



## “Once Upon a Dime” Discussion Questions/Assessment



### Part 1 (pg. 3-9)

1. Give facts about each character and their job on Mazuma.
2. Which characters supplied items that could be considered **needs** (what you must have to live) and who supplied items that could be **wants** (what people like and desire)?
3. What problem did Captain Sharkey and Dr. Diligent have when they tried to get flowers for their wedding?
4. How was the island’s bartering problem solved?



### Part 2 (pg. 10-17)

5. How had Mazuma changed in ten years?
6. What forms of money did Bloomfield create to help with larger purchases?
7. How did the River Bank help people who needed money to continue and expand their businesses?



### Part 3 (pg. 18-23)

8. What problem was inflation causing on Mazuma?
9. What was Gwendolyn’s idea to help control the money supply?



### Assessment:

Imagine you are King (or Queen) of Mazuma. What laws about the use of money would you make so that the island’s economy runs smoothly? Be sure to include laws about types of money available, loans allowed, and prevention of inflation.



## Extension Activities



### Math Ideas:

1. Create math problems based on the story of Mazuma and its characters. Use dimes or dullers in your problems. Example: Blossom sold her flowers for three dimes each. Mrs. Wingit wanted to buy six flowers for her bouquet. How many dimes should she pay? (18) How much is that amount in dullers and cents? (\$1.80)
2. Design and draw new forms of money for Mazuma. Think of names for a new coin and new paper bill and include them on your money. How many of your coins would equal the value of one of your paper bills? What security features does your bill have to keep it from being counterfeited?



### Language Arts Ideas:

1. Create a new character that lives on the island of Mazuma. Write a story about your character, including the following: character's name; job; how he or she helps the people of Mazuma through producing goods or providing services. Tell about a problem your character faced and how the problem was overcome.
2. Research one of the following websites and report your findings about U.S. money to the class:  
[www.usmint.gov/kids](http://www.usmint.gov/kids); [www.moneyfactory.gov](http://www.moneyfactory.gov); [www.bep.treas.gov/](http://www.bep.treas.gov/)



### Social Studies Ideas:

1. Design a travel brochure for Mazuma, including the following: picture of the island; natural resources of the island; and reasons why you should visit the island.
2. Research the history of the Federal Reserve System as our nation's central bank.
3. Plot on a map of the U.S. where each regional Federal Reserve Bank is located.

# Economic Education



DENVER, OKLAHOMA CITY, OMAHA

FEDERAL RESERVE BANK *of* KANSAS CITY

10TH DISTRICT



## Economics Ideas:

1. Organize a “Barter Day” in your classroom, with each student bringing an item from home to barter with classmates. Discuss the following questions after several rounds of bartering: Was everyone able to trade? Did some students trade more than one time? Were some students unhappy with their trades? Did anyone refuse to trade?
2. Make a list of current prices of goods and services that you think show inflation (a rise in prices due to an increase in the money supply). If there were twice as many of these items, how would that affect the price and demand for each?