout and if they struggle to recall answers given in the video, play the video again.
- Ask students "What items were once used for money?" (beads, cows, grain, cubes of salt, dried fish and copper)
- Ask for volunteers to share one characteristic of money that they wrote down on their handout and continue getting answers until all items have been identified. Once all items are identified, instruct students to hang on to the handout for their reference.
- Give each student one [Handout: Daddy, What is Money?](#) graphic organizer and tell them you will read the story [Daddy, What is Money?](#) and after finishing reading, students will answer the questions on the graphic organizer.
- Read the questions on the graphic organizer and encourage students to listen for answers to the questions as you read the story.
- Read [Daddy, What is Money?](#)
- Instruct students to complete the graphic organizer.
- Collect the completed graphic organizers and if time allows, talk through questions and answers as a class.

Lesson Assessment

Use the handout to gauge students' understanding of the story and pay particular attention to questions about the story. Follow up with students who have questions and answer(s) as a class.

Additional Resources

- [History of Money](#) (2:35 youtube video)
- [Boring Economics Center Story: Brain's Treasure in the Classroom - Federal Reserve Bank of Atlanta](#)

Thank You!

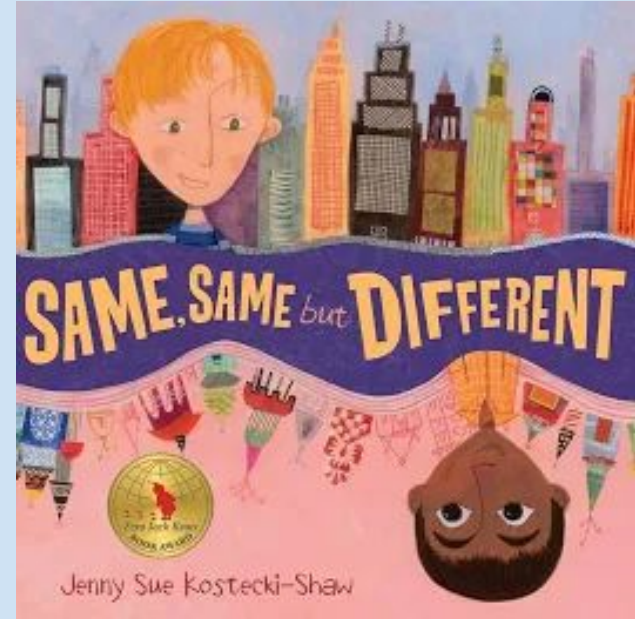
Thank you for your interest in the MCEE curriculum. We strive to provide content that meets the needs of teachers and their students. Please take five minutes to open the link below and answer a few questions about the lesson. Your input is invaluable to ensure the needs of teachers and students are being met by MCEE resources. Thank you!

amint@bpoauthors.org#feedback

Kindergarten: *Same, Same but Different* (Jenny Sue Kostecki-Shaw)

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Students learn about needs and wants as they explore characters in a story and answer questions about the characters' needs and wants



Kindergarten: *Same, Same but Different* (Jenny Sue Kosteck-Shaw)

Econ: Needs, Wants

ELA: Key details in a text

SJ: Learn how people live daily in different ways

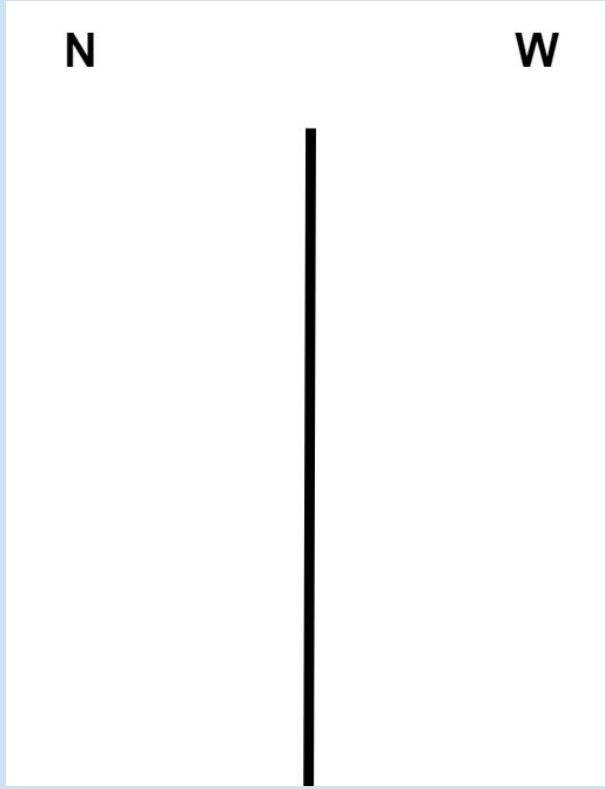
Activities

★ [Needs and Wants](#)(1:58 minutes)

★ [Visual: Same, Same but Different](#)

★ Practice identifying wants and needs identified in the story

Kindergarten: Same, Same but Different (Jenny Sue Kosteck-Shaw)



First Grade: *Madison's 1st Dollar* (Ebony Beckford)

- Explore the concepts of spending, saving, and donating money.
- What will Madison do with her dollar? What would you do with a dollar?
- How are you and Madison alike? How are you and Madison different? Why is it important to be friendly to people who are like you and different from you?
- Economics, ELA, Math, and Social Justice Standards incorporated in the lesson.



First grade: Madison's 1st Dollar (Ebony Beckford)

Students will have exposure to the **PACED** Decision Making Process: **P**roblem, **A**lternatives, **C**riteria, **E**valuate, **D**ecision.

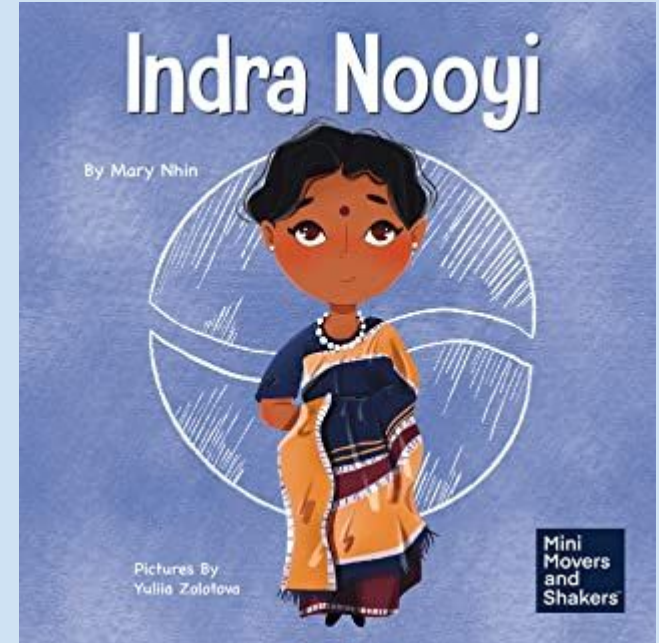
Econ: Describe some costs and benefits of alternative choices made by families. Use pro/con analysis for two available alternatives to make a decision.

Activities

- ★ [Money review](#)
- ★ Play “Make a Dollar”
- ★ Write and/or draw a picture of what you would do with a dollar and explain

Second Grade: *Indra Nooyi* (Mary Nhin)

Students learn about goals and outcomes as they explore the fascinating life of Indra Nooyi – the first woman CEO of Pepsico.



Second Grade: Indra Nooyi (Mary Nhin)

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Econ: Goals and outcomes

ELA: Understanding key details in text

SJ: Describe ways of being similar and different from others

Activities

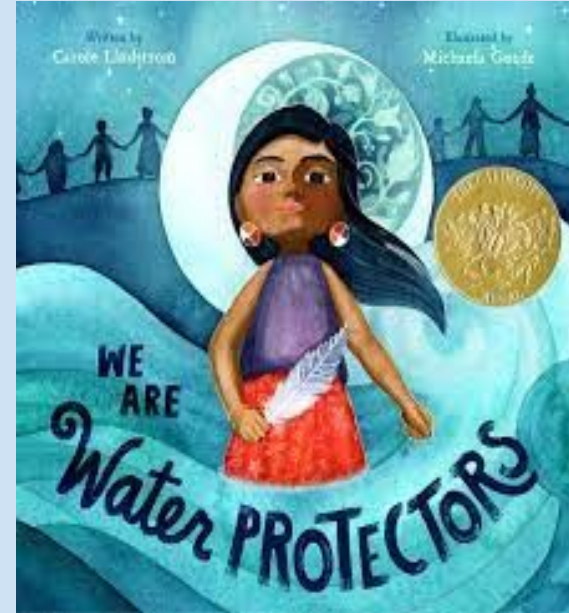
★ [Goal setting for kids | Small Talk | CBC Kids](#)

★ [Handout: Indra Nooyi](#)

★ Journal writing

Third Grade: *We Are Water Protectors* (Carole Lindstrom)

- Learn about the importance of protecting water from an indigenous person's perspective.
- Learn about the Dakota Access Pipeline.
- Water as a natural resource.
- Economics, ELA, Science, Social Studies, and Social Justice Standards incorporated in the lesson.



Third Grade: *We Are Water Protectors* (Carole Lindstrom)

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Students will think about how water as a natural resource is used in daily life and for producing products. In addition, students will think about what services are dependent on water.

Econ: Producing any good or service requires resources

Activities

- ★ Watch videos about Anishinaabe, Dakota, and Tlingit cultures
- ★ Watch: “[Despite protest, Dakota Access Pipeline Nears Completion](#)”
- ★ Observe water pollution and record observations

Fourth Grade: *Last Stop on Market Street* (Matt de la Peña)

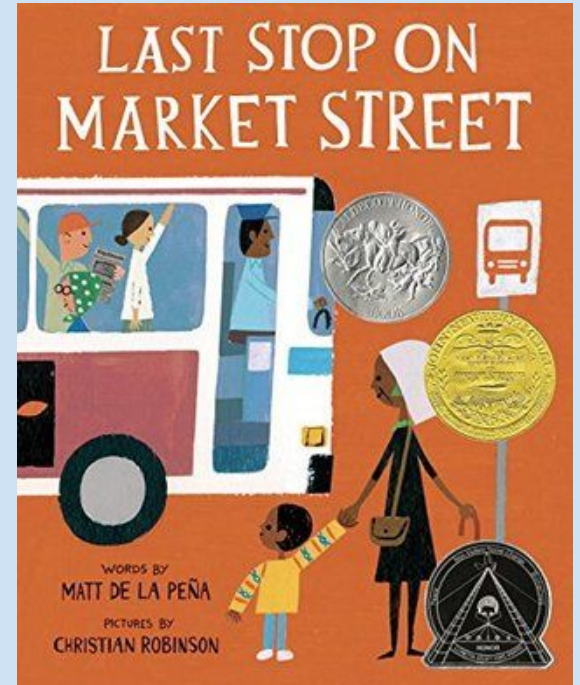
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Students will apply a reasoned decision-making process to make a choice, examine how incentives can change people's decisions about resource use, describe details and examples in a story, draw inferences, and learn about other people's lives and experiences.

LESSON Plan
Last Stop on Market Street

ECONOMIC EDUCATION
Bringing Economics to Life

Lesson Title	Grade Level	Time Required
Last Stop on Market Street	Grade 4	Part 1: 30 minutes Part 2: 30 minutes Part 3: 45 minutes



Fourth Grade: *Last Stop on Market Street* (Matt de la Peña)

Activities

Econ: Incentives, Resources,
Decision-Making

ELA: Making Inferences

SJ: Learn about other people's
lives and experiences

- ★ [Inferences | Making Inferences | Award Winning Inferences Teaching Video | What is an inference?](#)(6:08 youtube video)
- ★ [Inference Task Cards Activity](#) (cut out each of the eight inference cards)
- ★ [What are Incentives Interactive Activity](#)
- ★ [PACED Decision-Making Steps](#) visual
- ★ [PACED Decision-Making Grid](#) handout
- ★ [Car vs Bus in the Big Commute](#) (1:45 youtube video)
- ★ Journal writing

Fourth Grade: Last Stop on Market Street (Matt de la Peña)

Name _____ Date _____ Page 1

Inference Task Cards

A reader must make an inference when the author does not tell everything about the story. Making an inference is like putting the pieces of a puzzle together.

Clues in the Text + What You Know = Inference

Directions: Read the passages and answer the question on your answer document.

- My teacher walked into class with her glasses on. It was unusual that she wore her glasses. Her eyes were puffy and she talked quietly to the class. On her desk, she had a bag of cough drops and some tea with a bottle of honey next to it.
What was wrong with the teacher?
- Sarita was excited to get out of the car. She had been waiting for today for weeks and it was finally here. She slipped as she went up the walkway to the house, and her mom opened the door. Suddenly, everyone shouted, "Surprise!"
Why was Sarita excited?
- Benjamin was nervous for Saturday. He knew that the team would gather at the field in the morning for a pep talk from their coach. Benjamin would find his spot between the goalposts and wait for the action to arrive.
What was Benjamin doing?
- Lulu's sister was a fantastic artist. One day, Lulu walked into her sister's room to find her crying. There were bright red, blue, yellow, and green puddles of liquid all over the floor.
What caused Lulu's sister to cry?
- Zander sat at his desk with his headphones on. He saw his teacher's face and his friends' faces on the computer in front of him. He pressed a button so he could lower the volume.
What was Zander doing?
- Rio and Marcus sat in the backseat of the car as their dad drove. The car traveled quickly on the highway and it seemed like they had been in the car for hours. However, when they reached their destination, it would be all worth it.
What were Rio, Marcus, and their dad doing?
- As she stood in line, Mona looked at the choices on the menu. There were so many good options, today! She narrowed down her choice to something sweet or something salty. She made a decision, stepped forward, and began to speak.
What was Mona doing?
- Omar and his team practiced together every day after school. They went to the court behind the school and bounce-passed the ball to each other. Whenever someone scored a basket, everyone would cheer and say, "Nice job!"
What sport did Omar play?

Find worksheets, games, lessons & more at education.com/resources

Name _____ Date _____ Page 2

Inference Task Cards

Answer	Text Evidence: How Do You Know?
1.	
2.	
3.	
4.	

Name _____ Date _____ Page 3

Inference Task Cards

Answer	Text Evidence: How Do You Know?
5.	
6.	
7.	
8.	

Question 1 / 8

Mommy says, "You can watch TV if you clean your room." What is the incentive?



A. watching TV

B. cleaning your room

[econedlink.org](http://www.econedlink.org)



PACED
Decision
Model

State the **p**roblem

List the **a**lternatives

Identify the **c**riteria

Evaluate the alternatives

Make a **d**ecision

P.A.C.E.D. Decision-Making Grid

- State the Problem.
- List the Alternatives.
- Identify the Criteria.
- Evaluate the Choices.
- Make a Decision.

Directions: Fill in each square with H if the answer to the alternative is yes, A if the answer is no, and B if it is maybe.

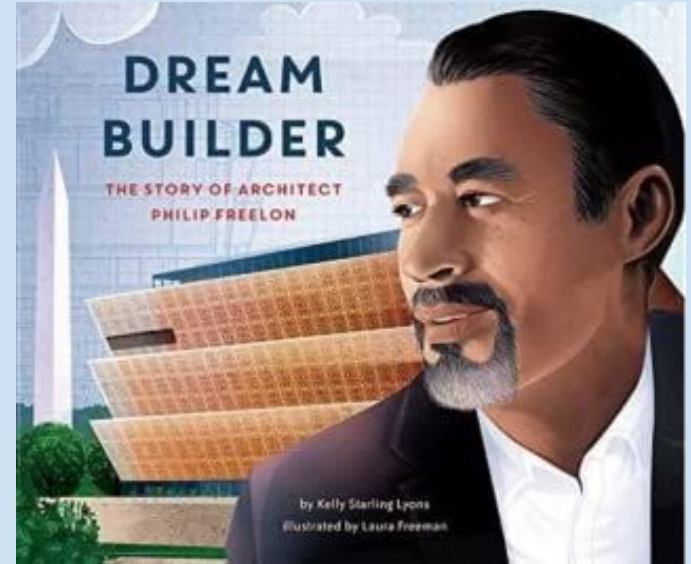
State the Problem	Alternative	Criteria	Yes/No/Maybe



Fifth Grade: *Dream Builder: The Story of Architect Philip Freelon* (Kelly Starling Lyons)

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Students will learn about the life of architect Philip Freelon and the impact of his choices on himself, his community and the nation. They will be challenged to conduct research on Philip Freelon and present their findings. All the while, students will learn how Philip Freelon's vision to share and preserve stories of our past led him to the role of Architect of Record for the National Museum of African American History and Culture.



Fifth Grade: *Dream Builder: The Story of Architect Philip Freelon* (Kelly Starling Lyons)

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Econ: Decision-Making,
Investigating Individual &
Community Well-Being

ELA: Planning & Conducting Research

SJ: Learn about a person whose
career path lead him to bring
justice and fairness to the
world

Activities

- [The PACED Decision-Making Grid](#)
- [Research Graphic Organizer](#)
- [Philip Freelon Poster/
Presentation Requirements](#)
- [Rubric for Presentation/Poster](#)

Sixth Grade: *Harmony & the Empty Piggy Bank* (Crystal D. McLean)

Students learn how to differentiate between types of income, create a budget based on real-world expenses, and express their learning in their journals.



Sixth Grade: *Harmony & the Empty Piggy Bank* (Crystal D. McLean)

Econ: Income, Budgets

ELA: Write routinely for a range of tasks

SJ: Learn about other people's lives and experiences

Activities

- [Harmony & the Empty Piggy Bank - Visual - Types of Income](#)
- [Teacher Resource: Income Ball Toss Questions](#)
- Journal writing
- [Budget Basics Worksheet](#)

Additional Resources

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- [Presentation Lesson Plans](#)
- Additional MCEE **K-12** Resources: z.umn.edu/TeacherResources
- Council for Economic Education (National):
 - [EconEdLink](#)
 - [ReadyAssessments](#)
- [Social Justice Standards](#)



Thank You

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