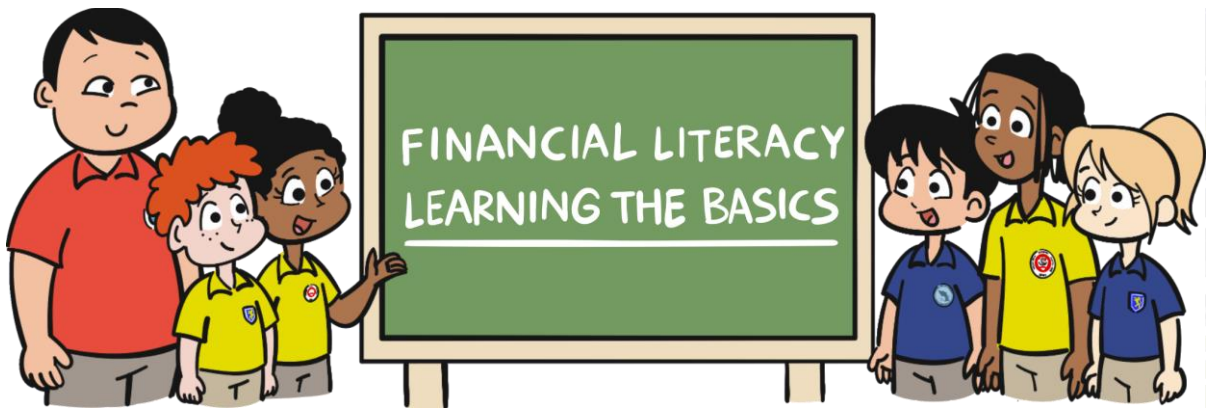




City Pay it Forward



This booklet includes the following:

- Lesson plan for Lesson 2
- Inter-curricular suggestions
- Activities and extension ideas
- Guided and Independent Practice
- Handouts

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Who features on money and why are they important?



Key Points

- ❑ Who featured on coins of ancient civilizations was considered important by the rulers of the time
- ❑ The US one-dollar bill, like other bills, has many images which symbolize the ideals and history of the United States
- ❑ George Washington and other historical leaders feature on the coins and bills
- ❑ US bills and coins are changing to reflect the legacies and contributions of racially diverse men and women
- ❑ Harriet Tubman, a political activist and abolitionist, will be included on the to-be designed new \$20 bill
- ❑ **Use the history and images on bills and coins to encourage students to look at money before they spend it (as it is so easy to spend)**

Content Objective	Language Objective
We will identify individuals depicted on banknotes and their legacies.	We will select an individual to be depicted on a banknote and describe their legacy.

Activity	Suggested Time	Activity	Suggested Time
Do First/Lesson Opening	5 mins	Check for Understanding	
Lesson, Part 1	10 mins	Video	5 mins
Check for Understanding		Independent Practice	20 mins
Guided Practice	10 mins	Other Activities	Optional
Lesson, Part 2	10 mins	Handouts	Optional
Total Lesson time: 60 minutes			

Who features on money and why are they important?



Do First/Lesson Opening (5 minutes)

Why is it important for recognizable people to feature on money?

- The teacher will prompt students to silently reflect and write four complete sentences **to describe the value of having historically important individuals feature on banknotes and coins**
- The teacher will put on a timer for three minutes and monitor students' writing. The teacher will positively reinforce students' usage of appropriate grammar conventions
- The teacher will ask students to build on one another's ideas in order to facilitate a discussion

In-class Slides (Part 1 and Part 2 - 10 minutes each)

Note to teacher: View PowerPoint slides in Slide Show mode only

Part 1 (slides 2 through 14)

- Throughout history, who featured on money (notes and coins), was carefully considered as it carried great importance to rulers
- Exploring the \$1 bill in detail is a fun way for students to become acquainted with the national symbols and history of the United States
- Having a better understanding of who George Washington was brings the \$1 bill to life
- To date, only US Presidents and Founding Fathers have featured on bills which makes the decision to include Harriet Tubman on a new \$20 bill a notable one

Part 2 (slides 16 to 21)

- The evolution of the \$10 bill facilitates an interesting history lesson
- The history of the quarter and the US Mint's decision to do a series on famous women (five different women per year), including Maya Angelou and Sally Ride, amongst others, is noteworthy
- The key message of this lesson is to reinforce the students' relationship with physical cash as money is increasingly becoming ever more virtual/digital. The hope is that by looking at bills and coins, a pause will be interjected between wanting to buy something and actually making the purchase**

Who features on money and why are they important?

A green chalkboard on a wooden stand with the text "Lesson 2" written on it in white.

Guided Practice (10 minutes)

- Using the worksheet provided**, the teacher will ask students:

Who was Harriet Tubman and why do you think she has been selected to feature on the new \$20 bill?

- Students should write three to four sentences in response to the prompt and include details from the life and times of Harriet Tubman in their response.

Model response

Harriet Tubman has been selected for the new \$20 bill because she was very brave and helped abolish slavery in the United States. She rescued about 70 enslaved people and talked to people in government about ending slavery. She also fought in the Civil War, and after slavery was ended, she fought for women's rights. Because of her contributions to ending slavery and women's voting rights, she should be on the new \$20 bill.

Independent Practice (20 minutes)

- Using the worksheet provided**, students will be asked to consider **who should be the next historical figure to appear on a US banknote**
- There is an extensive list of American historical figures who have made an impact on society. The individual must be recognizable to most people, have made a large, positive impact on society and be a person the general population can relate to
- If laptop computers are available, the teacher will ask students to do internet searches to assist them in coming up with a person
- Students should be bold in their selections and keep in mind that their choice must be recognized by the majority of society
- Students should write a description of the details of why they chose their historical figure and what the person's most lasting legacy was
- The teacher should provide time for students to talk and turn with their shoulder partner about the person they selected
- A class discussion should follow to compare names

Who features on money and why are they important?



Practice Worksheets (For use in lessons)


Please separately **print out** these Practice Worksheets to use in class for the Guided and Independent Practice:

(included in this file – See Page 10)

Lesson 2 **GUIDED PRACTICE**

Harriet Tubman
(March 1822 – March 10, 1913)

A lot of thought goes into which symbols are chosen to appear on money. Only really important figures have the honor of being put on a country's bills and coins because the bills represent the country's values and culture.



Who was Harriet Tubman and why has she been selected to feature on a new \$20 bill?

Guided Practice

Lesson 2 **INDEPENDENT PRACTICE**

The decision to include Harriet Tubman on the new \$20 bill is important as it could result in more changes to who features on US bills and coins.



Whom would you choose to appear on a new bill?

Describe why this person is so important and what is their lasting legacy? Is there some thing we do today that was influenced by this person?

On which should they feature e.g. the \$2 bill, or \$10 or even \$100 and why?

Independent Practice


Handouts (Optional)

The following are three optional Handouts which can be reviewed and discussed in class or can be assigned as homework assignments to extend the learning:

(included in this file – See Page 10)

Lesson 1 **HANDOUT**

Money has been around for a very long time



5000 to 2000 BC: Livestock and other goods used as money.

1000 to 1000 BCE: Mixture sacred money.

13th century: Paper money in China.

18th century: Maria Thero travels to Asia (bring back exotic coins).

1800 BCE: Coins start to be used.


1900: The first paper money was created in the United States in 1869. These "bills of credit" represented the colony's first obligations and could be traded like silver and gold coins.

Activity
Bank notes from around the world feature interesting details. Explore different landscapes and national symbols that appear on these notes.

Did you know?
The largest piece of money in the world were fat stones which were used on Yap Island and could weigh over eight tons.

Lesson 1 **HANDOUT**

Concept of barter and how it works



This community has a lot of chickens and wants some apples.

This community has a lot of apples and wants some chickens.


- For thousands of years and before money was used, communities would exchange or "barter" for goods and services.
- Barter allowed people to focus on what they were good at producing.
- Over time, money eventually overtook barter as a better method for trading and purchasing goods and services.
- Merchants found it easier to exchange coins and notes rather than physical things such as livestock or grains.

Activity
Think about stone age communities in the Americas. What goods would they have used for barter? What about communities in places like Africa or in the Middle East?

Did you know?
Some of the earliest forms of money were things like salt, animal skins, precious metals, or small replica swords and spades. It was easier to trade smaller replicas than the real thing!

Lesson 1 **HANDOUT**

Function and benefits of money in society




Activity
What other examples can you come up with of the function that money serves in society? Can you imagine a world without money? How would we buy things?

Did you know?
The ridges on today's coins are thanks to Sir Isaac Newton who spent 30 years at the Royal Mint. He recalled all plain edged coins and re-issued them with milled edges to stop people shaving bits off to make new coins.

Who features on money and why are they important?



Video (5 minutes)

- The video, embedded in the PowerPoint slide presentation, will start automatically when you get to Slide 21
- Make sure Slide Show mode (this icon ) on PowerPoint is used to access the video
- The video can be used to extend the learning in the lesson and as instructions for students to set up the Independent Practice

Activities including debate and discussion ideas (Optional)

The following are additional activities (optional) including extension ideas for homework assignments or an in-class debate:

- At the moment, only historical figures can appear on US bills and coins. Many countries around the world feature living individuals on their money. If given the opportunity, which living person would students consider to feature on a US bill and why?
- Is there a difference in the importance of someone featuring on a \$1 bill as opposed to a \$100 bill? Currently, George Washington is on the \$1 and Benjamin Franklin is on the \$100.
- In antiquity, which ruler was featured on coins was of great importance as it allowed them to project power over distant lands. Why else was it important for rulers to feature on coins?
- Over twenty countries around the world, including Australia, Great Britain, Canada, New Zealand, and Vietnam have replaced all their paper money with banknotes coated in plastic. It is more cost effective, and they last 2.5 times longer. Would students support changing all US bills to be coated in plastic and, at the same time, replace everyone who currently features on today's banknotes? ¹



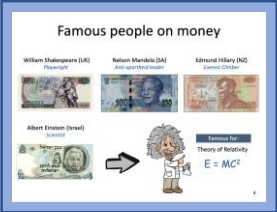
¹ Of interest is that all US banknotes are scheduled to be redesigned and reissued over the next ten years with a new \$10 bill expected to be issued no later than 2026

Who features on money and why are they important?



Inter-curricular Connections and Suggestions

The following are inter-curricular connections and suggestions which extend the learning to other subjects:

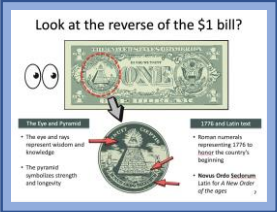


	Florida Standard	Application
 <p>Slide #2 Social Studies SS.6.W.3.5</p>	Summarize the important achievements and contributions of ancient Greek civilization	The Greek empire, at its height, was vast. One way to both project power and collect taxes to support the government was to issue coins featuring rulers of the time
 <p>Slide #2 Social Studies SS.6.W.3.7</p>	Summarize the important achievements and figures associated with the Hellenistic Period	The artwork of ancient Greece and Alexander the Great's empire, like its currency, featured members of its pantheon such as Ajax, who is depicted on the coin in this slide
 <p>Slide #4 Social Studies SS.5.A.1.1</p>	Use primary and secondary sources to understand history	Banknotes provide a montage of a country's history, its leaders and its famous people. It is an easy way to connect money to history and geography

Who features on money and why are they important?



Inter-curricular Connections and Suggestions

The following are inter-curricular connections and suggestions which extend the learning to other subjects:

	Florida Standard	Application
 <p>Slide #7</p> <p>Social Studies SS.5.G.1.5</p>	<p>Identify and locate the original thirteen colonies on a map of North America</p>	<p>The symbol of the thirteen colonies on the Great Seal of the US on the back of the \$1 bill gives students an opportunity to name and consider the locations of the thirteen colonies</p>
 <p>Slides #9, #12 and #16</p> <p>Social Studies SS.5.A.5.2</p>	<p>Identify significant individuals and groups who played a role in the American Revolution</p>	<p>George Washington, like other Founding Fathers who were major protagonists in the American Revolution, features prominently on US bills and coins</p>
 <p>Slide #13</p> <p>Social Studies SS.5.A.6.2</p>	<p>Identify roles and contributions of significant people during the period of westward expansion</p>	<p>Andrew Jackson is one of the more important players in terms of the United States' westward expansion. He is being replaced by Harriet Tubman for the purposes of more representation on US bills</p>

Who features on money and why are they important?



Lesson Plan 2

Inter-curricular Connections and Suggestions

The following are inter-curricular connections and suggestions which extend the learning to other subjects:

	Florida Standard	Application
<p>Slide #14 Social Studies SS.5.C.2.3</p>	Analyze how the Constitution has expanded voting rights from our nation's early history to today	Harriet Tubman's work for voting rights opens the door to talk about the expansion of voting rights from the country's inception to now
<p>Slide #15 English Language Arts LAFS.5.L.1.1</p>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	Many of the questions posed throughout the curriculum can be turned into writing or discussion prompts where teachers will have an opportunity to teach the conventions of English writing
<p>Slide # 15 English Language Arts LAFS.5.L.1.2</p>	Acquire and use accurately general academic and domain-specific words and phrases as found in grade-level appropriate texts, including those that signal contrast, addition, and other logical relationships	Content-specific vocabulary will be introduced to students throughout the curriculum

Who features on money and why are they important?



Inter-curricular Connections and Suggestions

The following are inter-curricular connections and suggestions which extend the learning to other subjects:

	Florida Standard	Application
<p>Who produces coins and bills?</p> <p>Slides #17 and #23</p> <p>Social Studies SS.5.C.3.Su.c</p>	<p>Describe a power of the federal government such as coining money, and a power of the state governments such as creating public schools</p>	<p>One of the most important powers of the federal government is to create money, either in coins via the US Mint or bills via the Treasury Department. Understanding the role and history of each is useful</p>
<p>Always take a look at bills and coins ...</p> <p>Slide #20</p> <p>Mathematics MAFS.5.MD.1.1</p>	<p>Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real-world problems</p>	<p>There are ample opportunities in the curriculum to count change and do calculations in different real-world scenarios</p>
<p>INDEPENDENT PRACTICE</p> <p>Slide #23</p> <p>English Language Arts LAFS.5.SL.1.1</p>	<p>Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly</p>	<p>After writing, the teacher can implement 'turn and talk' where students can posit, justify, and persuade one another of their own ideas</p>

Who features on money and why are they important?



How to use the Practice Worksheets and Handouts

Practice Worksheets

Lesson 2 **GUIDED PRACTICE**

Harriet Tubman
(March 1822 – March 1913)

A lot of thought goes into which symbols are chosen to appear on money. Only really important figures have the honor of being put on a country's bills and coins because the bills and coins represent the country's values and culture.

Who was Harriet Tubman and why has she been selected to feature on a new \$20 bill?

Guided Practice
(10 mins)
In-class

Lesson 2 **INDEPENDENT PRACTICE**

The decision to include Harriet Tubman on the new \$20 bill is important as it could result in more changes to who features on US bills and coins.

Whom would you choose to appear on a new bill?

Describe why this person is so important and what is their lasting legacy? Is there some thing we do today that was influenced by this person?

On which should they feature e.g. the \$2 bill, or \$10 or even \$100 and why?

Independent Practice
(20 mins)
In-class with video

Handouts (3 per lesson)

Lesson 2 **HANDOUT**

Trust is very important in the monetary system

Time for a change?

Take your money when you travel

Activity

Did you know?

Activity

Did you know?

Activity

Did you know?

Handouts
(Optional)
In-class or Homework

Lesson 2



GUIDED PRACTICE

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(March 1822 – March 1913)

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Lesson 2



INDEPENDENT PRACTICE

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Who would you choose to appear on a new bill?

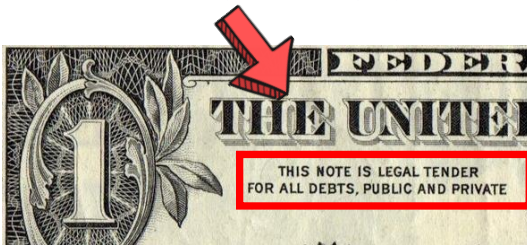
Describe why this person is so important and what is their lasting legacy. Is there something we do today that was influenced by this person?

On which should they feature e.g. the \$2 bill, or \$10 or \$100 and why?



Trust is very important in the monetary system

All bills state that they are “legal tender” which means that they must be accepted for payment



I know this is worth \$10 ...



... and ...

... I know this is worth \$10

- For bills and coins to be useful, they must preserve their value
- Whether you buy or sell something, that small sheet of paper must mean the same thing to both parties
- In the past, to ensure value, holders of bills could always exchange them for precious metals like silver and gold
- The Treasury Department goes to great lengths to make sure banknotes are the real thing and not fakes. Look up the word “counterfeiting”

Activity

What if a \$10 bill was not always worth \$10? Could an economy function if that happens? What if you could just print money on your color printer at home?

Discuss

Did you know?

Up until 1971, in the US, one could exchange a bill for its value in gold bar (called the “gold standard”)!

However, this is no longer the case!

Lesson 2



HANDOUT

Time for a change?



Andrew Jackson

(March 1767 – June 1845)

Every person that is featured on money is either a past president or a Founding Father (or both).

Andrew Jackson, who features on the \$20, was the 7th US President but he was not a Founding Father.

Harriet Tubman

(March 1822 – March 1913)

Harriet Tubman was a famous abolitionist who freed enslaved people via the underground railway.

The movement to have her feature on the new \$20 bill is important so that money can better reflect the history and diversity of the country.

The **Founding Fathers** were the most prominent statesmen of America's Revolutionary generation who wrote the US Constitution in 1787

Activity

Explore who the Founding Fathers were and their contributions to American history.

Pick one and research his life and why he was so important.

Did you know?

John Hancock, a Founding Father, is best known for his bold signature as the first person to sign the Declaration of Independence.

Lesson 2



HANDOUT

Take your money when you travel

When you travel outside the United States, you need to make sure you are able to buy goods and services wherever you go. You can exchange your US Dollars at a local bank or at the airport for banknotes or “currency” of the country where you are traveling to



If you travel to Canada, you need to exchange US Dollars for Canadian Dollars



What is foreign exchange?

Foreign exchange is when you convert your money into the currency of another country. Every country has their own currency



Activity

Research the banknotes (“currency”) of a country in each of the seven continents (except Antarctica). Are there distinct features in the banknotes which are unique to each continent?

Did you know?

As of today, there are 197 countries around the world (including the Vatican City which is less than a half mile wide)