

Distance Learning at the Cleveland Museum of Art
Coins, Coins, Coins!
Grades 3-5

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How to Prepare Your Class for the Distance Learning Presentation

Teacher Information will be sent or made available to you prior to the program.

Please familiarize yourself with the materials and discuss them with your class.

Have the Teacher Information Packet (T.I.P.) materials on hand in the classroom, ready for the program. These materials may be used during the videoconference.

Be prepared to facilitate by calling on students yourself during the lesson. Students are sometimes initially shy about responding to questions during a distance learning lesson.

Explain to students that this is an interactive medium and encourage them to ask questions.

Reinforce topics discussed in the program by asking students to complete some of the suggested pre- and post-conference activities in the Teacher Information Packet.

We ask teachers, after the program, to please fill out the Evaluation Form and return it to:

Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106

Thank You!

Coins, Coins, Coins!

Grades 3-5

Teacher Information Guide:

Program Objectives:

Students will learn or understand...

- Before the introduction of coins, a variety of items were used as currency in different cultures.
- Money serves as means of exchange, a standard of value and a store of value.
- Historical events, symbols and individuals have played an important role in how money looked in the past and today. Coins commemorate the important people and events that effect certain places and times.

Common Core Standards:

English Language Art & Literacy in History/Social Studies, Science, and Technical Subjects-3rd Grade:

CCSS.ELA-Literacy.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

4th Grade:

CCSS.ELA-Literacy.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.3.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5th Grade:

CCSS.ELA-Literacy.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.3.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

National Education Standards:

For Fine Arts - Visual Arts (grades K-4, 5-8):

- Understanding the visual arts in relation to history and cultures.
- Making connections between visual arts and other disciplines.
- Choosing and evaluating a range of subject matter, symbols, and ideas

For Language Arts - English (grades K-12):

- Applying Knowledge
- Multicultural Understanding
- Communication Skills
- Applying Knowledge
- Developing Research Skills
- Applying Language Skills

For Technology - (grades K-12):

- Basic Operations and Concepts
- Social, Ethical, and Human Issues
- Technology Productivity Tools
- Technology Communications Tools
- Technology Research Tools
- Technology Problem-solving and Decision-making Tools

For Social Sciences – Economics (grades K-4, 5-8):

- Role of Money

For Social Sciences – Geography (grades K-12):

- Environment and Society

Prior to the Program:

- Use the U. S. Mints Time Machine to introduce students to coins of the past (1778 and 1907). <http://www.usmint.gov/kids/campCoin/timeline/html/>
The above website can be used to further provide information about the history of money in the United States.
- Please make copies of the **Coins Timeline** and **Coin Images** for each student (*pages 9-11 of this Teacher Packet*). The students can complete the timelines before (or after) the video conference.

After the Program:

For a follow-up assignment: Students will design a new coin for their community.

- The coin design should reflect an important person, historical event, landmark, industry/business or transportation of significant importance in to their community.
- Brainstorm with the group to identify what features their coin should contain (symbol, motto, date, mint mark).
- Students will use internet and book resources to research possibilities for their coin design.
- Students will draw their design based on their research – a **Coin Design Template** is included on page 5 of this teacher packet.
- Students will plan a presentation that presents their design, explains why this is of importance to the community and persuade their fellow classmates to accept their design.
- Students may participate in a second distance video conference to present their designs to the CMA instructor, as well as additional schools, (if done as a multi-point connection).

Evaluation of Lesson:

Teacher Rubric (*see page 6 of this teacher packet for the **Teacher Rubric***)

Websites of Interest:

<https://www.usmint.gov/kids/>

<http://www.usmint.gov/kids/campCoin/timeline/html/>

<http://www.usmint.gov/kids/cartoons/>

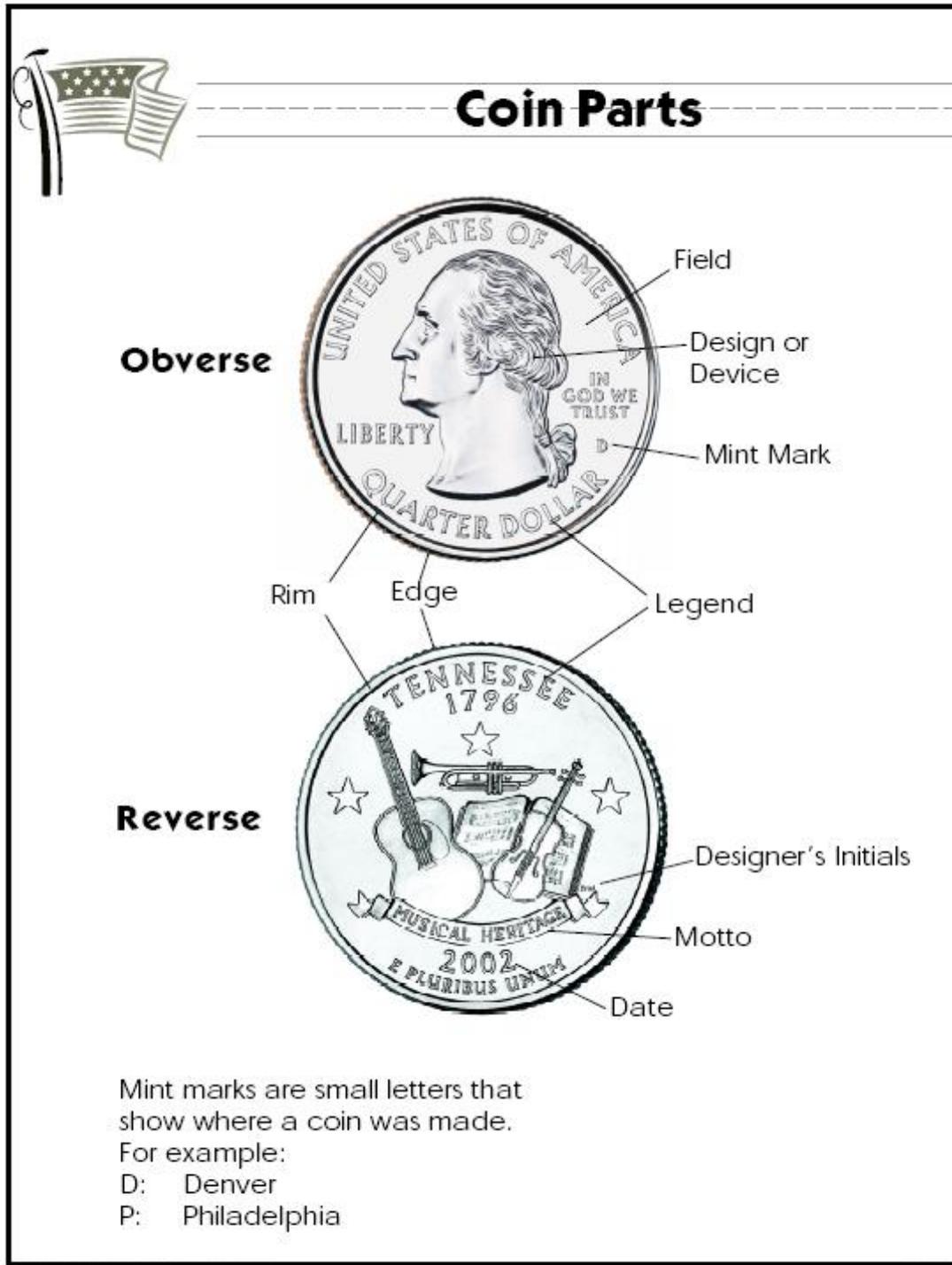
<http://www.econedlink.org/teacher-lesson/578/Changing-Face-Money>

<http://www.pbs.org/wgbh/nova/ancient/history-money.html>

<http://thefinancialbrand.com/24204/history-of-piggy-banks/>

<http://www.classicalcoins.com/page103.html>

Coin Parts:



This image is from the website of the US Mint - <http://www.usmint.gov/kids/teachers/lessonPlans/pdf/288.pdf>

Coin Vocabulary:

Obverse – The front or “heads” side of the coin.

Reverse – The back or “tails” side of the coin.

Legend, also called the **Inscription** - This is the part of a coin that tells us important things like who made the coin, and how much it is worth.

Field - The flat area of the coin that hasn't been raised off of the coin during minting.

Relief - The portion of the design that has been raised.

Rim - The upraised part of the coin that runs all the way around the edge of the coin on both sides. There are three reasons for the rim: First, it protects the coin's design from wearing out too quickly; second, it makes the coins easier to stack, and third, it helps bring up the devices during striking.

Device - The devices on a coin are the images that are raised up (or incused) during striking, such as the portrait, eagle, famous building, etc. Sometimes the term device is used to mean the mint mark or inscription, but usually the more specific term is used instead. Technically, any raised or incuse design element is a device.

Motto - A word or phrase on the coin that has a special meaning to people, perhaps stirring emotions or inspiring them.

Edge - The edge is the actual side of the coin, and shouldn't be confused with the rim.

Mint Mark - A letter or symbol that tells us where the coin was minted. Mint marks have appeared on coins since ancient Greek and Roman times, and served as a sort of quality-control mark. Today, the mint marks on circulating U.S. coins tell us that the coin was minted in one of the following places:

Denver - D

San Francisco - S (producing Proof coins only)

Philadelphia - P (or sometimes no mint mark)

Portrait - Most coins have one, including all currently circulating U.S. coins. Portraits on U.S. coins meant for circulation have featured Miss Liberty and former Presidents, but have never featured a living person.

**This is a major difference between U.S. coinage and that of many other countries, such as England, that have a hereditary monarchy (e.g. a King or Queen as symbolic or literal Head of State.) On their coins the living, reigning Monarch is depicted in the portrait.*

Date – The date tells us when the coin was minted.

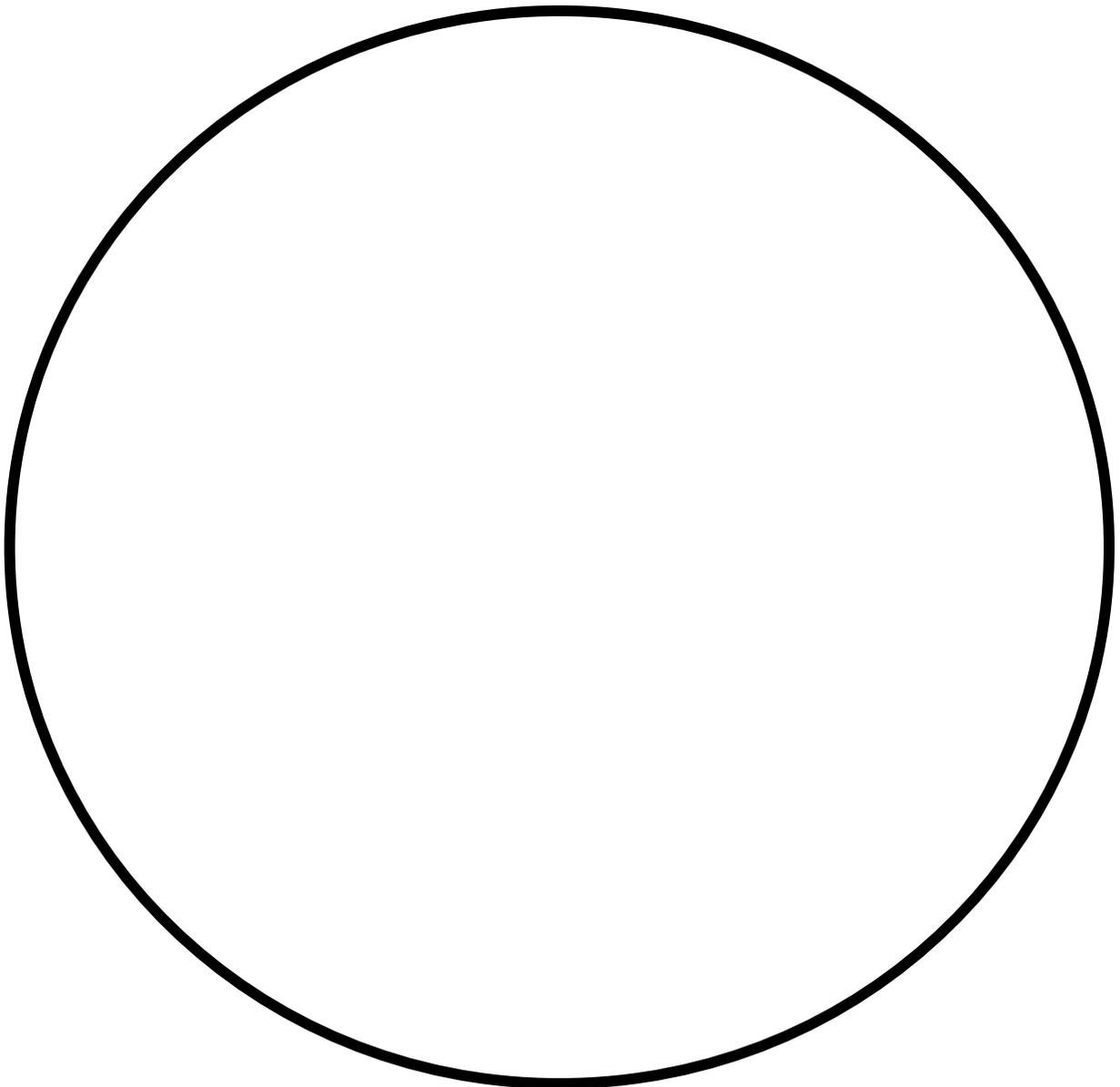
Designer's Initials - These appear on most U.S. coins, although they can sometimes be hard to find. Even if you know where they are, you might need a magnifying glass to read them.

Excerpted from Answers.com - <https://www.thespruce.com/describe-coins-to-collectors-768487>

Coin Template:

Coin Design

Name _____



Teacher Rubric:

Multimedia Project : Coins, Coins, Coins

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Oral Presentation	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.

8. I would like more information about The Cleveland Museum of Art's Teacher Resource Center.
(circle one)

Yes

No

9. Why did you choose The Cleveland Museum of Art Distance Learning?
(circle one)

- a.) Price Point
- b.) Quality of lessons
- c.) Selection of lessons
- d.) Ease of working with CMA
- e.) Other

10. How did you hear about The Cleveland Museum of Art Distance Learning program?
(circle all that apply)

- a.) CMA inservice
- b.) CILC
- c.) TWICE
- d.) Conference
- e.) Brochure
- f.) The Cleveland Museum of Art website
- g.) The Teacher Resource Center
- h.) Other

11. Do you have any additional comments about the distance learning lesson?

Please return the completed teacher evaluation form to:

**Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106**

Or fax to Dale Hilton at 216-707-6679

Coin Timeline

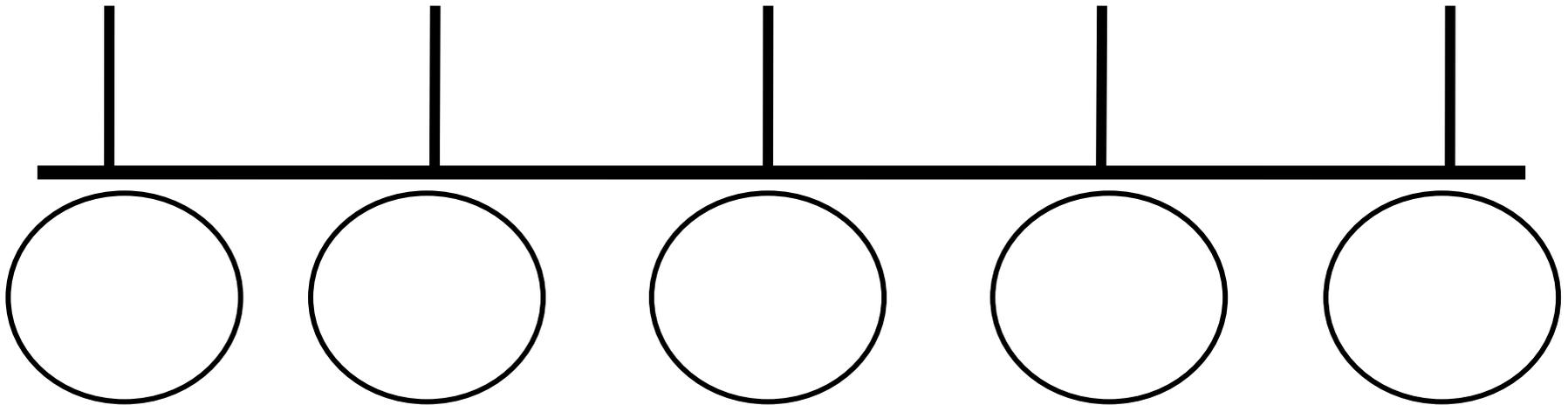
Name: _____

Place the pictures of the coins in the circle under the correct date and name.

6th Century BC

5th Century BC

4th Century BC



Stater
Barley Grain
6th Century BC

Half Drachma
Bull's Head
6th Century BC

Stater
Owl
Early 5th
Century BC

Tetradrachm
Lion
5th Century BC

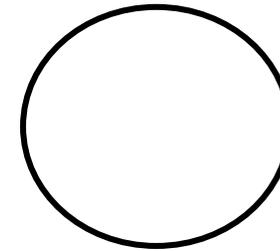
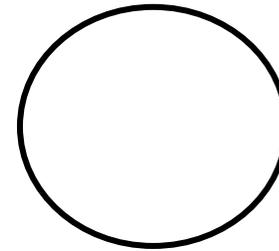
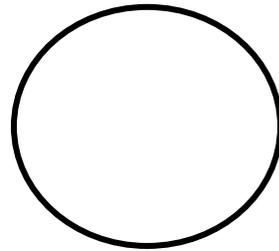
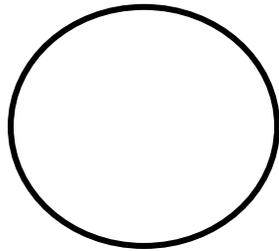
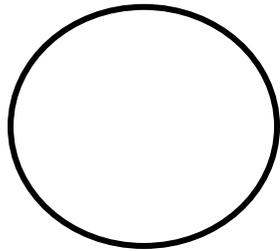
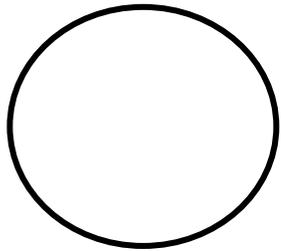
Rhodian
Drachma
Greece
387-400 BC

4th Century BC

3rd Century BC

4th Century

6th Century



Corinthian
Stater
380 BC

Head of
Athena
323 BC

Tetradrachm
Head of
Philetauros
262-241 BC

Tetradrachm
Elephant
Headdress
200-190 BC

Solidus with
Byzantium
Theodosius I
The Great
383-388

Solidus
with
Justinian I
Byzantium
545-565

Coin Images:

Directions - Cut out each of coins and paste them into the Coins Timeline.



Tetradrachm: Head of Philetauros with Laureate Diadem



Tetradrachm: Bust Wearing Elephant-Scalp Headdress



Solidus with Theodosius I The Great



Solidus with Justinian I Byzantium



Stater Barley Grain



Corinthian Stater



Half Drachma Bull's Head



Rhodian Drachma



Stater: Head of Athena



Tetradrachm: Lion



Stater Owl