

# COIN THAT NAME! I WAS THE FIRST. VOTE FOR ME!

TEKS: K-5 Social Studies Skills

The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology, interviews, and music.

The student communicates in oral and visual forms.

The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

Materials Needed: Copy of **KLQ** chart for each student; “Coin that Name” handout; “Bill” handout; Letter Template

Vocabulary: Coining

Teaching Strategies:

1. Divide students into small groups and give each group a set of U.S. coins and/or bills (real or play currency). If using ‘play’ currency, the faces should be the actual people that are on ‘real’ currency. Another option is to print currency pictures for students to observe.
2. In groups have students look at the currency and discuss how it’s alike and different.
3. Give each group a **KLQ** chart (see attached document) and have groups share what they “**KNOW**” (first column) about the currency. (If working with primary students create a chart on the board or chart paper and have students share what they “**KNOW**” about the currency together.)
4. Ask the class questions such as:
  - What do you notice about the faces on the currency?
  - Do you know anything about these people? Share.
  - Why might they be chosen to be on a coin/bill?
  - Do you think these historical figures were good citizens? Why do you say that?
  - What citizenship traits should they exhibit? Why?
5. Share with the students that currently there aren’t any women featured on U.S. currency. Dollar coins featuring Sacagawea and Susan B. Anthony

were once made, but are no longer produced. Martha Washington was the only woman to appear on a U.S. currency note, and that was in the 1800s. Ask students if they know anything about any of these important women.

6. Share with students that President Obama said it is time to begin putting the faces of women on U.S. paper currency. He brought up the idea after he received a letter from a young girl asking why women did not appear on any American bills.
7. Open up the *I Was the First. Vote for Me!* website: [www.texasbar.com/iwasthefirst/womenshistorymonth.html](http://www.texasbar.com/iwasthefirst/womenshistorymonth.html) which was created by the State Bar of Texas Law-Related Education Department. (This page features six short videos highlighting women in the TEKS who were the first to do something and be recognized for it.)
8. Explain to students that they are going to watch some videos about women in history who were recognized as being the 'first' for doing something. (Choose two or more of these historical figure videos for students to watch.)
9. On their **KLQ** chart student groups write what they "**LEARNED**" about each person in the second column of the chart. (If doing this with primary students, have them watch the videos as a class and fill out the second column of the chart together.)
10. Have student groups fill out the "Coin that Name" handout (see attached handout) explaining which historical woman they choose and why.
11. Student groups share their choice with the class.
12. Have students vote on the woman whose face should be on a bill.
13. Student groups fill out the last column of the **KLQ** chart sharing three '**QUESTIONS**' they still have.
14. Each student draws a picture of the woman they selected to be the 'new face' on the "Bill" handout (see attached handout).

Optional Extension:

Once the students have drawn the woman they selected to be featured on the new U.S. currency, have them write a letter to the President explaining who they selected and why that person should be on the bill. (See letter template to help your students write a formal letter.)

# KLQ

What I know about \_\_\_\_\_

What I <b>THINK</b> I Know	What I <b>LEARNED</b>	What <b>QUESTIONS</b> I Still Have

# Coin that Name



I choose \_\_\_\_\_ to be on a bill.

I think she should be on a bill because:

1) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





**FEDERAL RESERVE NOTE**

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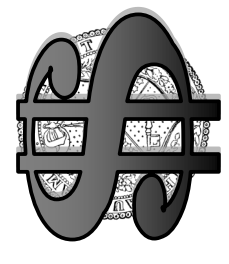


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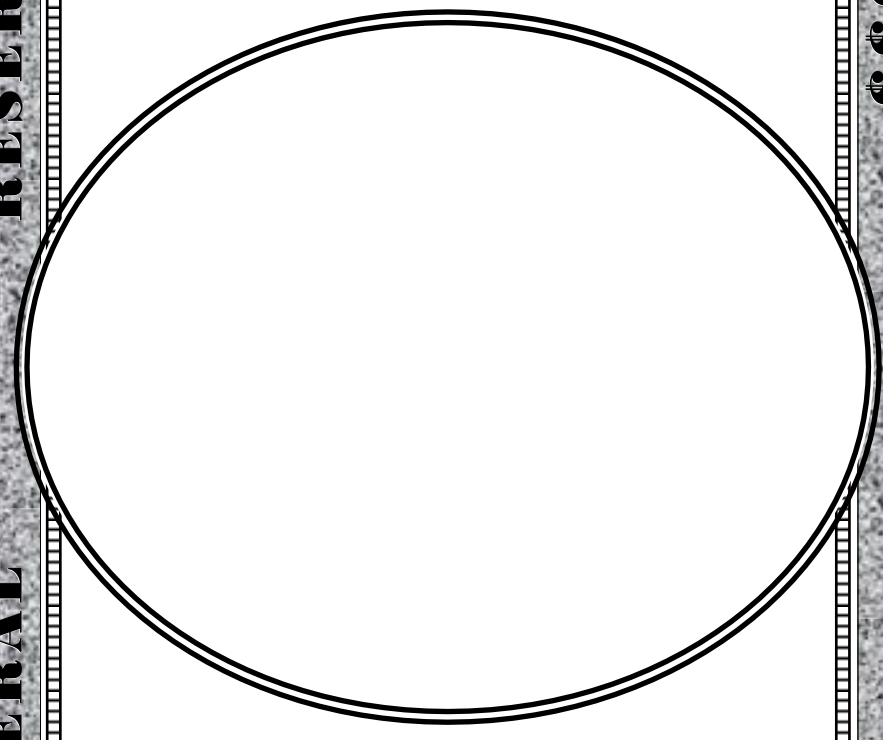
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**THE UNITED STATES  
OF AMERICA**



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THIS NOTE IS NOT LEGAL TENDER



**\$\$\$\$\$ DOLLARS**

