It's In Your Pocket

Adapted from the lesson plan written by Bobby Stern, Hall-Woodward Elementary, Winston-Salem, NC

NATIONAL STANDARDS for CIVICS & GOVERNMENT

• Standard I – Grade K-4

CONTENT AREAS

- US Government
- Law
- Social Studies
- Language Arts
- Math
- Art

TIME: 6 class sessions

GOALS

Students will be able to:

- Learn how the federal government became responsible for the coining of money.
- Understand the significance of the symbols and mottos on coins currently minted by the United States Mint.
- Discover what information all United States coins have in common.

MATERIALS and OUTSIDE RESOURCES

- Illustrations of money issued during colonial times. A web site that provides helpful information is: <u>www.coins.nd.edu</u>.
- Current Penny, Nickel, Dime, Quarter and Half-Dollar (if possible) for each student
- Drawing paper
- Crayons or markers
- Moldeling Clay , i.e. Sculpty or other self-drying clay

BACKGROUND INFORMATION FOR THE TEACHER

The Articles of Confederation gave both the United States Congress and the individual states the authority to issue money and regulate its value. The money issued in one state was of no value when the residents of that state traveled to another state.

The Constitution set forth the powers of Congress. In Article 1, Section 8, Congress was given the sole power "To coin money, regulate the value thereof ..." Likewise, the Coinage Act of 1792 was signed into law by President George Washington on April 2, 1792. It provided for the establishment of the first mint in Philadelphia. GRAPHIC ORGANIZER #1

The Philadelphia Mint was the only official mint until 1838. Other mints were opened in New Orleans, Louisiana; Charlotte, North Carolina; Dahlonega, Georgia; San Francisco, California; Carson City, Nevada; and Denver, Colorado. The mints in Philadelphia and Denver are the only original mints still in operation.

PROCEDURE DAY ONE

1. Make illustrations of early American currency for each student.

2. Discuss what is something that is small enough to fit in the pocket, yet sometimes used to purchase large items such as cars, homes, etc. Have the students guess that you are talking about money.

3. Discuss the history of American currency. Have dialogue with the students about the problems individual state currency could cause. Show the illustrations and let students locate each state on a map showing the original thirteen states or modern map of the United States. (ACTIVITY: Using the state symbol, design currency for that state.)

4. Discuss how the Constitution gave Congress the power to coin money and regulate how much it would be worth. Congress also built special places called mints to make the money. Use a United States map and show the places where the mints are located. Point out those mints that are still operational. Allow students to find the quote in the Constitution where Congress is given the power to coin money.

5. Discuss the Constitution. Rewrite Article I; Section 8 in contemporary language GRAPHIC ORGANIZER #2. Prepare students to compare contemporary coins in the next class session.

DAY 2

BACKGROUND INFORMATION FOR THE TEACHER

In today's lesson the students will discover the similarities of all coins currently minted in the United States. The Coinage Act of 1965 specifies that one side of all United States coins must bear the word "Liberty" and the motto "In God We Trust." The reverse side of every coin must have the words United States of America, the motto "E Pluribus Unum" (Latin for "one out of many"), and the value of the coin. The year the coin was minted must be stamped on the side that says "In God We Trust." GRAPHIC ORGANIZER #3

1. Remind students that the Constitution makes the United States government responsible for making the money we use today.

2. Give each student a current penny, nickel, dime and quarter and half-dollar (if possible). Let the students explain what information similar and different on all (penny, nickel, dime, quarter, half-dollar). Make a chart to illustrate the information. (The students will need this information for the final activities on days four and five.)

3. Review the information on the chart. Prepare students to find out what the different pictures mean that we see on our coins.

Graphic Organizer #4

DAY THREE

BACKGROUND INFORMATION FOR THE TEACHER

Penny-This coin was first issued in 1909 in honor of the 100th anniversary of Abraham Lincoln's birth. The Lincoln Memorial was added in 1959. This was the first coin to use the image of a U.S. president.

Nickel-This coin was issued in 1938. It pictures Thomas Jefferson and his home, Monticello.

Dime-The current dime was first minted in 1946. It pictures Franklin D. Roosevelt. On the reverse is a liberty torch, an olive branch (symbolizing peace), and an oak branch (symbolizing strength and independence).

Quarter-This coin wa first issued in 1932. It honored the 200th anniversary of George Washington's birth. On the reverse is an eagle holding a shaft of arrows in his left talons (symbolizing readiness to take up arms) and crossed olive branches (symbols of peace). On May 26, 1998, a new bill was passed that began the production of the 50 States Circulating Commemorative Coin Program. The legislation does not affect the statutory requirement that United States coins carry the inscriptions "In God We Trust," "Liberty," "United States of America," and "E Pluribus Unum;" a designation of the value of the coin; and the year of minting or issuance. In short, the legislation allows the Mint to move the inscription "United States of America" and the designation of value "quarter dollar" from the reverse to the obverse side of the quarter, and the year of minting or issuance from the obverse to the reverse side.

Half-Dollar—The current coin was first issued in 1964 to honor John F. Kennedy. On the reverse side is an eagle holding an olive branch (peace) and arrows (strength). The thirteen stripes represent the 13 colonies. The horizontal bar across the top represents Congress forming one government from many. Fifty stars representing the fifty states encircle the eagle.

NOTE: In this lesson students will be dealing with currently minted United States coins. Some coins that may interest the students that are no longer minted are the Susan B. Anthony dollar, half- cent, two-cent, three-cent, twenty-cent pieces and a silver half-dime.

1. Review the chart and the similarities of coins.

2. Use the coins to discover the special images and symbols. If possible, have on hand enough real coins for each child to see the symbols and pictures as they are discussed. Make a chart showing the information you discover. Indicate the name of the coin and the pictures on the front (head) and back (tail). Discuss what makes the five men special. Why were they chosen to appear on the coins? (ACTIVITY: Have students write a story or poem of who they would choose to appear on a coin and why.)

3. Discuss the differences of the coins. Prepare students to design and "mint" their own coins in the next class session.

DAY FOUR

BACKGROUND INFORMATION FOR THE TEACHER

Federal law says that a design on a coin cannot be changed for twenty five years unless authorized by Congress. A sculptor-engraver makes the final design for all new coins. Since 1792 there have been eleven sculptor-engravers.

1. Review charts. Discuss that when a new coin is designed, a sculptor- engraver makes a design for the front and reverse of the coin and how the students are going to be sculptor-engravers for the day using the person

they wrote about in their essay. What other information will need to be on the other side? The design on the back can be something that goes along with the selected person or you can make up your own design. What other information must be on this side? (Give the students paper cut in circles)

2. Collect designs and give students praise for a good job! Prepare students to "mint" their coins in the next class session.

DAY FIVE

1. Distribute designs from Day Four. Roll out clay and cut circles the same size as the design paper. Using a dull pencil let the students transfer their design to the front and reverse of the circle of clay.

2. Congratulate the students for "minting" their first coin just as the US mints coins every day!

DAY SIX

1. Discuss how the federal government received the power to mint coins, the things that must be on all U.S. coins, and the special symbols and pictures that are on the coins that people carry their pockets.

2. Have students do presentations about their special coins, the symbols and people they've chosen and what they would purchase with their coin. The stories, charts and paper coins would make an attractive bulletin board!

REFLECTIONS

On Days Two and Three, it is essential that students have real coins and paper money to examine. When minting the coins in clay, students may find it easier to use one piece of clay for the front and one for the reverse. Younger students tend to press too hard when they turn the clay over and damage the other side of their coin.

The National Constitution Center's Warren E. Burger Repository of Lesson Plans www.constitutioncenter.org

Graphic Organizer #1 Document Analysis of the Coinage Act of 1792

Where was the document written?
Author(s):
Content Summary:
What is purpose of the Coinage Act? Why do you think it was written?
List two things you think are important about the Coinage Act.
2
List two things that tells about life at the time the first Coinage Act was created. 1
••

2.

Graphic Organizer #2 Document Analysis of the Constitution

Date: –	
Author(s):
Content	Summary:
What is	purpose of the Constitution? Why do you think it was written?
List two	things you think are important about the Constitution.
List two 1. ——	
List two 1. —— 2. ——	things you think are important about the Constitution.
List two 1 2 List two 1	things you think are important about the Constitution. things that tells about life at the time the Constitution was created.
List two 1 2 List two 1 2	things you think are important about the Constitution. things that tells about life at the time the Constitution was created.

Graphic Organizer #3 Document Analysis of the Coinage Act of 1965

Where was the document written?
Author(s):
Content Summary:
What is purpose of the Coinage Act? Why do you think it was written?
List two things you think are important about the Coinage Act.
2
List two things that tells about life at the time the first Coinage Act was created. 1
••

2.

Graphic Organizer #4 Investigating Similarities and Differences

COIN TYPE	SIMILARITIES	DIFFERENCES
Penny		
Nickel		
Dime		
Quarter		
Half- Dollar		

Student's Name:

STATEMENT OF PURPOSE: The student will gain an understanding of how the federal government became responsible for the production of money and identify various coins.

Analytic Scoring Rubric	4	3	2	1
Accurately discusses the Constitutional relationship				
to the minting of coins.				
Accurately discusses the Coinage Act of 1792				
Accurately discusses the Coinage Act of 1965				
Communicates new knowledge and understandings				
clearly.				
Actively participates in chart development and				
activities.				

Holisitic Scoring Rubric

(4) Exceptional understanding of how the Constitution is the foundation for the Coinage Acts of 1792 and 1965.Explanation details federal government's involvement with distribution of currency and similarities and differences of coins today. Completion of assignments with additional interpretations.

(3) Accurate interpretation of coinage history. Explanations shows good understanding of federal mint system and the application of the Coinage Acts. Some completion of assignments.

(2) Vague explanation of relationship between the Coinage Act and the federal system. Little completion of assignments.

(1) Can not explain differences and similarities of coins. Can not apply relationship of Coinage Acts and federal system. No attempt is made to complete assignments.