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.

4th 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**

Benchmark A- Understand and demonstrate processes, traditional tools and modern technologies used in the arts.


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:
- Gain insights to Indian Culture
- Realize that the artifacts and photographs collected are based on teacher’s knowledge as an outsider and her personal experience while visiting India.
- Understand the culture is a complicated entity that cannot be completely understood through a handful of artifacts, but can be an introduction
- Through comparison of currency, realize that most countries value the same types of achievements
- 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.
- Practice design elements of balance, contrast, and emphasis when designing currency
- Include counterfeit technology and visually impaired technology when designing final currency.

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

| Day One: | o List of Artifacts |
1. Distribute artifacts
2. Students will examine artifacts by drawing them using manila paper and charcoal
3. In pairs, students will answer the following handout: Cultural Artifact.
4. Lead discussion about artifacts
4. Collect drawings and worksheets.

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<thead>
<tr>
<th>Day Two:</th>
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<tbody>
<tr>
<td>1. Finish discussing and drawing artifacts.</td>
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<td>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.</td>
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<tr>
<th>Day Three:</th>
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<tr>
<td>1. Examine paper and coin currency.</td>
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<td>2. View Currency PowerPoint</td>
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<td>3. Hypothesize what the symbols mean on Indian rupees.</td>
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<td>4. Discuss symbols and meanings of these symbols.</td>
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<td>5. Explain how to convert rupees to dollar amounts and answer other currency questions.</td>
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<th>Currency website:</th>
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<tr>
<td>dailyrupee.blogspot.com/2009/07/indian-rupee.htm</td>
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<tr>
<td>Currency calculator:</td>
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<tr>
<td><a href="http://www.oanda.com/convert/classic">http://www.oanda.com/convert/classic</a></td>
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<tr>
<td>Currency PowerPoint:</td>
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<td>(needs references)</td>
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<tr>
<th>Venn Diagram handout</th>
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<tr>
<td>Currency website</td>
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### Day Four:
1. List what themes are seen on many bills for countries, such as accomplishments, leaders, etc.
2. Discuss counterfeit technology and visually impaired technology. Refer to [http://www.apollo13art.com/](http://www.apollo13art.com/)
3. Discuss and share currency from other countries.
4. Students will begin to design ideas for their own currency, combining two or more countries/cultures.

<table>
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<tr>
<th>Worksheet to help brainstorming ideas</th>
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<td>Currency from other countries websites</td>
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### Day Five:
1. Who is Gandhi? Read *Gandhi* by Demi.
2. Students will continue to design their own currency.
3. Have students share and critique ideas with table partners.
4. Students will begin to design work on final paper.

| *Gandhi* by Demi |

### Assessment Ideas
- Cultural Artifact Worksheet.
- 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.
  - Venn diagram
  - Brainstorming worksheet.
  - Final product - Artist statement

### Suggested Activities
See lesson above.

### Teacher Resources
Student blog about India
[www.studentoftheworld.info/.../svagata.php](http://www.studentoftheworld.info/.../svagata.php)