

# Museum Visit Lesson Plan

## Middle School

### SUMMARY

This is a sequence of three lessons to accompany a visit to the Museum and Learning Center at the Federal Reserve Bank of New York. Lesson 1 is designed to be done before students visit the Museum, to provide context for what the students will learn. Students complete Lesson 2 during their visit, and Lesson 3 summarizes the visit and asks students to reflect on their learning. The lessons use exhibits at the Bank, as well as free resources from throughout the Federal Reserve System.

### GRADE LEVEL

6-8

### TIME REQUIRED

3 day lesson plan, 45 minutes each

### COMPELLING QUESTION

Does the government have a piggybank?

### SUPPORTING QUESTIONS

1. What is a bank?
2. How does the Federal Reserve System work?
3. How does the Federal Reserve Bank of New York perform key responsibilities of the Federal Reserve System?

### ADDITIONAL RESOURCES ON BANKING, CHECKING, AND SAVINGS

- <https://www.philadelphiafed.org/-/media/frbp/assets/institutional/education/lesson-plans/your-introduction-to-the-federal-reserve-and-you-lesson.pdf>
- <https://www.frbatlanta.org/-/media/documents/education/lessons-and-activities/2008/middle-school/personal-finance/banking-and-budgeting-owens-rutner.pdf>



## **LESSON 1**

### **GRADE LEVEL**

6-8

### **TIME REQUIRED**

45 minutes

### **SUPPORTING QUESTION 1**

What is a bank?

### **OBJECTIVES**

Students will be able to...

- State the basic functions of a commercial bank
- Analyze what happens when a bank fails
- Explain why the Panic of 1907 led to the creation of a central bank

### **STANDARDS**

#### *C3 Framework*

- C3: D2.Eco.9.6-8. Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy.
- C3: D2. Hist. 1. 6-8. Analyze connections among events and developments in broader historical contexts.
- C3: D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity

### **MATERIALS**

- Handout 1: How Banks Work
- Handout 2: Withdrawal form slips and play money<sup>1</sup>
- Handout 3: Panic of 1907 Events

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<sup>1</sup> <https://www.uscurrency.gov/sites/default/files/download-materials/en/Printable-Play-Money.pdf>



**WARM UP QUESTIONS (DO NOW):**

1. Where do you keep your money?
2. What do you think a bank does?

**PROCEDURES**

1. Start with the Warm Up questions and go over student answers. (*Potential student responses for Question 1 may include wallet, purse, bag, etc. Potential student responses for Question 2 may include “A bank gives you money when you need it,” “A bank lets people borrow money,” “A bank keeps your money safe,” etc.*) As students share their answers for question 1, list them on the board. Tell students that some places are better than others to keep money, such as a bank. For question 2, after students share their answers, tell students that a “bank” is a business that provides financial services including savings accounts, checking accounts, and loan making.<sup>2</sup>
2. Distribute Handout 1: How Banking Works. Have students complete the worksheet individually. Go over the answers after they have finished the questions. *Potential student responses are below.*

Question 1: *To make interest from the banks; to keep their money safe.*

Question 2: *The bank lends the money to other people.*

Question 3: *Interest is the extra money that is paid for letting banks borrow your money or for borrowing the bank’s money.*

Question 4: *A savings account is when you keep money in there and don’t spend it. It helps people save and build wealth because a bank pays interest on their savings.*

*A checking account helps people manage their money. It is an account where people can keep their money, use debit cards, and write checks to pay for something, and money will come out of their checking account.*

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<sup>2</sup> Taken from pg. 5 of Atlanta Fed Personal Finance and Banking Lesson Plan.



3. Introduce the bank panic simulation activity by saying, “So far we’ve learned some things that a bank does. We put our money in a bank so we can earn interest. We trust that a bank will have our money for us when we go get it. Let’s see what happens when we try to get, or **withdraw**, our money from the bank.”
  - a. Note: Designed for a class of 30 students. This simulation is to show students what a bank panic may look like and to introduce how the idea of a central bank came from the Panic of 1907. Prepare the bank panic simulation activity by cutting out the withdrawal slips and the play money templates from Handout 2. For a class of 30, you should have 25 students who will be “bank customers” and 5 students who will be Bank A, Bank B, Bank C, Bank D, and Bank E.
  - b. You will prepare an envelope with the designated amount of money for each bank:

Bank A	Bank B	Bank C	Bank D	Bank E
\$50 (recommend to use a mix of \$1s, \$5s, and \$10s)	\$20 (recommend to use a mix of \$1s and \$5s)	\$100 (recommend to use a mix of \$1s, \$5s, or \$10s)	\$100 (recommend to use a mix of \$1s, \$5s, and \$10s)	\$50 (recommend to use a mix of \$1s, \$5s, and \$10s)

- c. Label the envelopes *Bank A, B, C, D, and E*. Place the designated amount of money in the envelopes for each bank. Pass out the envelopes to the bankers and instruct them not to open their envelope until you tell them to do so. You may also want to prepare signs that say, *Bank A, Bank B, Bank C, Bank D, Bank E* for your bankers to hold or wear.
  - d. Bank Customers: Distribute the withdrawal slips from Handout 2 to your 25 bank customer students. The withdrawal slips will have a designated amount of money the students should withdraw and the bank they should go to.
4. Continue to instruct students: “For those with envelopes, you will be bankers and the amount of money your bank has is in the envelope. You will either be Bank A, B, C, D, or E. The rest of you will be bank customers and you will withdraw the amount of money



on your withdrawal slip of paper. You must go to the specific bank written on your withdrawal paper.”

5. Have bankers be on one side of the classroom and the customers on the other side. Once all the customers have their withdrawal slips, instruct them to go to the bankers to withdraw the amount of money on their slip of paper. Make sure the bank customers are aware which students are Bank A, B, C, D, or E.
6. Allow the activity to run for about 7 to 10 minutes. After students realize that there is not enough money in all the banks, tell them to sit back down. Ask the customers if they were all able to get their money back from the bank. *Some should say no.* Ask the banks if they all had enough money to give back to their customers. State that what the students just did represented a small example of when banks don't have enough money to meet withdrawal demands and that this frequently happened in the 1800s and early 1900s.
7. Distribute Handout 3: Bank Panic Activity Questions. Have students answer these questions independently. Allow students to share their answers in class. *Possible student responses are below:*

Question 1: *The banks didn't have enough money to give to the people who wanted their money back because too many people went to the banks to get their money.*

Question 2: *The banks weren't prepared and didn't have enough cash for all its customers because they kept lending it to other people without making sure to keep a certain amount for emergencies; there was no one to tell the banks how much money they should have in case a lot of people wanted their money back; the reason banks didn't keep enough money was because they kept lending it out so that they could get interest on it.*

Question 3: *Students answers will vary but they should state that they feel angry and disappointed that they couldn't get their money back.*

Question 4: *Students should answer, "No" and explain that they would mistrust banks after what happened as they couldn't get their money back.*



Question 5: *Yes, because if banks don't have enough money to give back to their customers, people won't trust banks anymore. If people don't trust banks, they won't use them, and banks won't be able to let people borrow money or pay interest to their customers. Banks need to have a "piggy bank" or an emergency bank so that they can be prepared for future emergencies.*

8. Introduce the Panic of 1907. State that there were instances in history when bank panics were all too common. State that in 1907 there was a major bank panic that made people realize that a central bank was needed. Distribute Handout 4: Panic of 1907 Events.
9. For Handout 4, students will pair and read the events together. Explain that these events are not in order and that they have to number them in the order that they think happened. Go over the answers in class. *Answers are in the correct order below.*
  1. *The president of one of the biggest and most important banks, the Knickerbocker Trust, made some poor decisions that made people not trust the bank. Bank customers hear about this and they rush to take their money out of Knickerbocker.*
  2. *Knickerbocker Trust asks other banks to borrow money. Other banks refuse because they don't trust that Knickerbocker will pay them back. Knickerbocker's customers continue to withdraw their money and Knickerbocker had to close down temporarily.*
  3. *People began to panic and start rushing to the other major banks to withdraw their money. Banks are running out of money.*
  4. *J.P. Morgan, a successful and wealthy banker, calls together a group of powerful people and they contribute \$25 million to rescue the banks.*
  5. *People began to realize that they cannot always depend on people like J.P. Morgan to help with banking crises. Senator Aldrich introduces legislation for a U.S. central bank.*



**CLOSURE ACTIVITY**

Using Handout 4, ask students, “Based upon these events, how do you think the Panic of 1907 could have been prevented?” (*Potential student responses: The Panic of 1907 may have been prevented if the government made sure that banks had enough money to return to their customers if they wanted it back; if the government had certain rules for the banks and made sure that the banks obeyed them; if the banks had a piggy bank, or a central bank they could borrow money from, or if the government let the banks borrow money from them.*)



## **LESSON 2**

It is recommended to complete Lesson 2 at the Federal Reserve Bank of New York Museum & Learning Center.

### **GRADE LEVEL**

6-8

### **TIME REQUIRED**

45 – 90 minutes

### **SUPPORTING QUESTION 2**

How does the Federal Reserve System work?

### **OBJECTIVES**

Students will be able to...

- State key functions of the Federal Reserve System
- Compare and contrast a Federal Reserve Bank vs. a commercial bank by filling in a comparison chart

### **STANDARDS**

*C3 Framework*

- C3: D2.Eco.9.6-8. Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy.
- C3: D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

### **MATERIALS**

- Handout 5: Federal Reserve Bank of New York Museum Activity Guide

### **WARM UP QUESTIONS (DO NOW)**

1. What are some things that a commercial bank does?
2. What was the Panic of 1907?
3. How did the Panic of 1907 lead to the creation of a central bank?



FEDERAL RESERVE BANK *of* NEW YORK

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**PROCEDURE**

1. Have students complete the Warm Up questions to recap the previous lesson on what commercial banks do and how the idea of a central bank was created. Review the answers in class.
  - a. Question 1: *A bank provides financial services such as helping customers manage their money through a checking account, paying interest on customers' money in a savings account, and lending money to other people.*
  - b. Question 2: *The Panic of 1907 was when people started to rush to the banks to get their money back, but the banks couldn't give customers their money because they didn't have enough of it.*
  - c. Question 3: *During the Panic of 1907 when banks couldn't get money to give back to their customers, people realized that a central bank was needed to lend money to banks and to prevent another financial crisis from happening.*
2. Explain to students that after the Panic of 1907, the U.S. created a central bank called the Federal Reserve System which still exists today.
  - a. Tell students that they will visit the Federal Reserve Bank of New York and go on a tour of the bank's museum and gold vault.
  - b. Explain that they will learn more about the Federal Reserve System and the responsibilities of the Federal Reserve Bank of New York.
  - c. Also tell students that during the tour they will be filling out their museum activity guide.
3. Distribute Handout 5: Museum Activity Guide to the class. Explain to students that as they learn about the Federal Reserve System and responsibilities of the Federal Reserve Bank of New York, they should fill out their museum activity guide and that at the end of their tour they will complete their activity guide in groups at the museum.



4. [At the New York Fed Museum] As the students walk through the museum, have them complete their museum activity guide. \*Note: This handout will also be used for Lesson 3. Make sure to either collect it from students at the end of the lesson or instruct them to bring them for next class.

### **CLOSURE ACTIVITY**

Ask students how their museum souvenir (parting gift) represents a key responsibility of the Federal Reserve System. (*Student responses can include the Federal Reserve System responsibilities of financial services and cash processing.*)



## **LESSON 3**

### **GRADE LEVEL**

6-8

### **TIME REQUIRED**

45 minutes

### **SUPPORTING QUESTION 3**

How does the Federal Reserve Bank of New York perform key responsibilities of the Federal Reserve System?

### **OBJECTIVES**

Students will be able to...

- State the responsibilities of the Federal Reserve Bank of New York including:
  - implementation of monetary policy
  - president of New York Fed's permanent membership and vote in monetary policy making group (the Federal Open Market Commission or FOMC)
  - gold custody and international operations
- Explain how the Federal Reserve Bank of New York accomplishes key responsibilities of the Federal Reserve System

### **STANDARDS**

*C3 Framework*

- C3: D2.Eco.9.6-8. Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy.

### **MATERIALS**

- Handout 5: Museum Activity Guide
- Handout 6: Federal Reserve Bank and Commercial Bank cards
- Handout 7: Captain New York Fed
- Hand out 8: Captain New York Fed Gallery Walk
- Colored pencils, markers



FEDERAL RESERVE BANK of NEW YORK

**WARM UP (DO NOW) QUESTIONS**

1. What is the Federal Reserve System?
2. What are some differences between a commercial bank and a Federal Reserve Bank?

**PROCEDURE**

1. Have students complete the Warm Up questions to recap their museum visit and what they learned about the Federal Reserve System. Go over answers in class.

*Question 1: The Federal Reserve System is a central bank that is like a bank for banks. Banks can have accounts at the Federal Reserve Banks.*

*Question 2: People can have a checking or savings account at a commercial bank, but only banks can have an account at the Federal Reserve Bank. Commercial banks provide loans for people, but Federal Reserve Banks provide loans for other banks.*

2. (Designed for a class of 30 students.) Review Activity: Cut out the Federal Reserve Bank and Commercial Bank description cards from [Handout 6](#). Assign one side of the room as “Federal Reserve Bank” and the other side as “Commercial Bank.”
  - a. Place all students in the middle of the classroom. Give each student a card.
  - b. You may pair students or instruct them to find a partner.
3. When they have their partner, the students will take turns reading their cards aloud. State that they must guess correctly which bank they are (either Federal Reserve Bank or commercial bank) based on the card description that was read to them.
  - a. After they have guessed correctly the type of bank they are, their partner will give them the card that was read. The students then move and stand at either the “Federal Reserve Bank” or “Commercial Bank” side of the classroom.
  - b. At the end of the activity, there should be 15 students on the “Federal Reserve Bank” side and 15 students on the “Commercial Bank” side.



4. Have the students return to their seats. Ask them to state some differences between a Federal Reserve Bank and a commercial bank. Write their answers on the board. Explain that now they will use their completed Handout 5: Museum Activity Guide to create a new superhero, Captain New York Fed.
5. Have students pair with another student for this activity. Distribute Handout 7: Captain New York Fed.
  - a. Instruct the students to use their Handout 5: Museum Activity Guide to help them design a new superhero: Captain New York Fed. Remind students that the lightbulb boxes on the bottom of their Museum Guide Activity Guide should be used to help them design Captain New York Fed.
  - b. Tell students that Captain New York Fed will be based on the functions of the Federal Reserve Bank. Instruct them to think of symbols, tools, and costumes to represent the functions of the Federal Reserve Bank of New York.
6. Select at random six Captain New York Fed drawings to tape on the classroom walls for a gallery walk activity. Make sure you label the drawings #1 – 6.
7. Put students in groups of five. Distribute Handout 8: Captain New York Fed Gallery Walk to each student.
  - a. Assign each group to a Captain New York Fed drawing and allow 3 to 4 minutes for them to analyze the drawing and fill their handout.
  - b. Instruct students to only answer the first two questions and explain that you will give them time at the end to answer the last question.
  - c. Tell students to move clockwise to the next drawing and fill their handout.
  - d. Do this until every group has looked at all the Captain New York Fed drawings.

## CLOSURE ACTIVITY

Have students share and discuss their responses to the last question from the handout.



**HANDOUT 1: HOW BANKS WORK<sup>3</sup>**

A bank is a safe place to keep money. But it is so much more. What happens to the money you put into a bank? It doesn't just sit there. Instead, your money is used by the bank. One way that a bank uses your money is by giving people loans.

A bank lends money to people so that they can buy big purchases, like a car or a house. Then the people have to pay back the loan, plus a little more. That extra money they pay back is to say thanks to the bank for lending them the money. That money is called **INTEREST**.

But hey, wait! Didn't the bank lend those people **YOUR** money? Why does the bank get paid back interest when it was your money? When you keep your money at the bank in a savings account, the bank also pays you! It is the bankers' way of paying you for letting them use your money. Can you guess what the money is called? If you said **INTEREST** you were right. Isn't that **INTEREST-ing**?

For example, if a person had \$100 in an account and the bank paid 3% per year interest, the person would have \$103 at the end of one year for letting the bank have the use of the money. The more people save, the more interest the bank will pay them.

There are different types of accounts you can have at a bank. A **savings account** helps people save and build wealth because a bank pays people **interest** on their savings.

A **checking account** at a bank can help people manage their money. It is an account where people can keep their money and write checks. A **check** is a note that gives the bank permission to make a payment. People also can use their debit cards to make a payment from their checking account. A check is only good if there is enough money in the checking account to cover it. When people put money into their checking account, it is called a **deposit**. When people take money out it is called a **withdrawal**. The amount of money left in an account is called a **balance**.

**QUESTIONS**

1. Why would people want to put their money in a bank?
2. What does the bank do with the money you put in?
3. What is interest?
4. What is the difference between a savings account and a checking account?



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<sup>3</sup> Adapted from <https://www.econedlink.org/resources/banking-is-interest-ing/>, <https://www.frbatlanta.org/-/media/documents/education/lessons-and-activities/2008/middle-school/personal-finance/banking-and-budgeting-owens-rutner.pdf>



**HANDOUT 2: WITHDRAWAL SLIPS FOR BANK CUSTOMERS (PRINT SINGLE-SIDED)**

Money Withdrawal Slip  
Withdraw \$10 from Bank A

Money Withdrawal Slip  
Withdraw \$10 from Bank A

Money Withdrawal Slip  
Withdraw \$10 from Bank A

Money Withdrawal Slip  
Withdraw \$10 from Bank A

Money Withdrawal Slip  
Withdraw \$20 from Bank A



Money Withdrawal Slip

Withdraw \$10 from Bank B

Money Withdrawal Slip

Withdraw \$10 from Bank B

Money Withdrawal Slip

Withdraw \$10 from Bank B

Money Withdrawal Slip

Withdraw \$20 from Bank B

Money Withdrawal Slip

Withdraw \$20 from Bank B





Money Withdrawal Slip

Withdraw \$10 from Bank C

Money Withdrawal Slip

Withdraw \$10 from Bank C

Money Withdrawal Slip

Withdraw \$10 from Bank C

Money Withdrawal Slip

Withdraw \$20 from Bank C

Money Withdrawal Slip

Withdraw \$20 from Bank C



Money Withdrawal Slip

Withdraw \$10 from Bank D

Money Withdrawal Slip

Withdraw \$10 from Bank D

Money Withdrawal Slip

Withdraw \$10 from Bank D

Money Withdrawal Slip

Withdraw \$20 from Bank D

Money Withdrawal Slip

Withdraw \$20 from Bank D



Money Withdrawal Slip

Withdraw \$10 from Bank E

Money Withdrawal Slip

Withdraw \$10 from Bank E

Money Withdrawal Slip

Withdraw \$20 from Bank E

Money Withdrawal Slip

Withdraw \$20 from Bank E

Money Withdrawal Slip

Withdraw \$50 from Bank E



### HANDOUT 2: PRINTABLE PLAY MONEY FOR BANKERS<sup>4</sup> (PRINT SINGLE-SIDED)



#### Printable Play Money

There are seven U.S. banknotes. Learn to recognize and count U.S. currency with these printable money cutouts. Learn more at [uscurrency.gov](http://uscurrency.gov).

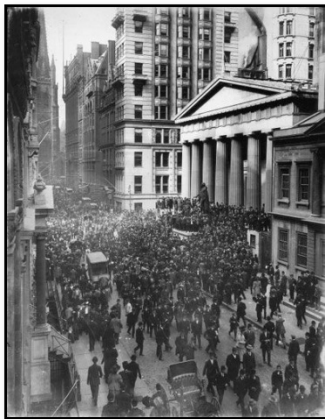


<sup>4</sup> Printable play money can be printed at [uscurrency.gov](http://uscurrency.gov)



**HANDOUT 3: BANK PANIC ACTIVITY FOLLOW-UP QUESTIONS**

1. Not everybody was able to get their money back from the banks. What do you think the problem was?
2. Why do you think the banks who couldn't give customers their money didn't have enough money in the first place?
3. If this happened in real life, how would you feel?
4. Would you continue to use the bank after what happened in the activity? Why or why not?
5. Do you think the banks should have an emergency bank or a piggy bank they can go to in case they ever run out of money? Why or why not?

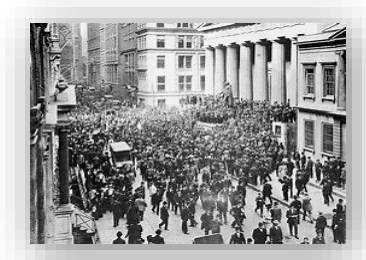
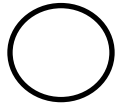


What do you think is happening in this picture?

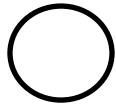


**HANDOUT 4: PANIC OF 1907 READING<sup>5</sup>**

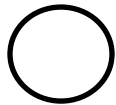
Read some of the major events that happened during the Panic of 1907 and analyze what is happening. Then number the events in the order that you think they happened.

**Panic of 1907 Events**

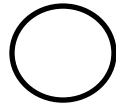
People began to panic and started rushing to the other major banks to withdraw their money. Banks are running out of money.



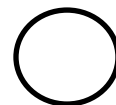
The president of one of the biggest and most important banks, the Knickerbocker Trust, made some poor decisions that made people not trust the bank. Bank customers hear about this and they rush to take their money out of Knickerbocker.



J.P. Morgan, a successful and wealthy banker, calls together a group of powerful people and they contribute \$25 million to rescue the banks.



People began to realize that they cannot always depend on people like J.P. Morgan to help with banking crises. Senator Aldrich introduces legislation for a U.S. central bank.



Knickerbocker Trust asks other banks to borrow money. Other banks refuse because they don't trust that Knickerbocker will pay them back. Knickerbocker's customers continue to withdraw their money and Knickerbocker had to close down temporarily.

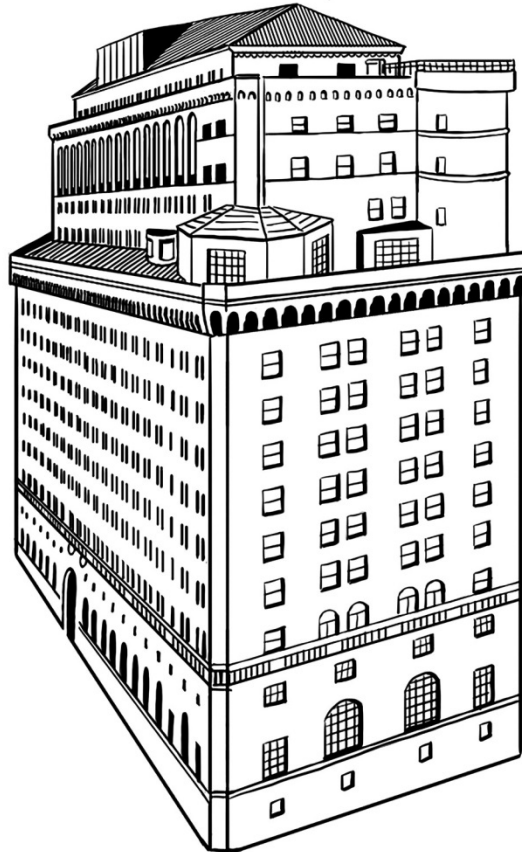
Based upon these events, how do you think the Panic of 1907 could have been prevented?

<sup>5</sup> Excerpts and picture adapted from [https://www.federalreservehistory.org/essays/panic\\_of\\_1907](https://www.federalreservehistory.org/essays/panic_of_1907)



**HANDOUT 5: MUSEUM ACTIVITY GUIDE PACKET**

FEDERAL RESERVE BANK OF NEW YORK  
**MUSEUM ACTIVITY GUIDE**



NAME \_\_\_\_\_  
SCHOOL \_\_\_\_\_  
CLASS \_\_\_\_\_  
DATE \_\_\_\_\_



**Recap! Whenever you see the light bulb, write a recap or summary in the box of what you learned on that page.**



# Goal of Monetary Policy

Why do you think it's important to make sure people have jobs? Why do people need jobs?

List some reasons in the boxes below.

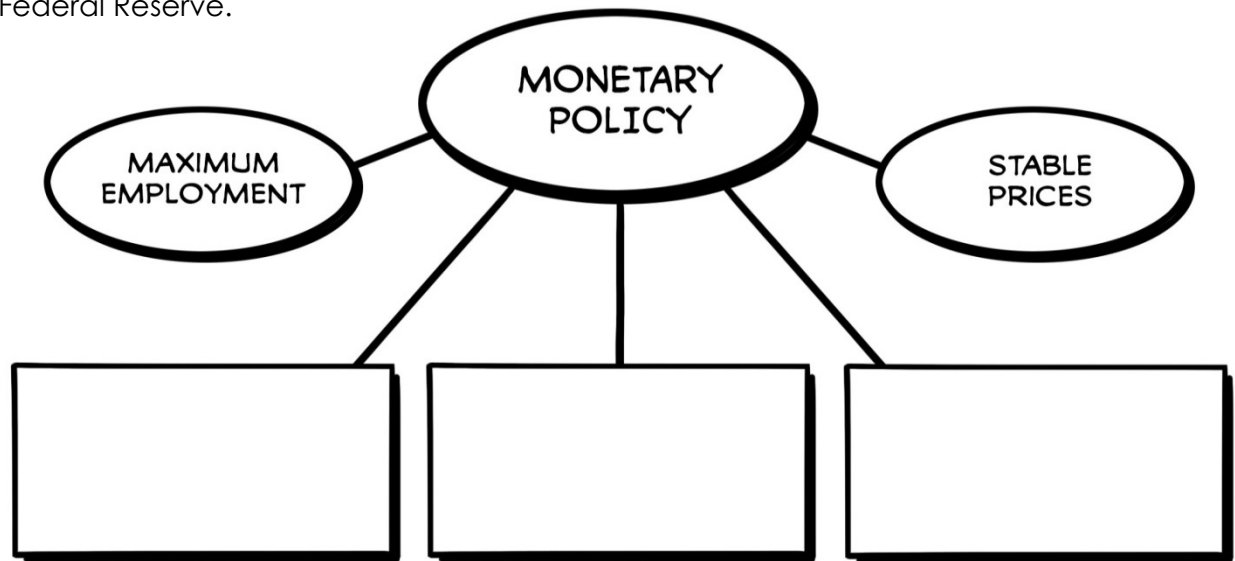


Why do you think it's important that prices stay stable? What do you think would happen if prices kept changing?

List some ideas in the boxes below.



Now state some reasons why you think maximum employment and stable prices as a part of monetary policy (managing the supply of money) are important functions of the Federal Reserve.





# Monetary Policy Metaphors

Directions: What did you see in the short video? Fill in the chart and explain how the metaphor was used to explain monetary policy.

<b>WHAT DID YOU SEE IN THE VIDEO?</b>
<b>HOW DOES IT RELATE TO THE FEDERAL RESERVE SYSTEM?</b>



**Recap! The Federal Reserve Bank of New York implements a function of the Federal Reserve System. What is the function and its two goals?**

Overall, an important function of the Federal Reserve System is \_\_\_\_\_  
\_\_\_\_\_, which has two  
goals: \_\_\_\_\_ and  
\_\_\_\_\_.

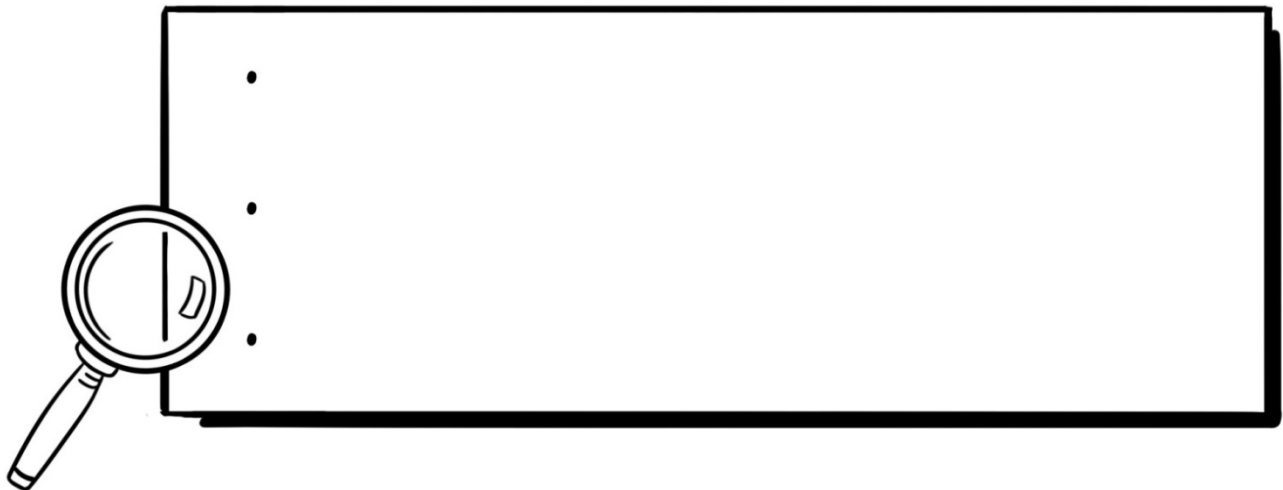


# Supervision

What do you think a **school principal** does?

The Fed, similar to a principal, supervises banks and financial institutions.

Remember the Panic of 1907? If the Federal Reserve Banks existed back then, and if you were a president of a Federal Reserve Bank, how would you make sure that banks are safe and stable? Write your ideas in the box.



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- 
- 



**Recap! What is one thing that the Fed does in its supervision role of financial institutions?**

Overall, the Federal Reserve System supervises financial institutions by making sure that banks are safe and sound by performing \_\_\_\_\_ to see how banks will do in a crisis situation.



# Financial Services – Cash Processing

Look at the dollar bill below. Notice the **B2** on the \$100 bill.<sup>6</sup>

B is the \_\_\_\_\_ letter of the alphabet. We are in the Second Federal Reserve District.

Which Federal Reserve Bank ordered the \$100 bill from the U.S. Treasury?



The people in what area or district would get this \$100 bill first?

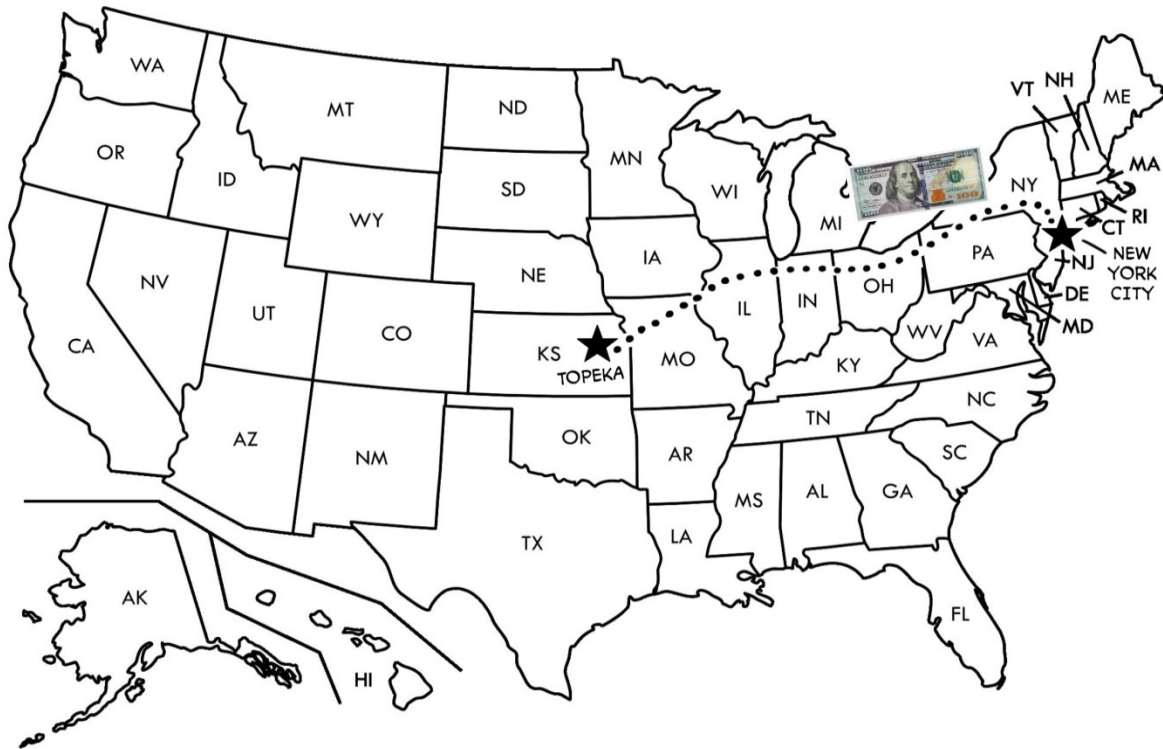
Do you have dollar bills? Do you think they all have B2 on them?

<sup>6</sup> Image taken from [https://www.uscurrency.gov/sites/default/files/downloadable-materials/files/--new100--100\\_booklet.pdf](https://www.uscurrency.gov/sites/default/files/downloadable-materials/files/--new100--100_booklet.pdf)



# Financial Services – Cash Processing

Now look at the map and see how far New York, New York is from Topeka, Kansas.



**Recap! How does a dollar bill show a responsibility of the Federal Reserve System and the 12 Federal Reserve Banks?**

The Federal Reserve System is responsible for \_\_\_\_\_ and the 12 Federal Reserve Banks can order \_\_\_\_\_

Recall that you could have different dollar bills from different parts of the U.S. How do you think a person in Kansas has a \$100 bill from New York?

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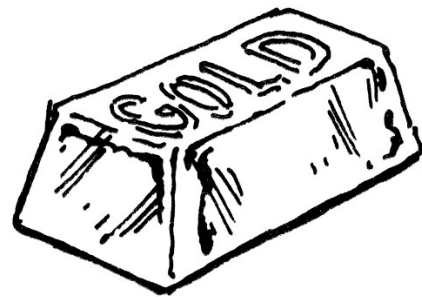


# Financial Services – The Gold Vault

What are some characteristics of gold?

Given some of gold's characteristics, why do you think people value gold?

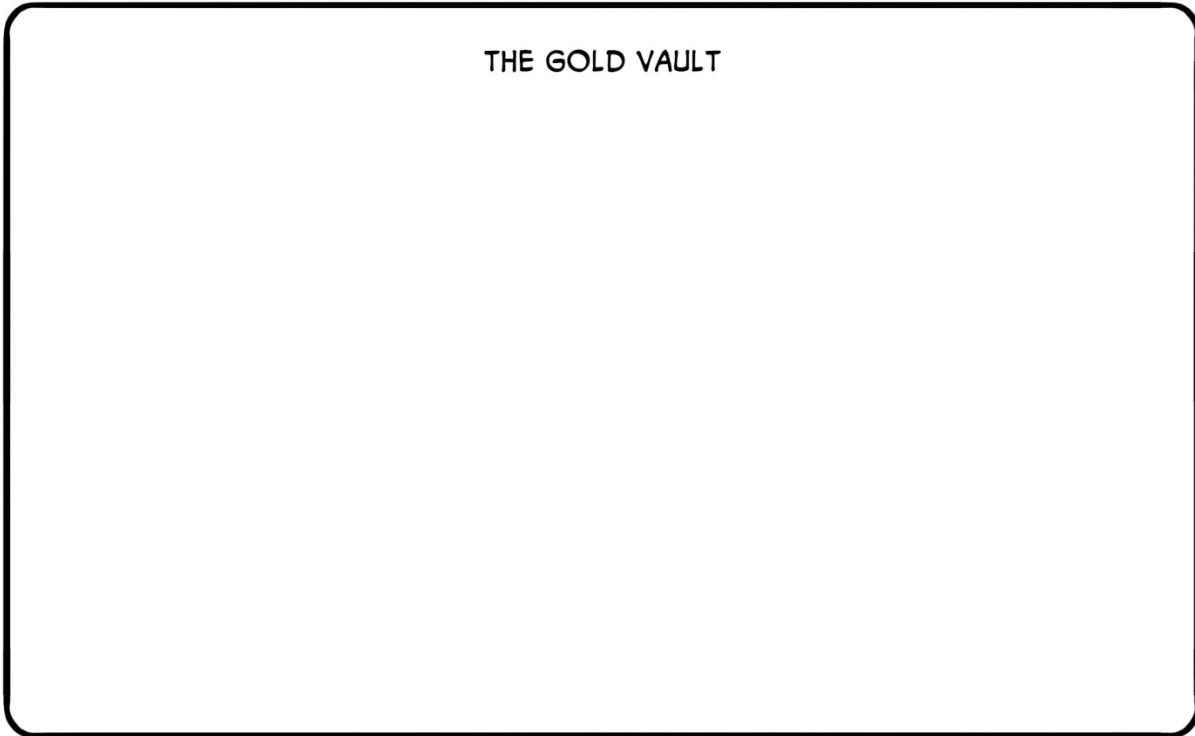
Why do you think countries and central banks would want to keep their gold in a vault?



# Financial Services – The Gold Vault

If you could design a new gold vault for the Federal Reserve Bank of New York, what would it look like? What special features would it have? What services would you offer? How would you convince other countries and central banks that this vault will keep their gold safe? Draw your own gold vault design and list its features and services.

**THE GOLD VAULT**



**SPECIAL FEATURES AND SERVICES**



# Commercial Bank vs. Federal Reserve Bank

**Directions:** Compare and contrast the Federal Reserve Bank vs. a commercial bank by filling out the chart below.

	COMMERCIAL BANK	FEDERAL RESERVE BANK
WHO HAS AN ACCOUNT?		
WHAT DOES IT DO?		
WHY WOULD YOU USE IT?		

Now circle or underline any similarities that these types of banks have.

**Closure Activity:** How does your museum souvenir (parting gift) represent a key responsibility of the Federal Reserve System?



**HANDOUT 6: FEDERAL RESERVE BANK AND COMMERCIAL BANK CARDS (PRINT SINGLE-SIDED)**

<p style="text-align: center;"><b>QUESTION</b></p> <p style="text-align: center;">Your uncle would have an account at this type of bank.</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Commercial Bank</p>	<p style="text-align: center;"><b>QUESTION</b></p> <p style="text-align: center;">This type of bank lends money to other banks.</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Federal Reserve Bank</p>
<p style="text-align: center;"><b>QUESTION</b></p> <p style="text-align: center;">John would have a debit card at which type of bank?</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Commercial Bank</p>	<p style="text-align: center;"><b>QUESTION</b></p> <p style="text-align: center;">There are only 12 of these banks in the U.S.</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Federal Reserve Bank</p>
<p style="text-align: center;"><b>QUESTION</b></p> <p style="text-align: center;">Shawn would go to this type of bank to make a withdrawal.</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Commercial Bank</p>	<p style="text-align: center;"><b>QUESTION</b></p> <p style="text-align: center;">One of these banks stores the world's largest depository of monetary gold.</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Federal Reserve Bank</p>
<p style="text-align: center;"><b>QUESTION</b></p> <p style="text-align: center;">Lorelei would go to this type of bank to make a deposit.</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Commercial Bank</p>	<p style="text-align: center;"><b>QUESTION</b></p> <p style="text-align: center;">The idea for this type of bank was created in 1913 after a series of panics.</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Federal Reserve Bank</p>





<p style="text-align: center;"><b>QUESTION</b></p> <p>Miguel would be able to earn interest on his savings at this type of bank.</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Commercial Bank</p>	<p style="text-align: center;"><b>QUESTION</b></p> <p>Other banks and the U.S. government have accounts at this type of bank.</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Federal Reserve Bank</p>
<p style="text-align: center;"><b>QUESTION</b></p> <p>Tasha's grandmother writes a check to pay for her groceries. This check comes from which type of bank?</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Commercial Bank</p>	<p style="text-align: center;"><b>QUESTION</b></p> <p>One of the main responsibilities of this type of bank is to supervise banks and financial institutions.</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Federal Reserve Bank</p>
<p style="text-align: center;"><b>QUESTION</b></p> <p>You can have multiple accounts at this type of bank.</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Commercial Bank</p>	<p style="text-align: center;"><b>QUESTION</b></p> <p>Which type of bank has a president who is part of the Federal Open Market Committee?</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Federal Reserve Bank</p>
<p style="text-align: center;"><b>QUESTION</b></p> <p>Which type of bank did J.P. Morgan help to save during the Panic of 1907?</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Commercial Bank</p>	<p style="text-align: center;"><b>QUESTION</b></p> <p>This type of bank can sell government bonds to other banks.</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Federal Reserve Bank</p>



<p style="text-align: center;"><b>QUESTION</b></p> <p style="text-align: center;">This type of bank lends money to other people.</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Commercial Bank</p>	<p style="text-align: center;"><b>QUESTION</b></p> <p style="text-align: center;">This type of bank orders new paper currency and circulates these new dollar bills.</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Federal Reserve Bank</p>
<p style="text-align: center;"><b>QUESTION</b></p> <p style="text-align: center;">Juan decides to open a new bank account. Which type of bank would he go to?</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Commercial Bank</p>	<p style="text-align: center;"><b>QUESTION</b></p> <p style="text-align: center;">This type of bank is only for other banks and the U.S. government.</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Federal Reserve Bank</p>
<p style="text-align: center;"><b>QUESTION</b></p> <p style="text-align: center;">Which type of bank should HeeJung go to if she wants to withdraw \$50?</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Commercial Bank</p>	<p style="text-align: center;"><b>QUESTION</b></p> <p style="text-align: center;">Which type of bank only has 12 scattered throughout the U.S.?</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Federal Reserve Bank</p>
<p style="text-align: center;"><b>QUESTION</b></p> <p style="text-align: center;">Travis just earned 5 dollars of interest on his savings account at which type of bank?</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Commercial Bank</p>	<p style="text-align: center;"><b>QUESTION</b></p> <p style="text-align: center;">Which type of bank stores and distributes all of the paper currency?</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Federal Reserve Bank</p>

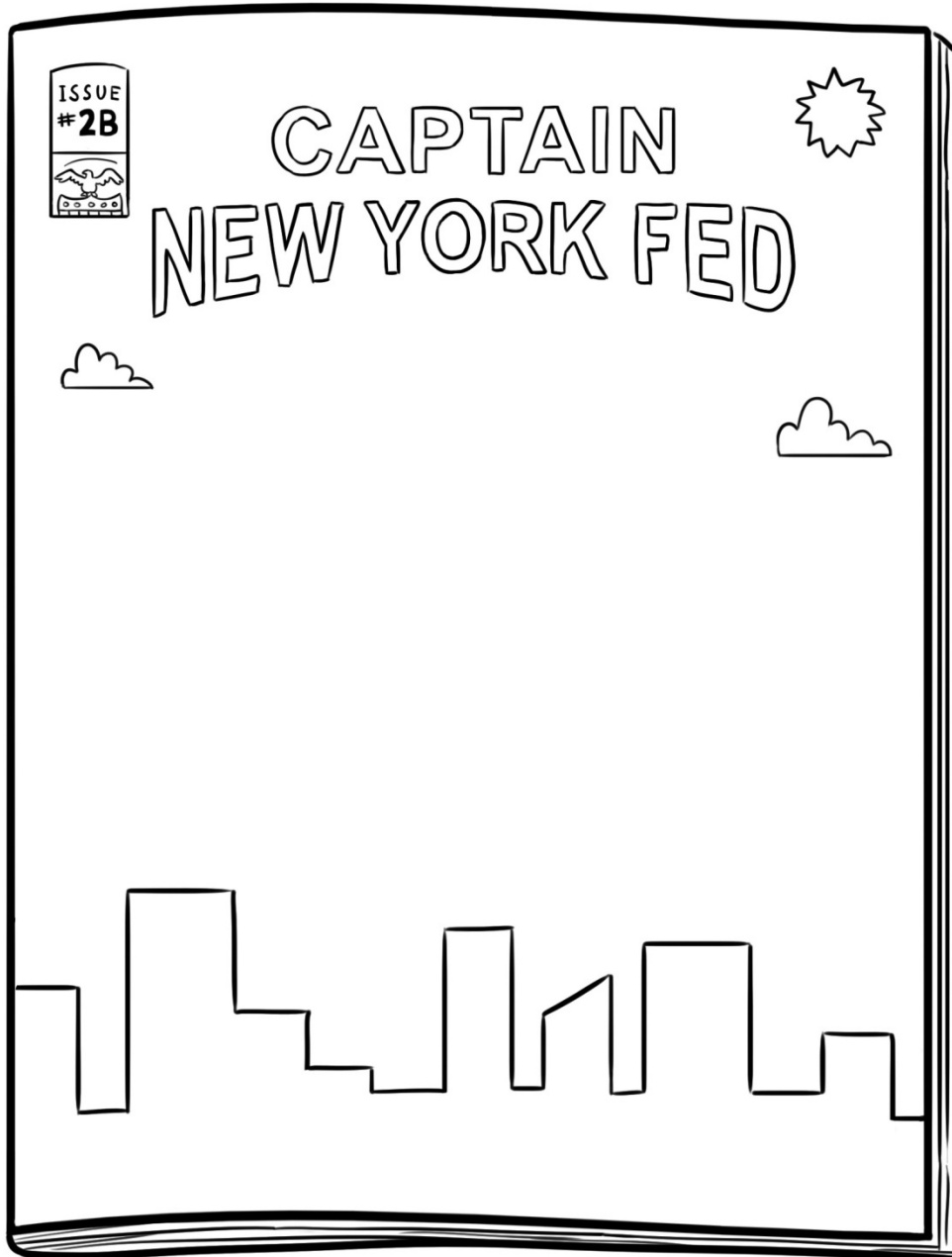


<p style="text-align: center;"><b>QUESTION</b></p> <p>Juanita needs to borrow \$15,000 to buy a new car. Which bank would she go to?</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Commercial Bank</p>	<p style="text-align: center;"><b>QUESTION</b></p> <p>Which type of bank can shred old and unfit currency?</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Federal Reserve Bank</p>
<p style="text-align: center;"><b>QUESTION</b></p> <p>Which type of bank would give loans to business owners?</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Commercial Bank</p>	<p style="text-align: center;"><b>QUESTION</b></p> <p>Which type of bank is guardian of some of the world's monetary gold?</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Federal Reserve Bank</p>
<p style="text-align: center;"><b>QUESTION</b></p> <p>Which bank would Trevor go to cash his check?</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Commercial Bank</p>	<p style="text-align: center;"><b>QUESTION</b></p> <p>Which type of bank was established in 1913?</p> <p style="text-align: center;"><b>ANSWER</b></p> <p style="text-align: center;">Federal Reserve Bank</p>



**HANDOUT 7: CAPTAIN NEW YORK FED**

Design Captain New York Fed! Make sure to use the lightbulb boxes on the bottom of your Museum Activity Guide to design Captain New York Fed based on the functions of the Federal Reserve Bank. Think of symbols, tools, and costumes to represent the roles and tasks of the Federal Reserve Bank of New York.



**HANDOUT 8: CAPTAIN NEW YORK FED GALLERY WALK**

	Drawing #1	Drawing #2	Drawing #3	Drawing #4	Drawing #5	Drawing #6
List all the functions represented in the drawing.						
Which symbol is most unique and why?						
What do you think is the most important function and why?						



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