

# Historical Time Period Investigation

## Creating Prepared Students in Social Studies (CO standards):

Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies

### I Can Statements:

I can research information about a historical time period

I can analyze a historical time period from multiple perspectives

Grade Level: 4-8

### Materials and Resources:



Internet Access to visit embedded links:  
[bit.ly/story-of-a-coin-lesson](https://bit.ly/story-of-a-coin-lesson)

**Each student should bring to class any American coin of any denomination**

### Essential Question:

How can an object tell a historical story?

## Learning Plan

### 1. ACCESS PRIOR KNOWLEDGE:

Days prior to starting the lesson, instruct students to bring in any American coin. If students do not have coins at home, feel free to bring in some pennies. Be sure to let kids know that the coin they bring should be from pocket change and not from a special collection or family collection.

In small groups, have students share the information on their coin, including:

- Date (year)
- Face value (how much is it worth? one cent? five cents?)
- Images on the coin (Lincoln? Jefferson? Hot Springs National Park?)
- Using the image linked [here](#), have students identify the other parts of their coins



Brought to you by the Education Department of the American Numismatic Association. Check out other lesson plans at

**[MONEY.ORG/TEACHER-TOOLS](https://money.org/teacher-tools)**

## 2. ACCESS NEW INFORMATION

Provide students with an overview of Modern U.S. Coinage

Using the above link, click through the items in Case 28 of the Money Museum's exhibit on the History of Money and have students identify their coin

- Students should record key information they learn about their coin

As a class, pick a year from one of the coins in the case

Explore the coin together by researching the historical time period it was made and answering the questions below:

- Who was the President of the United States when the coin was made? What was that President famous for?
  - Was the coin minted during a Presidential election year or Olympics year? If so, where did the Olympics take place? Or, who were the main Presidential candidates in that year?
- What is one major event that happened in the world during the year of the coin?
  - Find at least 2 opposing viewpoints on the event
    - For example, if looking at 1976, you could consider the Tiananmen Incident
    - Look at the perspective of Americans and perspective of the Chinese government
- What is one major event that happened in the U.S. during the year of the coin?
  - Find at least 2 opposing viewpoints on the event
- Look up the most famous people for the year you are researching. Who could have actually handled the coin you are holding? Make a list of celebrities, politicians, and athletes and write out their accomplishments and impact on the year you are exploring
- What were the most common technological devices used at that time?
  - Cellphones, typewriters, etc.



## 3. ASSESS LEARNING

Have students complete the same activity as above, using their own coin that they brought to class

Dependent on grade level, add or remove questions for students to explore

Have students share their findings with a partner, with a coin from a different decade, specifically looking for continuity and change between time periods



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