

Can't We Just Print More Money?



Lesson 5: Narrative Writing

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| Chapter Focus | |
| Chapter 7: <i>What actually is money?</i> Pages 158-181 | |
| Learning objective(s) | |
| <ul style="list-style-type: none"> To understand ideas about the history of money and its value To plan and write a narrative dealing with a dystopian theme connected to ideas about money | |
| Learning outcome(s) | |
| <p>Success criteria:</p> <p>To retrieve the correct information from an extract</p> <p>To create a dystopian narrative dealing with a society where the trust in money has been lost</p> <p>(Curriculum Focus: Reading; Retrieval; Narrative writing)</p> | |
| Key Vocabulary | Getting started: |
| Currency Civilisation Ledger Premise Millennia Dystopia | <p>Display Slides 1 and 2 to introduce the topic and then share the Lesson Objectives with the class.</p> <p>Display Slide 3 and ask students to jot down their responses to the questions in their notebooks. Take some feedback from their starter activity.</p> |
| | Development learning: |
| | <p>Display Slide 4 which gives students a quick quiz about the money that is in use today. Students could work in pairs to decide their answers, or you could take whole group suggestions. The answers are on the next slide, Slide 5.</p> <p>Distribute Lesson 5 Worksheet and read the extract from Chapter 7 aloud. Allocate time for students to work individually on the retrieval questions and take answers in a short plenary so that students can self-mark.</p> |

Focus students on the final line of the extract and the key question that it poses. How might they define money? Take some suggestions before displaying **Slide 6**.

Consider the implications of the extract on the slide. What is interesting about this system of trust? What does it rely on? What might happen if this system broke down? Can they think of any examples from their other studies – perhaps in history? For example, in times of war.

Consolidation of learning:

Display **Slide 7** and introduce the narrative writing task.

Use the information on **Slide 8** to establish the key ideas around dystopian fiction. Students may well be familiar with texts such as *The Hunger Games* or have seen the TV adaptation of *The Handmaid's Tale*. If time allows, you could share some excerpts from these novels or use clips of the film or TV adaptations to establish the atmosphere and tone of dystopian fictions. Several websites also outline the conventions in more detail should this be required. Allow students time to generate initial ideas in a mind map in their notebooks, adding support and suggestions where necessary.

Allow time for the drafting and writing of the chapter or story – it can be useful to allow approximately 45 minutes for this to replicate the time that students have, on average, in GCSE examinations for narrative writing. Students could peer proofread their stories before sharing some of the most successful outcomes in class.