Name:		

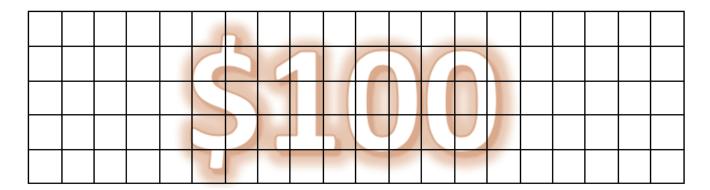
## **How Should Money Be Allocated?**

Imagine that you buy an item of clothing from the store for \$100. How should the money be allocated?

1. Who and what is involved in the t-shirt-making process? Create a key matching a color to each category involved in the production process that we discussed as a class.

Key:

- **2.** The \$100 bill below has been subdivided into 100 equal sections, where each section is worth \$1. How do you think the money is divided among the eight categories?
  - **a.** Divide the bill among the categories by coloring in the sections on the \$100 bill.



- **3.** Discuss how you divided your bill with your group.
  - **a.** Are you in agreement with what others said?
  - **b.** What differed?
  - **c.** If you could change anything in your drawing, what would you change?

Summarize your discussion here.

Retrieved from the companion website for *Middle School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice* by Basil M. Conway IV, Lateefah Id-Deen, Mary C. Raygoza, Amanda Ruiz, John W. Staley, Eva Thanheiser, and Brian R. Lawler. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2023 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.