



LESSON DESCRIPTION:

In this lesson, Jay Eagle is introduced as the mascot that represents the Federal Reserve Bank of Kansas City and the Tenth District. Students will write a letter to the Kansas City Fed, describing the resources and economy of their community, region or state that Jay learned about when visiting their area. They will brainstorm facts related to the geography, history, tourist and entertainment sites, and businesses and industries that are important to their local economy. Students will complete the letter using these facts and draw an illustration to accompany it.

GRADE LEVEL: Fourth grade

CONCEPTS: economy, business

OBJECTIVES: Students will be able to:

- 1) Define local economy and business.
- 2) Explain the Federal Reserve's role in the nation's economy.
- 3) Brainstorm facts about the geography, history, tourist and entertainment sites, and businesses and industries in their city or state.
- 4) Complete a friendly letter and illustration using these facts.

TIME REQUIRED: 60 minutes

Materials:

- Visual 1, Fed Facts
- Visual 2, Sharing Facts about our Community
- Handout 1, Map of the Tenth Federal Reserve District, one per student
- Four large sheets of poster or chart paper, displayed on classroom walls
- Visual 3, Write about Jay's visit
- Handout 2, Dear Kansas City Fed, one per student
- Colored markers for brainstorming and illustrations
- Drawing paper for illustrations (8.5" x 11"), one per student

PREPARATION:

- 1) Write each topic and description from procedure step six on one of the four large sheets of paper and display all sheets on the walls in different areas of the classroom.
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PROCEDURE:

- 1) Tell students that an eagle is the mascot for the Federal Reserve Bank of Kansas City, which is the central bank for their area. Ask students to share ideas on what an eagle can represent to our nation. (*Answers may include freedom, bravery, strength, power, government, the president, etc.*)
- 2) Tell students that the Federal Reserve Bank of Kansas City is in the Tenth District of the Federal Reserve System. This District is referred to as 10J. (*J is added since it is the tenth letter in the alphabet.*) Distribute Handout 1, Map of the Federal Reserve 10J District, and review the names of each state on the map.
- 3) Display Visual 1, Fed Facts, and read together to learn about the Fed's three main roles.
- 4) Ask students to review Handout 1 to find their state and tell which area within the state their city or town is located. (*Use a classroom U.S./state map to help students find their location if needed.*) Students should mark their location on the map with a dot and list its name.
- 5) Tell students that Jay wants to learn about their area so that he can become an expert on the economies of all of the states within his District. The class will write letters to the Kansas City Fed about Jay's visit that tell important facts about their resources and local economy. Define local economy as the way a city or state manages the producing, buying and selling of goods and services.
- 6) Explain that the class will brainstorm facts for several different topics that Jay wants to learn more about. These topics include geography, or the land forms, bodies of water and natural resources; history, or the important events of the past; tourist sites and entertainment areas, or the parks, recreational areas, and attractions to visit; and the businesses and industries that employ people in their area and are important to their local economy. Define business as an organization that produces goods or services to make money.
 - a. Display Visual 2, Sharing Facts about our Community, to give students additional guidance in completing their brainstorming on the topics
- 7) Tell students that they will do their brainstorming by writing facts on the four large sheets of paper displayed on the walls around the room. Divide them into groups of 5 or 6, and choose one student to record ideas with a marker for each group. Assign each group a different starting sheet, and give them two minutes to list as many facts as possible on that topic. After time is up, have all groups rotate to the right and continue the two minute time periods, with groups reading the facts previously listed and adding to them. Once all groups have recorded on each sheet, ask them to return to their seats.

- 8) Discuss facts listed for each topic, crossing out any duplication. Tell students that they should use some of these facts in their letter to Jay when they describe their resources and local economy.
 - 9) Display Visual 2, Write about Jay's visit, to discuss the proper form for a friendly letter with students.
 - 10) Distribute Handout 2, Dear Kansas City Fed, for students to complete their letter. Remind them to include details from the four topics by using their brainstormed facts in the body of the letter. Students can also add ideas on why they like living in their location.
 - 11) Once students complete their letters, proofread them to see that all directions have been followed and spelling and grammar are correct. Hand out drawing paper and ask them to illustrate their corrected letter by drawing a scene that Jay might have viewed as he flew through their area. *(Tell students to use pencil first, and then color with marker.)*
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EXTENSION ACTIVITIES

- Design a cartoon strip starring Jay that shares the history of your city or state.
 - Write a second letter to the Kansas City Fed, telling about any future plans for your city's business and entertainment areas.
 - Draw a Venn diagram to show similarities and differences between facts in your letter and another letter from the same state.
 - Compose a song or rap that shares interesting places to visit in your city or state.
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CONTENT STANDARDS

Common Core Standards

English and Language Arts-Reading/Writing

CCSS.ELA-Literacy.W.4.2a; W.4.2d

CCSS.ELA-Literacy.L.4.3a

National Economics Standards

Content Standard 1- Scarcity

Grade 4, Benchmark 7

Content Standard 10- Institutions

Grade 4, Benchmark 1

National Social Studies Standards

Strand 7: Production, Distribution and Consumption

State Standards (Colorado, Kansas, Missouri, Nebraska, New Mexico, Oklahoma, Wyoming)

Students describe the importance of major resources, industries, and economic development in their local community, region and their state. (applicable to all states)

VISUAL 1

Fed Facts

The Federal Reserve System, often called the Fed, is the central bank of the United States. It is made up of twelve regional Reserve Banks with twenty-four branches throughout the nation, as well as the Board of Governors in Washington, D.C. The Federal Reserve Bank of Kansas City has offices in Kansas City, Denver, Oklahoma City, and Omaha and serves the seven states of Kansas, Nebraska, Wyoming, Colorado, Oklahoma, the western third of Missouri and the northern third of New Mexico.

The Fed has three main roles:

Making sure our nation's economy works

The Fed gathers information about our economy, and takes action to keep it healthy. Think of it like visiting the doctor for a check-up to see if your eyes, ears and throat are healthy. Just like a doctor, the Fed checks the health of the nation's economy by examining different parts of the country. To do this, each Federal Reserve Bank gathers information from businesses and people in their region. The Federal Reserve Banks then meet to share that regional information to get a picture of our country's overall economy. Signs of a healthy economy include jobs for most people and reasonable prices for goods and services.

Making sure banks are safe

The Fed also supervises banks to make sure they are run properly and that the money you deposit is safe. Workers at the Fed go into banks, and just like a detective, search for clues to find out if the bank is making good choices as a business.

Making sure your money works

The Fed provides many services to banks in your area. It distributes currency, or paper money, and coins to local banks for customers. It replaces worn and damaged currency with new bills, and shreds the old money. It holds extra cash and coin in its warehouses for future use. The Fed helps complete many types of payments, such as by check, debit card or credit card. The Fed also takes care of payments for the government, such as Social Security, tax refunds, and government paychecks.

The Federal Reserve System was created in 1913. The Fed observed 100 years of service to our nation in 2013.

HANDOUT 1

Map of the Federal Reserve 10J District



VISUAL 2

Sharing Facts about our Community

Think about the following questions as you brainstorm facts for each topic sheet.

If Jay Eagle visited your community, region or state, what would he see and learn about where you live?

- What are some of the outdoor places he might see, such as rivers or lakes?
- What are the natural resources, such as good soil for farming or mountains for tourism, that are important to our community?
- What historic places might Jay visit?
- Where would Jay go to have fun? What parks and tourist attractions could he visit?
- What would he learn about the jobs that are important to your city? Where do your parents work?

VISUAL 3

Write about Jay's visit

Discuss the following friendly letter form before writing your letter about Jay Eagle's visit to your community.

Heading ————— | Ima Student
Washington School
1234 Country Lane
Hastings, NE 68902
January 10, 2014

Dear Kansas City Fed, ← **Greeting**

We had a great time during Jay's visit to _____ (your community, region or state.)

While Jay was here, he learned about _____

What I like the most about _____ (community, region or state) is _____

_____.

↑
Body

Closing →

Ima Student ← **Signature**

HANDOUT 2

Dear Kansas City Fed

Write your letter to the Kansas City Fed about Jay's visit to your community, following the friendly letter format. Remember to give facts about the geography, history, tourist and entertainment sites, and businesses and industries areas in your letter. Include why you like living in your location also.

Dear Kansas City Fed,

We had a great time during Jay's visit to _____ (your community, region or state.) While Jay was here, he learned about _____

What I like most about _____ (community, region or state) is _____
