

MONEY HUNGRY: EARNING, SPENDING, & SAVING

BOOK BY SHARON G. FLAKE, ISBN: 978-1423103868

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

BOOK SYNOPSIS: Thirteen-year-old Raspberry Hill is terrified of being homeless and is obsessed with earning and saving more and more money. Poverty is the villain of this contemporary tale as Raspberry and her mother struggle to improve their lives by leaving the inner-city projects. They suffer loss and other challenges in their quest to avoid homelessness and relocate to a house of their own.

LESSON DESCRIPTION: In this lesson students will consider ways to earn money, to understand how it is spent, and to identify reasons for saving it for the future.

GRADE LEVEL: 9-12

CONCEPTS: Earning, incentives, opportunity cost, saving, spending

OBJECTIVES:

Students will be able to:

- Analyze current trends in earning, spending, and saving.
 - Interpret the benefits of saving.
 - Ideate the opportunity cost of spending and saving.
 - Develop a personalized list of incentives to save.
 - Track personal finances (Extension 2 only).
-

TIME REQUIRED: 45-50 minutes (can be completed in two 25-minute sessions)

MATERIALS:

- Book: *Money Hungry* by Sharon G. Flake
 - Visual 1: Raspberry's Reasons to Save
 - Visual 2: Earning and Spending
 - Handout 1: A Savings Story
 - Handout 2: Earning and Spending Tic-Tac-Toe
 - Handout 3: Personal Finance Tracker
 - Computer access for research (optional)
-

PREPARATION:

- Get copy of the book, *Money Hungry* (optional, for student reference).
 - Make copies of Handouts 1 and 2, one each for every student.
 - Make copies of Handout 3 (for extension only).
-

MONEY HUNGRY: EARNING, SPENDING, & SAVING

BOOK BY SHARON G. FLAKE, ISBN: 978-1423103868

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

PROCEDURE – PART ONE:

1. Show students the cover of the book, *Money Hungry*.
2. Tell students that Raspberry Hill, pictured on the cover, is the narrator.
3. Read the first three paragraphs of Chapter 1 aloud.
4. Share that Raspberry's focus seems to be on money, having it, counting it, etc.
5. Define **saving** as income not spent on current consumption or taxes and **earning** as money or income received in exchange for labor or services.
6. Ask students if they can think of reasons why Raspberry is obsessed with earning and saving money. (*Answers will vary, but may include: she and her mother are, or have been, very poor, she was once rich, but somehow lost all her money, she is saving up for something she feels is important, etc.*)
7. Display Visual 1: Raspberry's Reasons to Save.
8. Read the quote and text that follows aloud.
9. Discuss the quote "Never spend your money before you have it."
10. Ask students if they think this is wise advice and why or why not? (*Answers will vary*).

Teacher's Note: You may choose to share that this quote is ironic because when Thomas Jefferson died, he left behind a massive amount of debt. (Source: <https://www.monticello.org>)

11. Share with students that the opportunity cost of not spending money now is giving up having something right away.
12. Define **opportunity cost** as the value of the "next best" alternative when a decision is made or what is given up.
13. Ask students if they can think of other reasons or incentives Raspberry might want to save. (*Answers will vary*).
14. Define **incentives** as perceived benefits that encourage certain behaviors.
15. Distribute Handout 1: A Savings Story, one per student, and read the instructions aloud.
16. Remind students that alliteration is the occurrence of the same letter at the beginning of words that are closely connected.

Teacher's Note: Provide an example of alliteration using the title of the handout, A Savings Story.

17. Give students about 15 minutes to complete their short story.
18. Instruct students to exchange their handout with another student.
19. Ask students to read their partner's story and to score it according to the scoring guide provided at the top of the handout.
20. Allow a few students to read their partner's story to the class.
21. Have students return the handouts to their owner or to you for further review.

PROCEDURE – PART TWO:

22. Ask students what is the opposite of saving? (Answer: spending)
23. Define **spending** as using some or all of your income to buy things you want now.
24. Define **income** as payment people receive for providing labor in exchange for wages or salaries. Income can also be received from rent, profit, or interest.
25. Display Visual 2: Earning and Spending.
26. Read the opening statement and excerpt from *Money Hungry* aloud. (*Can invite students to read the excerpt instead*).
27. Review the monthly income sources table on page 2 of the visual, as well as the possible sources of income listed at the bottom. (*Remind students that Raspberry drew the line on doing anything illegal to earn money*).
28. Ask students if they can think of other income sources for teens. (*Answers will vary*).
29. Distribute Handout 2: Earning and Spending Tic-Tac-Toe, one to each student.
30. Review the instructions with students.
31. Explain that they can use the back of the handout or notebook paper to record their answers.

MONEY HUNGRY: EARNING, SPENDING, & SAVING

BOOK BY SHARON G. FLAKE, ISBN: 978-1423103868

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

32. Give students about 15 minutes to complete the handout.

Teacher's Note: This activity may also be completed in pairs or small groups. The questions can also be used in a learning center or as topics for in-depth research. If possible, allow students to research current data and statistics for their responses. Possible websites for research are:

- www.becu.org/articles/good-financial-habits-for-teens
 - www.ala.org/pla/resources/tools/youth-services/teen-financial-literacy
 - www.cnet.com/personal-finance/banking/advice/what-do-high-schoolers-know-about-personal-finance-not-enough/
 - www.investopedia.com/how-to-make-money-as-a-teen-7550056
 - www.qohenry.com/us/blog/financial-education/how-to-make-money-as-a-teenager
 - www.bankrate.com
-

CLOSURE:

33. Ask students the following:

- What could be an opportunity cost for saving? (*Answers will vary, but may include: buying something now, etc.*)
 - Did you discover something you did not know? (*Answers will vary*).
 - How do you think data about money earned and spent will change in the near future? (*Answers will vary*).
 - What other questions can you think of about earning, spending, or saving money? (*Answers will vary*).
-

ASSESSMENT:

- Divide students into pairs or small groups.
 - Ask each group to create a list of five things or events for which they would save.
 - Then, have each pair or group rank their list from 1, most preferable to 5, least preferable.
 - Next, ask each group or pair to create a five or more-step-plan to achieve their top savings goal.
 - Each group can then share and discuss the most common savings goals and associated plans with the rest of the class. (*This activity can be turned in for teacher review if time does not permit*).
-

EXTENSION ACTIVITIES:

ACTIVITY 1

- Ask students to read *Money Hungry* and/or its sequel, *Begging for Change*, by Sharon G. Flake.

ACTIVITY 2

- Instruct students to complete Handout 3: Personal Finance Tracker after tracking their earning, spending, and/or saving for one week..

Teacher's Note: If a student is uncomfortable sharing information concerning their own personal finances or income, allow them to use one of the fictional characters in the book Money Hungry. They may use context clues and best guesses to fill out the handout.

MONEY HUNGRY: EARNING, SPENDING, & SAVING

BOOK BY SHARON G. FLAKE, ISBN: 978-1423103868

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

VOLUNTARY NATIONAL ECONOMIC STANDARDS:

- Content Standard 2 - Decision Making: Students will understand that effective decision making requires comparing the additional costs of alternatives with the additional benefits. Many choices involve doing a little more or a little less of something: few choices are “all or nothing” decisions.
- Content Standard 13: Income: Students will understand that income for most people is determined by the market value of the productive resources they sell. What workers earn primarily depends on the market value of what they produce.

NATIONAL STANDARDS FOR PERSONAL FINANCIAL EDUCATION:

- Content Standard I (12.1) - Earning Income: Students will know that compensation for a job or career can be in the form of wages, salaries, commissions, tips, or bonuses, and may also include contributions to employee benefits, such as health insurance, retirement savings plans, and education reimbursement programs..
- Content Standard II (12.1) - Spending: Students will know that a budget helps people achieve their financial goals by allocating income to necessary and desired spending, saving, and philanthropy.
- Content Standard III (8.1) - Saving: Students will know that People save money for many different purposes, including large purchases such as cars and homes, education costs, retirement, and emergencies..

COMMON CORE CONTENT STANDARDS:

ELA - Range of Writing

Research to Build and Present Knowledge

- CCRA.W.7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (Optional for Handout 2 and/or Extension Activity 2).

ELA - Reading Literature

- RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

MONEY HUNGRY: EARNING, SPENDING, & SAVING

BOOK BY SHARON G. FLAKE, ISBN: 978-1423103868

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

VISUAL 1: RASPBERRY'S REASONS TO SAVE



"Never spend your money before you have it." - Thomas Jefferson

Raspberry Hill, the main character in the book *Money Hungry*, had many reasons to save her money. Here are some reasons one could choose to save.

- Purchase a home
- Get an education
- Prepare for emergencies
- Buy a vehicle
- Travel
- Start a business
- Invest
- Avoid using credit
- Plan for retirement

MONEY HUNGRY: EARNING, SPENDING, & SAVING

BOOK BY SHARON G. FLAKE, ISBN: 978-1423103868

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

VISUAL 2: EARNING AND SPENDING (PAGE 1 OF 2)

In the book *Money Hungry* two of the main characters, Raspberry Hill and Zora Mitchell, are motivated to earn money. Raspberry so that she can save it, and Zora so she can spend it.

Read this abridged excerpt from *Money Hungry*, pages 97-100:

We're at Zora's house again. Her mother says she's gonna start charging us rent since we come here so often. Zora is in a good mood today because her mom snuck her sixty bucks. Now she got half of the money she needs to buy the sneakers. But Zora's got her eye on some sixty-dollar jeans now, too. "Daddy already told me I have to contribute forty dollars toward them, and he'll contribute the rest," she says, pulling open her closet door. "When I get my sneakers, I'll have fifteen pairs," she says. All of Zora's sneakers are lined up and organized by color, just like her clothes. "I'll have twenty pairs of jeans when I get my next pair."

We're all eyeballing Zora's stuff. She's got so much, she uses part of her dad's closet and the one in the hallway, too. Two times a year, Dr. Mitchell makes her give some of it away to the Goodwill. But that's no use. Zora's mother just keeps giving her more clothes, or sneaking her money so she can buy more herself.

Mai's got her eye on a red blouse in Zora's closet when, all of a sudden, she says that she's gonna come clean houses with me and Ja'nae. Her dad told her last night that she don't have to work the food truck until him and her can work out their problems. But since she won't be contributing to the family, she'll have to earn her own spending money. "That means lunch money, too," says Mai, "unless I want to bring food from home."

I tell everyone about that cleaning gig Ja'nae's grandmother got us, working for a lady named Miss Baker. Zora says to count her in—the money will come in handy for clothes. When I say that Miss Baker's place is on Jade Street, Zora changes her tune and says she ain't too sure about going.

MONEY HUNGRY: EARNING, SPENDING, & SAVING

BOOK BY SHARON G. FLAKE, ISBN: 978-1423103868

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

VISUAL 2: EARNING AND SPENDING (PAGE 2 OF 2)

“Jade Street’s in a rough neighborhood, even worse than Raspberry’s,” she says. I know what Zora means. Lots of drugs get sold around there. People be shooting up—and shooting each other. “Yeah, Jade Street is rough,” I say. “But Miss Baker will pick us up and drop us off, so we won’t be out in the street. And we gonna make two hundred and fifty dollars for cleaning up. That’s sixty-two dollars apiece. Good money.” Mai and Zora ask how long it’s gonna take to make that “good” money. “It takes as long as it takes,” I say, reminding them that they never made that much money at one time before.

Based on the book, Raspberry and Zora’s monthly income might look like this:

Source of Income	Raspberry	Zora
Allowance		\$150.00
Gift		\$60.00
Selling Candy and Pencils	\$21.25	\$3.75
Skipping Lunch	\$40.00	
Washing Cars	\$30.00	
Cleaning Houses	\$62.00	\$62.00
Total Monthly Income	\$153.25	\$275.75

Possible Sources of Income for Teens:

- Allowance
- Part-time Job
- Odd Jobs (dog walking, babysitting, etc.)
- Gifts for special occasions
- Entrepreneurial Activities (creating products to sell, reselling or repurposing items for sale, etc.)

MONEY HUNGRY: EARNING, SPENDING, & SAVING

BOOK BY SHARON G. FLAKE, ISBN: 978-1423103868

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

HANDOUT 1: A SAVINGS STORY

Instructions: Write a short story (12-15 sentences) that includes examples of **saving, earning, spending, opportunity cost, and incentives** and has a beginning, middle, and end along with an **alliterative title**. It can be autobiographical about yourself or a fictional character. Use the back as needed. Your classmates will read and score your work using this guide.

Scoring Guide: Award one point for each completed item to calculate the total score. _____ (Between 0-6 points)

☐ Correct use of saving	☐ Correct use of spending	☐ Correct use of opportunity cost
☐ Correct use of earning	☐ Correct use of incentives	☐ Alliterative story title



Title: _____

MONEY HUNGRY: EARNING, SPENDING, & SAVING

BOOK BY SHARON G. FLAKE, ISBN: 978-1423103868

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

HANDOUT 2: EARNING AND SPENDING TIC-TAC-TOE

Instructions: Choose and complete three tasks on this table: horizontally, vertically, or diagonally. You may use the back of to record your responses. Be prepared to share your work with the class.

1. What are your spending habits? List three wise and three unwise purchases you have made. Do you think your habits will change as you mature?	2. Buying something “used” can save you money. What are some preowned items that you have or would be willing to purchase? Where can you buy them?	3. Of the possible sources of income for teens, choose three to rank based on your preference, with 1 being your favorite and 3 being least favorite. Explain your rationale for each.
4. The typical teenager spends about \$2,330 a year. How much is this per month? Per week? Do you spend more or less than this on average?	5. If you received a gift of \$1,000, what would you do with it? What would be your opportunity cost?	6. Do you think it matters where teenagers live (urban, rural, or suburban) when it comes to earning income? Why or why not?
7. Are there certain times of the year you earn more income? What are the costs and benefits of having extra income?	8. How do talents or interests impact the job(s) you might have as a teenager? What skills are required for these jobs?	9. Why is it wise to include saving in your budget as a teenager? What are a few incentives to encourage young people to save?

Activities chosen: #_____ #_____ #_____

MONEY HUNGRY: EARNING, SPENDING, & SAVING

BOOK BY SHARON G. FLAKE, ISBN: 978-1423103868

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

HANDOUT 3: PERSONAL FINANCE TRACKER

Instructions: Track your earning, spending, and/or saving for one week and record below.

Earning - How much do you earn in a week and from what source(s)?

Source of Income	Amount
Total Weekly Income	

Spending – How much do you spend weekly and on what goods or services?

Expenses	Amount
Total Weekly Expenses	

Saving – Subtract your total weekly expenses from your total weekly income. \$ _____

What do you plan to do with any savings? _____