Money and Business (Art)

Lesson by Jenna Burton

Lesson: Create a new coin for the government  
Length: 60 minutes

Age or Grade Intended: 3rd grade

Academic Standards:

Social Studies:
3.4.5 List the characteristics of money and explain how money makes trade easier.

Art:
3.8.2 Create artwork utilizing concepts, subject matter, or the sign systems of other disciplines.

Performance Objectives:
After this lesson, students will have created a new coin including all the characteristics of a US coin, completing the task.

Assessment:
Students will turn in a completed new coin with all the characteristics of a US coin for the government.

Advanced Preparation by Teacher:
- pictures of all U.S. coins, making (see attached)
- paper for all students
- crayons, markers, color pencils for all students

Procedure:

Introduction/Motivation:
Yesterday, we finished up talking about earning, spending, and saving money. Today we are going to talk about the actual money itself. How many of you wish you could work for the government designing new money for the United States? (Bloom—Knowledge) I think it would be lots of fun to do that. I could use my imagination and give the bosses my ideas of what I want the money to look like. Today, you are going to your imaginations to create a new coin for the government. First, let’s look at the characteristics of a coin.

Step-by-Step Plan:
1. Show students the picture of a coin. (Gardner—Visual)
2. Pass out a real coin to each student to examine. (Gardner—Bodily Kinesthetic)
3. Point out that each coin, on the front, says “In God We Trust” and “Liberty,” has a president, has the year that the coin is made on it.
4. Point out that each coin, on the back, says “United States of America” (on the new quarters on the front) and “E Pluribus Unum” which means “Out of Many, One” in Latin.
5. Take time to ask students what they think this phrase means. (Bloom—Evaluation, Knowledge)
6. Point out that each coin, on the back, has the value of the coin and also an important symbol of the United States. Ask the students to think of some important symbols to the US. (Bloom—Knowledge)
7. Discuss how the new quarters are different. Pointing out that each one has a state on it along with an important symbol for the state and the nickname of that state.
8. Give students instructions to make their own coin.
9. Each coin should have a value of 2 cents.
10. Tell students to include “In God We Trust,” “Liberty,” a president, year coin was made, “United States,” “E Pluribus Unum,” important symbol to the US, and the value of the coin. (Gardner—Linguistic)
11. Make a checklist for each student. (Gardner—Visual)
12. Go over checklist with students. (Gardner—Linguistic)
13. Help students to complete their coins, helping them with any questions they have.

Closure:
Students can share their coins with the rest of the class. Have the students point out the characteristics they included in their coin. Tomorrow we are going to be able to use these drawings as a blue print to make coin cookies.

Adaptations/Enrichment:
For the gifted student, you could challenge them to do a little research on a symbol to put on the coin. For an autistic student, you could have some of the characteristics already on the coin. Also, you could have the students work in groups to create the coin.

Self-Reflection:
Did my students complete the project? Was I specific enough regarding my instructions? Would I do this lesson again? What would I change?
Characteristic Checklist

Front
______ “In God We Trust”
_______ “Liberty”
_______ a president
_______ year coin was made
_______ letter where produced (D or P)

Back
_______ “United States”
_______ “E Pluribus Unum”
_______ important symbol to the US
_______ the value of the coin (Two Cents)