

Can't We Just Print More Money?



Lesson 6: Writing a short story

Chapter Focus	
Chapter 8: <i>Why shouldn't I hoard all my money under the mattress?</i> Pages 182-204	
Learning objective(s)	
<ul style="list-style-type: none"> • To explore ideas about why we use banks • To discover more about the Bank of England • To plan and write a short story 	
Learning outcome(s)	
Success criteria: To create a short story based on an image of a bank vault (Curriculum Focus: Short story writing)	
Key Vocabulary Hoarding Vault Exposition Denouement	Getting started: Display Slides 1 and 2 to introduce the topic and then share the Lesson Objectives with the class. Display Slide 3 and ask students to respond to the anecdote on the slide – what feelings does this provoke? Can they imagine how the mother/daughter may have felt? Use the question prompts on the slide to encourage students to think about the role of banks as a place to keep money safe.
	Development learning: Distribute Lesson 6 Worksheet and read the extract aloud for students. Display Slide 4 and allow students some time to reflect on the extract and discuss the question prompts on the slide in pairs. Take some feedback as to their thoughts and ideas. Share the information on Slide 5 and take responses from students. Prompt them to consider how that amount of cash and gold is kept safe and where it might have originated. What is the purpose of storing all of that gold? Can they conceptualise or visualise the amount? Share the images on Slides 6 and 7 which show the gold stores in the vault of the Bank of England and take reactions.

Consolidation of learning:

Display **Slide 8** and set the creative task. You may wish to explore the origins of the second title as being from Shakespeare's play *The Merchant of Venice* and linked to the gold, silver and lead caskets from which suitors had to choose in order to win Portia's hand in marriage. What is the possible moral message of the quotation? Explore how this might link to a moral in their short story.

Show students the image on **Slide 9** as their stimulus. This could be printed out for students to have an individual copy.

Use **Slide 10** to reinforce the conventions of the story structure.

Allow time for students to create a five-point plan of their ideas and to draft and edit their stories.

Students could proofread with a partner and the most successful pieces could be shared in class.