

# Culture of Currency

Suggested Grade Level: 4

## Objectives:

- Students will explore India through artifacts and photographs depicting the following themes:
  - Culture (food, religions, celebrations, dress, language, symbols)
  - Beliefs and Values
  - History
  - Achievements
  - Art forms
- Students will examine Indian currency to help understand Indian culture and the themes listed above.
- Students will compare and contrast Indian currency to currency from around the world, including the United States.
- Students will examine the components of paper currency, including symbols, watermarks, seals, titles, imagery, and methods of design for the visually impaired.
- Students will practice creating currency that combines aspects of Indian culture that they found most fascinating with components of American currency.
- As a final project, students will design paper currency for a new country, representing the countries and cultures with which they identify.

## 4<sup>th</sup> Grade State Goals:

### ***Illinois Learning Standard 25.B***

Benchmark A- Understand how elements and principles combine with an art form to express ideas.

***Illinois Learning Standard 26.A-*** Understand and demonstrate processes, traditional tools and modern technologies used in the arts.

### ***Illinois Learning Standard 26.B***

Benchmark A- Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching, and constructing.

**Illinois Learning Standard 27.A-** Analyze and demonstrate knowledge of how the arts function in history, society, and everyday life.

**Illinois Learning Standard 27.B-**

Benchmark A- Describe how the same idea is expressed in works of art from different cultures, times, or places.

Benchmark B- Describe the ways different cultures, times, or places use materials to produce works of art.

**Essential Questions:**

- How can photographs, artifacts, food, remnants, and currency reveal aspects of a culture?
- Can examining items accurately portray a culture?
- What can a country's currency reveal about that culture?
- Can what is important to a culture be reduced to symbols and images found on currency?

**Understandings:**

The goal of this unit is to allow students to understand the following:

- o Gain insights to Indian Culture
- o Realize that the artifacts and photographs collected are based on teacher's knowledge as and outsider and her personal experience while visiting India.
- o Understand the culture is a complicated entity that cannot be completely understood through a handful of artifacts, but can be an introduction
- o Through comparison of currency, realize that most countries value the same types of achievements
- o Learn to eliminate and reduce a design to its most important themes and symbols. Reflect on how they arrived at those symbols and themes and why they chose those to represent a country.
- o Practice design elements of balance, contrast, and emphasis when designing currency
- o Include counterfeit technology and visually impaired technology when designing final currency.

**Lesson Outline**

(Lessons are based on 40 minute class periods, once a week.)

<b>Day One:</b>	o List of Artifacts
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<ol style="list-style-type: none"> <li>1. Distribute artifacts</li> <li>2. Students will examine artifacts by drawing them using manila paper and charcoal</li> <li>3. In pairs, students will answer the following handout: Cultural Artifact.</li> <li>4. Lead discussion about artifacts</li> <li>4. Collect drawings and worksheets.</li> </ol>	<ul style="list-style-type: none"> <li>○ Cultural Artifact Worksheet</li> </ul>
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<p><b>Day Two:</b></p> <ol style="list-style-type: none"> <li>1. Finish discussing and drawing artifacts.</li> <li>2. If time permits, allow students to reflect in sketchbooks, listing or drawing the most fascinating and important aspects of India they have learned so far.</li> </ol>	
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<p><b>Day Three:</b></p> <ol style="list-style-type: none"> <li>1. Examine paper and coin currency.</li> <li>2. View Currency PowerPoint</li> <li>3. Hypothesize what the symbols mean on Indian rupees.</li> <li>4. Discuss symbols and meanings of these symbols.</li> <li>5. Explain how to convert rupees to dollar amounts and answer other currency questions.</li> </ol>	<p>Currency website:  <a href="http://dailyrupee.blogspot.com/2009/07/indian-rupee.htm">dailyrupee.blogspot.com/2009/07/indian-rupee.htm</a></p> <p>Currency calculator:  <a href="http://www.oanda.com/convert/classic">http://www.oanda.com/convert/classic</a></p> <p><b>Currency PowerPoint:</b>  (needs references)</p>
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<ol style="list-style-type: none"> <li>6. Look at the parts of a dollar bill. See  <a href="http://www.apollo13art.com/National/mm336/lectures/currency%20design/overview.html">http://www.apollo13art.com/National/mm336/lectures/currency%20design/overview.html</a></li> <li>7. Discuss purpose of watermarks, seals, titles, and imagery</li> <li>8. Students will complete a venn diagram of similarities and differences of dollar and rupee bills.</li> </ol>	<p><b>Venn Diagram handout</b></p> <p>Currency website</p>
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<p><b>Day Four:</b></p> <ol style="list-style-type: none"> <li>1. List what themes are seen on many bills for countries, such as accomplishments, leaders, etc</li> <li>2. Discuss counterfeit technology and visually impaired technology. Refer to <a href="http://www.apollo13art.com/">http://www.apollo13art.com/</a></li> <li>3. Discuss and share currency from other countries.</li> <li>4. Students will begin to design ideas for their own currency, combining two or more countries/cultures.</li> </ol>	<p><b>Worksheet to help brainstorming ideas</b></p> <p>Currency from other countries websites</p>
<p><b>Day Five:</b></p> <ol style="list-style-type: none"> <li>1. Who is Gandhi? Read <i>Gandhi</i> by Demi.</li> <li>2. Students will continue to design their own currency.</li> <li>3. Have students share and critique ideas with table partners.</li> <li>4. Students will begin to design work on final paper.</li> </ol>	<p><i>Gandhi</i> by Demi</p>

**Assessment Ideas**

- o Cultural Artifact Worksheet.
- o Tuk Tuk parking lot- students will write the most memorable or interesting aspect of the artifact share on a post-it note. Students can park post-its on a bigger piece of paper, labeled tuk-tuk parking lot.
- o Venn diagram
- o Brainstorming worksheet.
- o Final product- Artist statement

**Suggested Activities**

See lesson above.

**Teacher Resources**

Student blog about India  
[www.studentsoftheworld.info/.../svagata.php](http://www.studentsoftheworld.info/.../svagata.php)