

## Fundred Dollar Project Cross-Curricular Lesson Plan

By Holley Smothers

<http://www.fundred.org/> password: paydirt

<http://artforum.com/video/mode=large&id=20099>

<http://blog.art21.org/2008/03/03/mel-chin-the-fundred-dollar-bill-project/>

**The FUNDRED DOLLAR BILL PROJECT can cross/address a range of content areas and effectively serve the educational standards required by many of our districts. Below you will find a variety of examples of the application of this project listed by specific content areas. Below that you will find the relevant Missouri's Show-Me Standards as well as Art Grade Level Expectations broken down into: Product/Performance and Elements and Principles of Design.**

As **No Child Left Behind** (NCLB) mandates are harder and harder for schools to achieve **Annual Yearly Progress** (AYP), state education departments and school administrations are cracking down to make sure any project/ learning activity is aligned with state standards. This is true in Missouri and in the Jefferson City Public School district. I am lucky to teach in a middle school where cross-curricular learning activities are embraced.

Robert J. Marzano, in the first chapter of his 2004 book [Building Background Knowledge for Academic Achievement: Research on What Works in Schools](#), spells out how important the Fundred Dollar Bill type of learning activity is for students in:

### **“Direct Approaches to Enhancing Academic Background Knowledge**

The most straightforward way to enhance student's academic background knowledge is to provide academically enriching experiences, particularly for students whose home environments do not do so naturally. I refer to such efforts as 'direct approaches' to enhancing academic background knowledge.

By definition, a direct approach to enhancing academic background knowledge is one that increases the variety and depth of out-of-class experiences include field trips to museums, art galleries, and the like, as well as school sponsored travel..." pg.14

The Fundred Dollar Project is certainly falls under the category of "and the like" because it offers students a platform to learn a wide variety of background information that can then be connected to age and grade appropriate content knowledge in the classroom. As the project is fun, students will be more likely to be interested and engaged and are likely to understand that what they are studying has important implications. This isn't the typical assignment of a chapter in a book, follow up quiz that is often quickly forgotten about. Most students will have known someone that has been affected in some way by Hurricane Katrina. This project empowers students by placing a real world value on their contributions; they will be making a difference by participating in the project.

As the project involves creative self-expression and a deliberate act of contribution to the larger collective action on a national scale, there will be most likely be an emotional attachment to this activity. Brain researchers learned that if there is an emotional attachment to what students are learning it will more likely transfer to long term memory.

Marzano also discusses how important involving community is to at risk students. The Fundred Dollar Bill Project can be introduced as a classroom, grade level or school /school district activity as well as a

community activity. Additionally, the project can be introduced through civics and/or community service further reinforcing the student's contribution to community locally and beyond. That is the hope, that student's individual contribution, in collaboration with the contributions of so many others, has the potential to impact the health of our environment, community, and society. By contributing to a process of environmental recovery in New Orleans there is potential to offer solutions to other communities. Through participation in the Fundred Dollar Bill Project, the student is connected directly to a national issue and to a community of other children focused on positive contributions and progressive change. They are given a voice, a sort of vote, and an opportunity to develop empathy for others.

I will illustrate what I mean by giving example of instructional learning activities by subjects:

The Fundred Dollar bill is the art project. All the rest of the instructional learning activities given in this document are inspired by it. You will find that the instructional activities use high level thinking skills when learning about issues tied to the Fundred Dollar Project. I offer only a few examples that have been collected through my discussions with my teaching colleagues in the hallway during morning duty as well as my interpretations of our state standards. I'm sure you can think of others that are age and grade appropriate for your students.

While this project can be introduced in the classroom in many ways, my school has organized its introduction around a special event called Special Friends Day. The event used to be called Grandparent's Day and was held on a state holiday to allow for good attendance in the student's classroom during the school day. We found that Special Friends Day was more appropriate than Grandparent's Day because some students did not have grandparents but all do indeed have a special person in their life. The experience of this special event has been extremely positive but we have found it a challenge to plan a lesson with so much excitement around the event itself. So, this year the Social Studies department chair, Jeni DeFeo and I have planned for the students and their special friend to create a Fundred in the social studies time period. We are on block scheduling so if time permits students can share out the symbolism of the artwork on their Fundred. This application will also be a community connection for us. Reaching out to our community has made a difference in the number of parents we have coming to our parent conferences. It has also made the community feel like an important school district stakeholder contributing to our ability to pass the last two bond issues.

I hope your Fundred Dollar Bill Project is a success!

**For more information about lesson planning related to the Fundred Dollar Bill project contact:**

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Missouri Department of Elementary and Secondary Education website for Grade Level Expectations:  
<http://dese.mo.gov/divimprove/curriculum/GLE/>

### **Content Area Examples:**

#### **Art:**

1. Mel Chin has given us an art project to create on his website: [fundred.org](http://fundred.org).
2. The project invites each student to be a contributing artist to the project.
3. Make connections with a professional artist.
4. Understand how art can contribute to changing perceptions.
5. Understand conceptual art and working collaboratively.
6. Make connections with art careers.
7. Other connections to art are in the Grade Level Expectations found at the end of this document.

#### **Science:**

1. Explain changes in the ecosystems and interactions of organisms with their environments.
2. Identify ways man depends on plants and animals for food and consequences of environmental pollution.
3. Discover ways technology has advanced and meets human needs.
4. Explore how social, political, economic, ethical and environmental factors influence and are affected by the direction of progress of science and technology.
5. Examine how weather effects the environment – Hurricane Katrina and flooding and other natural events (global warming?)
6. Study of alternative energy and fuels as the armored truck runs on vegetable oil.

#### **Social Studies:**

1. Understanding Economics concepts in the context of Hurricane Katrina:
  - a. Natural resources, labor, and capital resources.
  - b. Supply and demand.
  - c. Business cycle.
  - d. Government regulations and deregulations.
  - e. Unemployment and full employment.
  - f. Inflation and deflation
  - g. History of currency, printing, symbology, etc (a good reference point for this discussion: <http://www.frbsf.org/currency/>)
2. Understand Geography by being able to locate places on a United States map.
  - a. Louisiana
  - b. New Orleans
  - c. Explore the United States through the map of the Fundred Collection Centers. Track Collection Centers as they are added to the map. This may also be especially interesting when the armored truck begins its pick up.
3. Explain how and why places change.
4. Distinguish major patterns and issues with regard to population distribution.
5. Communicate locations of places by creating maps.
6. Describe physical characteristics and human characteristics that make specific places unique.

7. Predict what would happen if New Orleans can become a model for positive environmental change (socially, economically, etc)
8. Determine causes and consequences and possible resolutions of not cleaning up contaminated areas.
9. Create a timeline of Hurricane Katrina's hitting New Orleans to the collection date of the Fundreds Dollar Bills created by students from your school.

**Language Arts:**

1. Develop and apply skills and strategies to the reading process.
2. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies and newspapers.)
3. Compose well-developed text using Standard English conventions.
4. Write effectively in various forms and types of writing:
  - a. Write a friendly letter to a congress or senate person asking for support of the Fundred Project.
  - b. Write a friendly letter to students' favorite celebrity asking for he/she to support financially the Fundred Project.
  - c. Write the news media and tell them what your class/ school is doing.
  - d. Write a paragraph about how you feel what happen with the hurricane or about the rebuilding of New Orleans.
5. Develop and apply effective research process skills to gather, analyze and evaluate information.
6. Read classic southern writers?

**Math:**

1. What connections do math and science have – use the Fundred project as the content.
2. Understand numbers, ways of representing numbers, relationships among numbers and number systems.
3. Understand meaning of operations and how they relate to one another (keep track of the amount of Fundreds collected).
4. Compute fluently and make reasonable estimates.
5. How big is a million?
6. How many FUNDRED DOLLAR BILLS does it take to fill up a bankers box and the armored truck?