

## ***U.S. Mint Coin Classroom Lesson Plan: Changing Hands***



# Changing Hands

**Subject:** Math

**Grade Level:** 6-8

**Summary:** Students will research and present information about the purpose and structure of the Federal Reserve System and its relationship with the United States Department of the Treasury and the United States Mint.

## BIG QUESTIONS

Why is the United States money supply important?

## TIMING

45 to 50 minutes

## LEARNING OBJECTIVES

- Students will collect, organize, and research data.
- Students will understand the Federal Reserve System's monetary policy.
- Students will learn to describe various institutions that make up economic systems.

## MATERIALS

- [Semiquincentennial Program Overview](#)
- "America's Money" questionnaire
- Group Presentation Rubric
- Writing paper
- Chart paper
- Markers
- [U.S. Mint Image Library](#)

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### **PROCEDURE**

#### **Discuss the 250<sup>th</sup> Semiquincentennial coins and the economy (15 minutes)**

1. Distribute a quarter design to each student. Describe the 2026 Semiquincentennial Program, referring to the “250<sup>th</sup> Semiquincentennial Program Overview” sheet if necessary.
2. Conduct a discussion about these new coins and the economy. During this discussion, ask the students to guess how many circulating quarters have been minted at the Philadelphia and Denver facilities, how putting these coins into circulation affect the economy, and who determines how much money should be in circulation at any one time.
3. Distribute an “America’s Money” Web questionnaire to each student. Either individually, in pairs, or as a class, read the questionnaire.
4. As a class, visit the computer lab or access online reference sources. Explain to the students that they will be researching online to find answers about our country’s financial system.
5. Students will research appropriate responses using the resources available online from the Department of the Treasury, the United States Mint, the Bureau of Engraving and Printing, and the Federal Reserve.

#### **Review and discuss questionnaire responses (20 minutes)**

7. Once the students have completed their “America’s Money” Web questionnaires, direct them to independently write an expository paragraph to explain the relationship between the United States Mint, the Bureau of Engraving and Printing, and the Federal Reserve System.
8. When the students have completed their paragraphs, place the students into groups of three or four. Distribute a piece of chart paper and a marker to each group.
9. Allow the students to spend 15 to 20 minutes in groups comparing questionnaire responses and paragraphs. The students should discuss what they’ve learned about the Federal Reserve System and record the information on their chart paper. The students should also note any questions that they still have about the Federal Reserve.
10. The students should post their charts near their seats.
11. With the whole class, discuss and clarify the questions that students have identified as sources of confusion. The students should take notes on this discussion.

#### **Compare and present findings (15 minutes)**

12. Direct the students to reassemble into their groups from the previous day. Distribute a “Group Presentation Rubric” to each group.
13. Explain that each group will need to develop a creative way to present their understanding of the relationship between the United States Mint, the Bureau of Engraving and Printing, and the Federal Reserve System. Possible format ideas for these presentations could include a

PowerPoint presentation, a children's book, a skit, and a rap or other type of song. Their presentations will be graded based on the rubric.

14. Have each group take turns presenting their material to the class.
15. Complete a "Group Presentation Rubric" for each group.

## ASSESSMENT

Use the worksheets and class participation to assess whether the students have met the lesson objectives.

## DIFFERENTIATE

- If your school is located near the Federal Reserve Bank, organize a field trip for your students. Before the trip, direct your students to prepare specific and relevant questions to ask.
- Direct your students to make their presentations to other classes. Have the groups respond to questions once they have finished their presentations.
- Direct students to investigate further information regarding the Federal Reserve. The following questions could be addressed: Who is the chairman of the Federal Reserve? Why is his job so important? How is the Federal Reserve Board selected? How do the interest rates, inflation, and recession relate to the Federal Reserve?

## RELATED

- [U.S. Mint Coin Classroom](#)
- [Semiquincentennial Program](#)
- [Bureau of Engraving and Printing](#)
- [Federal Reserve System](#)

## STANDARDS

### Common Core Standards

[Social Studies - National Council for the Social Studies \(NCSS\)](#)

Theme 5: Individuals, Groups, and Institutions

Theme 6: Power, Authority, and Governance

Theme 7: Production Distribution and Consumption



# America's Money

## Questionnaire

Money doesn't just grow on trees! The money supply of the United States is carefully maintained and influenced through the work of the United States Department of the Treasury (specifically, the United States Mint and the Bureau of Engraving and Printing) and the Federal Reserve System. Using only the approved Internet resources, answer the questions below and carefully explore relationships between these organizations.

Approved Web sites:

- The United States Department of the Treasury at <https://home.treasury.gov/>
- The United States Mint at <https://www.usmint.gov/>
- The Federal Reserve System at [www.federalreserve.gov](http://www.federalreserve.gov)

1. Describe the role of the United States Mint. To find this information, go to [www.usmint.gov](http://www.usmint.gov) and click on "About the Mint."

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2. What is the Semiquincentennial Coin Program? To find this information, go to [www.usmint.gov](http://www.usmint.gov) and click on "Learn" and then select "Coins."

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3. Looking at the coin production figures; how many quarters have been produced at each facility? To find this information, go to [www.usmint.gov](http://www.usmint.gov) and click on "About Us," "Production & Sales Figures," "Circulating Coin Production" and choose "Circulating Coins" on the dropdown, and select "2026" and finally "Submit."

Philadelphia \_\_\_\_\_ Denver \_\_\_\_\_

4. Read about the Federal Reserve System. In your own words, describe the major functions. To find this information, go to [www.federalreserve.gov](http://www.federalreserve.gov).

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5. What is a Federal Reserve Bank? To find this information, go to [www.federalreserve.gov](http://www.federalreserve.gov) and click on “About the Fed” and then “Structure of the Federal Reserve System.”

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6. How many Federal Reserve Banks exist? To find this information, go to [www.federalreserve.gov](http://www.federalreserve.gov) and click on “About the Fed” and then “Federal Reserve Districts and Banks.”

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7. Where are the banks located? To find this information, go to [www.federalreserve.gov](http://www.federalreserve.gov) and click on “About the Fed” and then “Federal Reserve Districts and Banks.”

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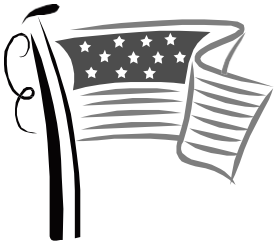
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8. What does it mean for coins and paper money to be “in circulation?” To find this information, go to the U.S. Mint Coin Classroom at <https://kids.usmint.gov/> and click on “Life of a Coin.”

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# Group Presentation Rubric

Group members: \_\_\_\_\_

Project Title: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	CRITERIA				POINTS
	4	3	2	1	
<b>Content</b>	Covers topic in depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1 or 2 factual errors.	Content is minimal or there are several factual errors.	
<b>Originality</b>	Presentation is exceptionally creative and works well with the presentation topic.	Presentation is creative and works adequately with the presentation topic.	Presentation is minimally creative and/or does not work well with the presentation topic.	Presentation is not creative and does not work well with the presentation topic.	
<b>Presentation</b>	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.	
<b>Total Score</b>					<u>      </u> /12

Teacher's Comments:

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