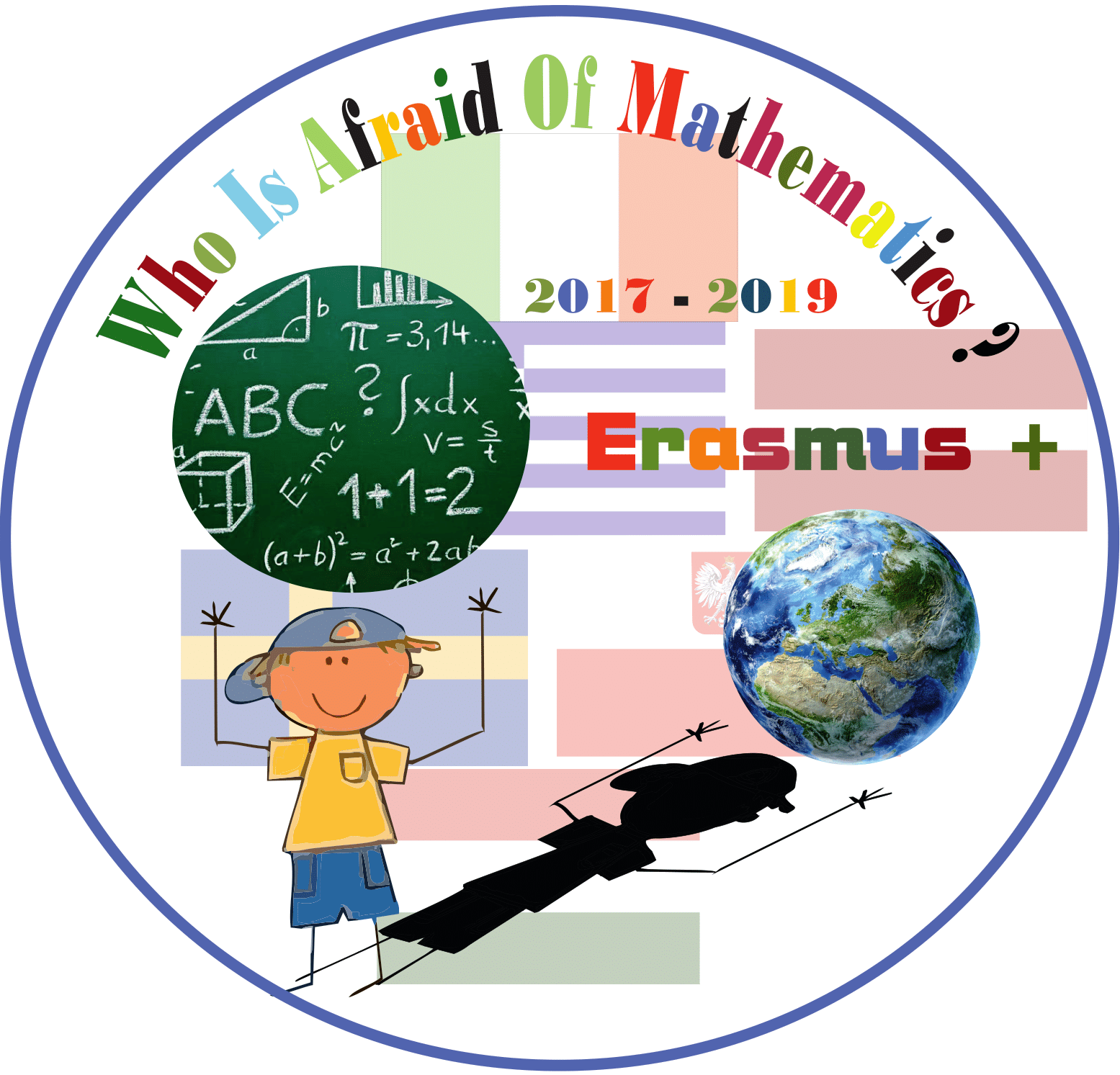
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**Category : MATHS IN HISTORY**

**Title of the activity: History through coins**

**Year Group: Grade 4 (9 years old)**

**Learning Objectives:**

pupils to

* come in contact with ancient coins
* learn the history, its invention and progress
* know better the Greek mythology and important events of Greek history, as well

**Success Criteria:**

Students will:

* Compare and contrast what is depicted on modern-day and ancient coins.
* Learn about important figures and images that decorated ancient coins.
* Create their own coins, using figures, symbolic images, and words

**Resources:**

* Images of Coin,
* Modern-day coins (one per student)
* copies of ancient coins
* Student Handout: Examining a Coin
* Scratch paper
* Pencils

**Differentiation:**

Have students present their coins to the class in an oral presentation. What figure is illustrated on the coin? What symbols and/or writing did they include? Why?

Have students put a monetary value on their coins. How much will their coins be worth? Have them write a brief report about what each coin can buy.

**Introduction:**

We show several ancient and modern coins on the projector and we ask students to find similarities and differences.

we discuss what need in the ancient times led to the invention and creation and use of the first coins.

We observe the images on the coins and try to discover by drawing on their themes and how they relate to the history of each era.

**Main Lesson:**

1. Ask students to bring in a coin from home (they can be international coins as well). On the board, create a T-chart, noting on the left “Front” and on the right “Back.” Ask students to look at the front (obverse, or heads) of their coin and list as many details as they can on the left side of the T-chart.

2. Divide the class into groups of three to four students. Provide each group with front and back images of one of three ancient coins and the handout “Examining a Coin.” Have groups discuss what imagery they notice on the front of their coin and list their observations in the upper left square of the handout. Have groups speculate about what they think the imagery means and list their observations in the middle left square of the handout. Then have groups discuss what other details and letters they observe and list their observations in the lower left square of the handout. Have groups follow the same process with the back of the coin, using the squares on the right side of the handout.

3.Display an image of the coin depicting Alexander the Great on the front. Ask each group that examined the coin to report their observations to the class. Inform students that the coin depicts the general Alexander the Great (Greek, 356–323 B.C.) on the front and the goddess Athena on the back. The coin was issued by one of Alexander’s successors, a general named Lysimachos (Greek, c. 360–281 B.C.), who ruled Thrace, in northern Greece, after Alexander’s death. Ask students the following questions:

•Why do you think Lysimachos would want an image of Alexander the Great on the coin? (Alexander was one of the greatest and most admired generals in history, and it would have been important to have his name associated with the reign of Lysimachos.)

•Why do you think Lysimachos would want an image of the goddess Athena on the back? (Athena was the goddess of wisdom and warfare. In this image, she is shown seated, with a spear resting on her shoulder and a figure of Nike, the goddess of victory, in her hand.)

4.Display an image of the coin depicting an owl on a jar on the back. Ask each group that examined the coin to report their observations to the class. Inform students that this coin shows a goddess on the front. Ask students the following questions:

•Based on what she is wearing, which goddess is she? (She has a helmet, showing that she is Athena, the goddess of war.)

•What symbols did you notice? (There is an owl, since Athena is also the goddess of wisdom. There is a wreath, a symbol of victory. There is also a jar, a symbol of olive oil, the most important commodity of the city of Athens. Olive oil was transported in these jars.)

•What letters did you notice? (Inform students that the Greek letters for "Athe” stand for the city of Athens. Written below them is the name "Ammodio," an Athenian magistrate in 182–181 B.C.)

6.Tell students that they are going to create their own coins. In pairs, have students brainstorm ideas about what they will depict on their coins. Ask students to consider the following questions:

•Who are you going to put on the front? An illustrious figure like Alexander the Great or Athena? Or someone from more recent history? Or will it be a made-up figure? Or a figure from mythology?

•What symbols are you going to include? Are you going to include them on the front, back, or both?

•Are you going to include a symbol from the city you live in (like the owl on the coin from Athens)? If so, what will that symbol be?

•Are you going to have text on your coin? Will the letters/words be symbolic, or will they have a patriotic meaning?

7. Pass out paper and pencils. Have students sketch out their ideas. Have students consider how their designs will work within a circular composition.

8.Using a wooden stylus, have students draw their designs.

**Plenary -Assessment**

Students will be assessed on their visual analysis of an ancient and modern coin. Students will also be assessed on group participation and discussions about their assigned ancient coin.

Finally, students will be assessed on the coin they created, including whether they incorporated a profile of a figure and their use of symbols.

**Teachers: Bounatsou Voula & Foulidou Nopi**

