Distance Learning at the Cleveland Museum of Art

**Coins, Coins, Coins!**

*Grades 3-5*

This packet includes:

HOW TO PREPARE YOUR CLASS FOR THE DISTANCE LEARNING PRESENTATION ................. 2

TEACHER INFORMATION GUIDE: .................................................................................. 3

  PROGRAM OBJECTIVES: .......................................................................................... 3
  COMMON CORE STANDARDS: .................................................................................. 3
  NATIONAL EDUCATION STANDARDS: ..................................................................... 4
  PRIOR TO THE PROGRAM: ...................................................................................... 5
  AFTER THE PROGRAM: ........................................................................................... 5
  EVALUATION OF LESSON: ...................................................................................... 5
  WEBSITES OF INTEREST: ......................................................................................... 6

COIN VOCABULARY: ...................................................................................................... 8

COIN TEMPLATE: ......................................................................................................... 9

TEACHER RUBRIC: ...................................................................................................... 10

THE CLEVELAND MUSEUM OF ART DISTANCE LEARNING EVALUATION FORM ........... 11

  COIN TIMELINE ........................................................................................................ 13

COIN IMAGES: ............................................................................................................. 15
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!
Distance Learning at the Cleveland Museum of Art

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:

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 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:

![Coin Parts Diagram](http://www.usmint.gov/kids/teachers/lessonPlans/pdf/288.pdf)

Mint marks are small letters that show where a coin was made. For example:
- D: Denver
- P: Philadelphia

This image is from the website of the US Mint -
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](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: __________________________________________

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

Your Name______________________________________________________________
Your School_____________________________________________________________
School Address (with zip code) _____________________________________________
E-mail Address _____________________________________________________

Grade/Class of students (e.g. 10th grade French) ____________________________
Program Title ___________________________________________________________
Program Date ___________________________________________________________

Thank you so much for your participation in our distance learning program. We would appreciate your response to these questions by circling the appropriate answer and returning the survey. Please Mail or Fax to Dale Hilton at 216-707-6679

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher information packet was helpful for preparing my class and me for the distance learning lesson.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>The teaching style of the on-camera instructor was interesting, engaging and fostered interaction.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>The Teacher Information Packet was helpful in providing interdisciplinary extension activities that I did use or plan to use.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>The distance learning lesson successfully taught its objectives.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>The distance learning lesson was not interrupted by technical difficulties.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>The pre-requisites the distance learning lesson and extensions are aligned with The National Education standards.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

7. I plan to register for another distance learning lesson.  
   (circle one)  
   Yes              No

   If no, why? ___________________________________________________________
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

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

6th Century BC
Stater
Barley Grain
6th Century BC

Half Drachma
Bull’s Head
6th Century BC

5th Century BC
Stater
Owl
Early 5th Century BC

Tetradrachm
Lion
5th Century BC

4th Century BC
Rhodian Drachma
Greece
387-400 BC
4th Century BC

Corinthian Stater
380 BC

3rd Century BC

Head of Athena
323 BC

Tetradrachm
Head of Philetauros
262-241 BC

Tetradrachm
Elephant Headdress
200-190 BC

4th Century

Tetradrachm
529-527 BC

5th Century

Solidus with Byzantium
Theodosius I The Great
383-388

6th Century

Solidus with Byzantium
Justinian I
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
Rhodian Drachma

Half Drachma Bull's Head

Tetradrachm: Lion
Stater Head of Athena
Stater Owl