



And the Nominee Is...

Subject: History & Government

Grade Level: 3rd – 5th grade

Summary: Teams of students research commemorative coin honorees and share the reasons for the recognition with the class. Then the teams select individuals they believe deserve to be on a coin, write short essays explaining their selection, and illustrate coin designs.

BIG QUESTION

Why are certain individuals, monuments, or organizations honored on coins?

TIMING

0 to 45 minutes

LEARNING OBJECTIVES

- Students will learn to display coin amounts with same type coin sets (for example, 25 cents using only nickels).
- Students will learn the different ways to make 50 cents using a variety of coin denominations.
- Students will practice skip counting using 5 and 10.

MATERIALS

- Research books
- Internet access
- Paper
- Art supplies

PROCEDURE

Introduce Commemorative Coins (10 minutes)

1. Before class, create a list of honorees from previous Commemorative Coin programs, or based on historical figures students have learned about.
2. Explain to students that certain coins are made to honor people, events, memorials, and organizations that are important to American history and culture. These coins are made for one year and raise money for non-profit organizations. As a class, brainstorm a list of reasons why people are honored on commemoratives.
3. Share with them all or part of videos related to recent commemorative coin programs so they can see how the Mint creates designs for these coins. Explain that they will have the chance to research and draw their own coins.
 - Greatest Generation Coin Program (2024):
https://www.youtube.com/watch?v=_IzjxLZHycg
 - Harriet Tubman Commemorative Coin Program (2024):
<https://www.youtube.com/watch?v=Rd0N96YmQZY>
 - Negro Leagues Baseball Commemorative Coin Program (2022):
https://www.youtube.com/watch?v=QbfOLs5C_YU

Set up Groups and Research Honorees (30 minutes)

4. Divide the class into small groups and assign one of your selected honorees to each group.
5. Have each group research its commemorative coin honoree and why the person was selected. Then have the groups present their findings.
6. Have the groups select a person they believe should be honored with a commemorative coin. Caution them that they will need to be able to cite at least one reason for each team member.
7. Have each team member write a paragraph supporting his or her reason for choosing the person and draw a coin design that reflects the reason. Students may use the [Design Your Own Coin](#) template on the U.S. Mint Coin Classroom website as a template for their coin design.
8. Have the teams compile the paragraphs and drawings into a report. In addition, ask them to select their team's most convincing reason.
9. Have each team present the chosen paragraph and drawing to the whole class.

ASSESSMENT

Use a standard writing rubric that includes any criteria set by you or the students to judge the merits of the commemorative coin presentations.

DIFFERENTIATE

- Allow students to work independently on this assignment if appropriate for their grade level and abilities.
- Allow students to create a collage or poster to represent the coin design for their honoree.

RELATED

- [Commemorative Coin Program page on usmint.gov](#)
- [Making Change game on U.S. Mint Coin Classroom](#)
- [Artist information on usmint.gov](#)

STANDARDS

Common Core Standards

[CCSS.ELA-Literacy.W.3.1](#)

Write opinion pieces on topics or texts, supporting a point of view with reasons.

[CCSS.ELA-Literacy.W.3.7](#)

Conduct short research projects that build knowledge about a topic.

[CCSS.ELA-Literacy.W.3.8](#)

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

[CCSS.ELA-Literacy.W.4.1](#)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

[CCSS.ELA-Literacy.W.4.2](#)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[CCSS.ELA-Literacy.W.4.4](#)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

[CCSS.ELA-Literacy.W.4.7](#)

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

[CCSS.ELA-Literacy.W.4.8](#)

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

[CCSS.ELA-Literacy.W.4.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.