Providing motivation is always a central concern in teaching a mathematics course. I will discuss a house-buying active learning project which is designed to motivate students in lower level college mathematics courses. In particular, I will describe some of the mathematical content, implementation, evaluation, and results of the project. The project involves many aspects of house buying, such as choosing a mortgage program subject to financial constraints, estimating a homeowner’s property and income taxes, and preparing an amortization schedule. Students are provided with actual materials drawn from several community sources to give them a real-life context for course work. (Received September 14, 2000)