

Dear Educator:

Thank you for your interest in using World View's Foreign Currency Kit—and for adding a global dimension to your teaching. As North Carolina continues to advance in the global marketplace, it is increasingly important to prepare students to live and work in a global society. Understanding and integrating global currency and economics is just one way to bring the world to your students.

There are many ways to use this kit. Incorporate it as part of a comprehensive lesson on countries of the world or global issues, or use it to add a global dimension to a mathematics, social studies, or even an art lesson. Included you will find suggested educator activities, a list of additional resourceful websites, a world map, and four books on foreign currencies to facilitate use of this kit.

This Foreign Currency Kit contains both paper currency and coins. Members of the UNC community have contributed to this kit and there are currently over 35 countries represented from five continents. Some bills and coins are new, others are old and well worn, and some are no longer in circulation!

You may borrow the kit for up to a three-week period—plus the time it takes to ship the kit back to World View. Once you're finished, please go through the inventory checklist to make sure all items have been collected and return the kit to World View.

If you have developed additional successful activities or lessons incorporating foreign currency, we'd love to add these ideas to the kit to share with other educators. Please see the lesson plan template as a guideline for proposing curriculum or send us a brief description of an activity that was successful in your classroom.

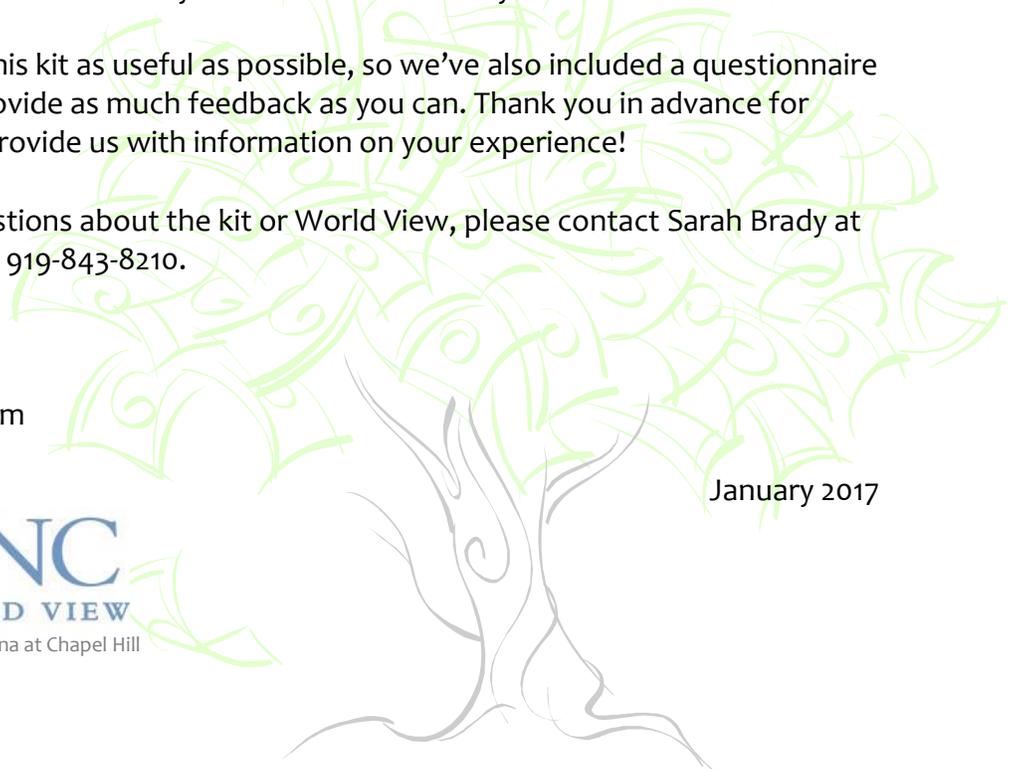
We'd like to make this kit as useful as possible, so we've also included a questionnaire and ask that you provide as much feedback as you can. Thank you in advance for taking the time to provide us with information on your experience!

If you have any questions about the kit or World View, please contact Sarah Brady at [bradys@unc.edu](mailto:bradys@unc.edu) or 919-843-8210.

Enjoy!

The World View Team

January 2017



## Foreign Currency Kit Inventory

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- Educator Guide** (includes: Weblibliography, Suggested Educator Activities and Handouts, Curriculum/Lesson Plans/Articles from the Internet)
- Foreign Currency** (bills and coins)
- Currency Origin Identification Sheet**
- Foreign Currency Kit Inventory Check List**
- Lesson Plan Template to Contribute to Currency Kit**
- Feedback Questionnaire**
- Cloth World Map**

### Books in Kit

- Cribb, Joe. Eyewitness Money. New York: DK Publishing, 2005.
- Furgang, Kathy. National Geographic Kids: Everything Money. Washington DC: National Geographic Society, 2013.
- Mudd, Douglas. All the Money in the World: The Art and History of Paper Money and Coins From Antiquity to the 21<sup>st</sup> Century. New York: HarperCollins, 2006.
- Orr, Tamra. Coins and Currency: A Kid's Guide to Coin Collecting. Hockessin, DE: Mitchell Lane, 2009.

**Please note:** Digital copies of the educator materials, Currency Origin ID Sheets, Lesson Plan Template, and Feedback Questionnaire are available on the World View website.

## Webliography

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### Images of Currency from Around the World

**Bank Note World:** [www.banknoteworld.com](http://www.banknoteworld.com)

Images of more than 16,000 pieces of paper money from around the world.

**Gallery of World Banknotes:** [www.banknotes.com/images.htm](http://www.banknotes.com/images.htm)

Images of thousands of banknotes from around the world.

**World Currency Museum:** [www.moneymuseum.com/en/moneymuseum/exhibitions](http://www.moneymuseum.com/en/moneymuseum/exhibitions)

The World Currency Museum is a virtual museum for the history of money and currency. Students can look through current exhibits of money. They can also search the collection of digital images of currency by period or country.

**WWW Directory of Paper Money:** [webhome.idirect.com/~mjp/mjpwww.html](http://webhome.idirect.com/~mjp/mjpwww.html)

Links to currency collector's websites, and more.

### Currency Converters

[www.xe.com](http://www.xe.com)

[money.cnn.com/data/currencies/](http://money.cnn.com/data/currencies/)

[www.x-rates.com](http://www.x-rates.com)

[www.oanda.com/convert/classic](http://www.oanda.com/convert/classic)

### Sites with Educator Resources, including Lesson Plans or Other Classroom Activities

**Council for Economic Education, EconEdLink:** [www.econedlink.org](http://www.econedlink.org)

A source of classroom tested, Internet-based economic and personal finance lesson materials for K–12 teachers and their students.

**Federal Reserve Bank of St. Louis Education Resources:** [www.stlouisfed.org/education](http://www.stlouisfed.org/education)

Online resources from The Federal Reserve Bank of St. Louis include curriculum resources and activities, free videos and lessons, articles and online courses.

**The Foundation for Teaching Economics:** [www.fte.org](http://www.fte.org)

The Foundation for Teaching Economics promotes excellence in economic education by helping teachers of economics become more effective educators. The site provides resources, activities and lesson plans for teaching economics.

**International Monetary Fund:** [www.imf.org/external/np/exr/st/eng/index.htm](http://www.imf.org/external/np/exr/st/eng/index.htm)

The IMF ensures the stability of the international monetary system—the system of exchange rates and international payments that enables countries (and their citizens) to buy goods and services from each other. The website has activities for students, lessons, educator guides, videos, online games and more.

## Country Profiles

**CIA World Fact Book:** [www.cia.gov/library/publications/the-world-factbook/index.html](http://www.cia.gov/library/publications/the-world-factbook/index.html)

**The World Bank Country Data:** [data.worldbank.org/country](http://data.worldbank.org/country)

The World Bank site gives official data and up-to-date statistics including GDP, life expectancy at birth, school enrollment, population growth and much more. Users can access region- or country-specific reports.

## For Students

**Where's the Coin From?:** [www.ecb.int/euro/play/where\\_from/html/index.en.html](http://www.ecb.int/euro/play/where_from/html/index.en.html)

In this game hosted by the European Central Bank, students can match coins to their correct country.

**Euro Kids' Corner:**

[ec.europa.eu/economy\\_finance/netstartsearch/euro/kids/index\\_en.htm](http://ec.europa.eu/economy_finance/netstartsearch/euro/kids/index_en.htm)

Information, games and quizzes about the Euro.

**International Monetary Fund, For Students:**

[www.imf.org/external/np/exr/st/eng/index.htm](http://www.imf.org/external/np/exr/st/eng/index.htm)

The IMF ensures the stability of the international monetary system—the system of exchange rates and international payments that enables countries (and their citizens) to buy goods and services from each other. The website has activities for students, lessons, educator guides, videos, online games and more.

## Other

**International Trade Administration, U.S. Department of Commerce:** [trade.gov/index.asp](http://trade.gov/index.asp)

The International Trade Administration was established to create prosperity by strengthening the competitiveness of U.S. industry, promoting trade and investment, and ensuring fair trade and compliance with trade laws and agreements. The site gives information regarding U.S. international trade policy.

**U.S. Secret Service, Know Your Money**

[www.secretservice.gov/data/KnowYourMoney.pdf](http://www.secretservice.gov/data/KnowYourMoney.pdf)

A national currency was adopted in 1862 to resolve counterfeiting problems. However, the national currency was soon counterfeited and circulated so extensively that it became necessary to take enforcement measures. Therefore, on July 5, 1865, the United States Secret Service was established to suppress the wide-spread counterfeiting of this nation's currency. This website provides more information on the history and characteristics of U.S. currency.

## Suggested Activities for Elementary Educators

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### 1. Where in the World?

Where are all of these coins and bills from? Divide the currency among students and give each student a copy of the *Currency Origin ID Sheet*. On a map, have the students locate each bill or coin's country of origin. Spread out the large world map and have students take turns placing the coins and bills over their country of origin. Give students magnifying glasses and ask them to describe the currency. Ask what colors, characters, people or animals they see.

### 2. Name that Currency

With currency still divided, and using the *Currency Origin ID Sheet*, ask students to identify the name of the currency they have and what its value is. If the student has more than one piece of currency from the same country, ask which has greater value or lesser value.

### 3. Who Needs Money and Why?

Ask students why they think we need money and if they have ever purchased something on their own. Give students a brief history of how and why we use money and explain that different coins and bills have different value. (For background information, see included article, "The Value of Money in Colonial America," by David Walbert from LEARN NC or the books included with the kit.)

### 4. Design Your Own Currency

Give students paper and markers or other art materials and have them design their own bill and/or coin for the U.S. or for a fictitious country. Ask students questions—what colors would they use and why? Who or what characters, people, places, figures would be represented and why? What would their coins say and why?

### 5. The Size and Weight of Money

Have students practice their measuring skills by getting out the rulers and measuring the size of bills and coins. You can also have students weigh the coins. Talk about why money is a certain size and compare the sizes and weights of different currencies.

### 6. Scavenger Hunt

Have students select three bills or coins from the collection. Give each student a handout ("Scavenger Hunt Handout") and ask students to look through the bills and coins to find specific animals, things or words on the currency. Student should select two items of interest from each piece of currency. Using the books provided or the internet and the *Currency Origin ID Sheet*, have students identify and write in the corresponding country.

### 7. Sell That Country

Give each student a piece of currency. After the student has identified the origin, have the student create a flyer or poster to market the country as a tourist or travel destination. Ask the students where they would travel to and why. What would entice travelers to a particular country or region of the world and why?

## Suggested Activities for Middle Grade Educators

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### 1. Introducing Currency and Country of Origin

Divide the currency among students and have them identify the country of origin using the internet or the books provided. Ask the students to research who or what is on their coin or bill and why. Ask students the value of each coin or bill. These can be simple presentations to the class, or you can ask students to use PowerPoint or other technology to introduce this currency to the class. Afterward, have each student place their currency on the map, identifying the correct longitude and latitude of that country.

### 2. Who's that Man/Woman/Animal/Character?

Divide the currency among students and have them identify what figures or people are represented. Have students research and report back to the class the significance of why these individuals are on a national coin or bill.

### 3. Practicing Exchange Calculations

Give each student three pieces of currency. Using current exchange rates, have them calculate which piece of currency has the greatest value and least value in U.S. dollar equivalents.

### 4. Exchange Rates

Divide currency among students and ask them to find out the current exchange rate. Ask them how much of their currency would they need to make \$1.00 USD, \$5.00 USD, and \$100.00 USD.

### 5. Exchange Rate Race

Divide the class into six teams. Give each team an envelope of money from various countries and see which team can give the USD equivalent first. Teams must identify country of origin, current exchange rates, and either use an internet tool for the calculations or practice their own math skills.

### 6. Design Your Own Currency

Give students paper and markers or other art materials and have them design their own bill and/or coin for the U.S. or for a fictitious country. Ask students questions—what colors would they use and why? Who or what characters, people, places, figures would be represented and why? What would their coins say and why?

### 7. Sell that Country

Give each student a piece of currency. After the student has identified the origin, have the student create a travel brochure or webpage to market the country as a tourist or travel destination. Ask student where they would travel to and why. What would entice travelers to a particular country or region of the world and why?

### 8. Planning a Family Vacation

Give each student a piece of currency. After the student has identified the origin, have the student plan a family vacation to that country. Have the student research the country and its climate to identify when would be the best time to travel there, what cities or locations they

would travel to and why, and what they would pack for a trip to this country. Have the student create an itinerary for the journey. The student can also research what would be needed to travel to that country—passports, visas, immunizations, and so on. Students can report back to the class with a multimedia presentation.

### **9. Cup of Joe Across the Globe**

Using the Internet, compare how much a cup of coffee costs around the world.

### **10. What's It Made Of?**

Pick a few bills and/or coins and research what fabric or materials the bills and coins are made from and why. Have they always been made of the same materials or has it changed over time? Compare and contrast textures, metals, fabrics. [Contributed by Michelle Veen, Union County Schools]

### **11. The Life of Money**

Write a story about the life of a piece of money—where was it made, what materials is it made of and why, where has it traveled, what was it spent on? [Contributed by Jeanne Munoz, Magellan Charter School]

### **12. Counterfeit Funds**

What does counterfeit mean? When and why in history have cultures and governments counterfeited money? Why do individuals counterfeit money? Have students examine the dangers of counterfeiting to both an individual and an economy and what measures countries take to prevent counterfeiting. How has technology helped or hurt counterfeiters? Do some countries need to take greater measures? This can also lead to a discussion on counterfeit goods and how this harms manufacturing. Have students look at the money in the kit and talk about which currencies might be the most difficult to counterfeit and why. [Contributed by Michael Elder, Onslow County Schools]

## Suggested Activities for High School Educators

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### 1. Symbols

Divide the money into four or five sets of different currency per team of students. Instruct the teams to identify all the symbols associated with the various currencies. Have the teams create a Venn diagram to compare and contrast the different symbols among currencies. What do all currencies have in common? What distinguishes one from the other? What elements on the currency indicate value, tradition, history, modernity? Have the students research the various symbols associated with the corresponding culture or country. Ask the students to recreate the currency based on new or other symbols identified through their research.

### 2. Evolution of Currency

Give each student a piece of currency and have them research what items were used to barter for goods and services prior to the use of bills or coins (e.g., shells, seeds, knives).

### 3. Trade Routes

Identify the origin of a piece of currency and explore that country's trade routes. Ask students to research what the country's primary imports and exports are. Where are goods imported from, and where does the country primarily export goods?

### 4. Competition

Using the information found above, ask students to dig deeper and find out the biggest competitors in the export market. What percentage of the market does this country claim? What about other countries? Students can practice using graphing techniques to report this information back to the class.

### 5. Why Queen Elizabeth?

Compare three currencies with the image of Queen Elizabeth (Canada, Bahamas, and England, if available in your kit). Why is she on multiple countries' currency? How and why does she look different? What was taking place in history at the time when she appeared on the currency? [Contributed by Gloria Foss, Brunswick County Schools]

### 6. Religion on Money

Why is "In God We Trust" on U.S. money? Do other countries' currency have religious symbolism? Have students research to discuss the history and significance of religious expressions or imagery on currency. [Contributed by Yolanda Barham, Wake County Schools]

### **Additional Discussion Ideas:**

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- How do people make money from trading different currencies? Are there benefits of using currency futures contracts as a hedge to protect you from exchange rate fluctuation if you are an international company? For example, if you are Google and you provide services in Europe you are paid in Euros, which then have to be changed into dollars before they come back to the United States. What happens when you expect to receive 125M Euros in gross revenues from Eurozone business over the next 90 days, but you also expect the Euro to increase in value versus the dollar? How will that affect your net profits in dollars? What can be done to hedge that risk (i.e. exchange rate futures contracts)?
- What are the differences between money that is backed by a unit of value (i.e. gold) versus paper-based fiat currency which is not backed by anything—like the U.S. dollar? What are some of the pros and cons? How and why does the Federal Reserve control the value of the U.S. dollar (or does it?) using interest rate adjustments (among other methods) and how those affect everything from the interest paid on student loans to salaries to the price of a loaf of bread?

## Index of NC Educator Contributed Lesson Plans

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1. **World Currency Lesson**, Phillip Jones, McDowell County Schools
2. **World View Scavenger Hunt**, Lois Pipkin, C. W. Stanford Middle School
3. **Lesson One**, Chadd McGlone, Trinity School
4. **What Currency Is Used in the United Kingdom?**, Jeanne Hodges and Kate Bell

**Send us a lesson and we'll add it!**

**Title of Lesson Plan:** World Currency Lesson

**Lesson Plan Created By:** Phillip Jones

**School:** West McDowell Junior High

**Submitted on:** June 9, 2010

**Subject Area(s):** Social Studies, Art/Math

**Grades:** 6–10

**Brief Description:** Students research the people and buildings on the currency, and explain to the class why they are important to the country. Local currency should be valued to the U.S. Dollar. (one U.S. Dollar = 3.75 Saudi Riyals)

**Time:** One class in Media or computer lab

**Align to NC Standard Course of Study:**

1.03 use artifacts to compare data on different countries, identify patterns, and compare/contrast with the U.S.

**Lesson Objectives:**

Students will research monetary values, exchange rates and important persons on currency.

**Materials Needed:**

Computers for research and 3–5 types of currency

**Directions:**

Step 1: Assign groups to each currency.

Step 2: Groups view currency, then research online to identify faces and buildings on both sides of foreign currency.

Step 3: Groups find the exchange rate with the U.S. Dollar and other currencies in the Kit.

**Assessment:**

Students should have correctly found information about the currency and should share it with the class.

**Extension:**

Students may explore changes in currency over the last one hundred years. The changes may be the design of the currency, the value of the currency, or something else. Foreign-born students may compare their currency from their land of birth, do the research, and present to the class.

**Title of Lesson Plan:** World View Scavenger Hunt

**Lesson Plan Created By:** Lois Pipkin

**School:** C. W. Stanford Middle School

**Submitted on:** June 19, 2014

**Subject Area(s):** AIG-Enrichment/ Math or Social Studies

**Grades:** 4–8

**Brief Description:** Students work in small groups to find details on foreign coins and bills

**Time:** 1 hour

**Align to NC Standard Course of Study:**

Math—conversions if that activity is used

All levels—global awareness

**Lesson Objectives:**

Exposure to concept of foreign currency. Exposure to names of foreign countries and their geographical location and characteristics.

**Materials Needed:**

Currency Kit, one copy of “hunt” sheet per group, magnifying glasses, world maps.

Note: Divide coins and money into sets of 5-5 bags of evenly interesting groups. This makes 12 sets. I used stickers on the bags to indicate groups.

**Directions:**

Divide a class into groups of 2 or 3 and then explain the hunt directions. When a group is finished with their set, have them swap. Keep swapping sets until time is up.

**Assessment:**

Pose questions: Who learned of a new country? Who learned something new about a familiar country?

**Extension:**

1. Introduce the concept of coin collecting as a hobby.
2. Challenge students to find "Queen Elizabeth II" on coins and bills. Discuss reasons why she is on so many coins and bills.
3. Discuss the 100 trillion dollar bill and its current value as a collectable.
4. Do conversions to the U.S. Dollar (this would take another class period).
5. Discuss why some countries are much lower in value and others are higher.
6. Hypothesize which currencies may be changing now due to world events.

**Title of Lesson Plan:** Lesson One

**Lesson Plan Created By:** Chadd McGlone

**School:** Trinity School, Durham, North Carolina

**Submitted on:** June 25, 2010

**Subject Area(s):**

**Grades:** Secondary

**Brief Description:** Have you ever wondered what all of the images on a dollar bill mean? In this lesson, students will work in groups to examine bills and coins from various countries. Based on this examination, they will make predictions about the values, history and cultures of those countries and conduct research to test those predictions. Next, students will conduct a study of their own culture to design their own currency.

**Time:**

**Align to NC Standard Course of Study:**

**Lesson Objectives:**

1. Students will make connections between various cultures and their currencies.
2. Students will be able to identify key components of their own cultures and histories.
3. Students will learn how to design money that is difficult to reproduce.
4. Students will investigate other considerations of money design.

**Materials Needed:**

The World View Foreign Currency Kit, paper of various weight (include cardstock paper), colored pencils and markers, computers with internet access, ruler, scissors.

**Directions:**

Look closely at a dollar bill and notice some of the key features on it. What are some of the symbols that you see on it? What do you think these symbols say about the values of our country? Leaders of our country have chosen the design of our currency for a variety of reasons. Our money must represent the values of our country and be complicated enough to prevent easy counterfeiting. Students in this lesson will explore these issues and design money of their own.

In general, assign groups of students the money from a variety of countries and ask them to investigate it. Once students have fully examined the money, ask them to design money of their own.

1. Divide students into groups. You may choose to divide them into diverse groups or homogeneous groups, depending on how you want the lesson to progress.
2. Assign each person a currency packet from one country and ask students to study it. When they have completed their investigation, ask them to complete the following worksheet.

# Worksheet

Answer the following questions as you investigate the money in your currency packet.

1. Draw three symbols that you see on your country's money.

1.	2.	3.
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2. Write at least two sentences for each symbol that explains why it is on your country's money.

- a. Symbol 1:

- b. Symbol 2:

- c. Symbol 3:

3. List some things that are important in your life and culture that you would include in your money.

**Title of Lesson Plan:** What Currency Is Used in the United Kingdom?

**Lesson Plan Created By:** Jeanne Hodges and Kate Bell

**School:** N/A

**Submitted on:** N/A

**Subject Area(s):** Economics

**Grades:** 3

**Brief Description:** Students explore currency in the U.K., learn about its history and discuss how it is used in society today.

**Time:** 1 hour

**Align to NC Standard Course of Study:**

3.G.1.5. Summarize the elements (cultural, demographic, economic, and geographic) that define regions (community, state, nation and world).

3.G.1.1. Summarize the historical development of local governments.

**Lesson Objectives:**

Explain and describe the U.K. currency system; calculate and convert U.K. money into American money; describe similarities and differences between American money and money used in the U.K.

**Materials Needed:**

World View Currency Kit, computer with internet, guest speaker, calculators.

**Directions:**

Step 1: Pass around U.K. currency. Have students use inference to guess where the currency is from. Have students discuss the design and identify things such as: color, weight, size, pictures, language, symbols, and so on.

Step 2: Students will complete a concept map of their wonderings about the British sterling currency. Watch a YouTube video called “Young Explorers: A Brief History of Money.”

Step 3: Have students construct a grocery list and use the internet to look up the U.K. prices of each item. They will then calculate the American equivalent for their list.

**Assessment:**

Group discussion: What did you find surprising about money in the U.K.? Do you think it is like ours? Different? How does a place’s location play a role in how their money looks and is used? What is the most interesting thing you learned today about another country’s culture?

Completed grocery list

Homework assignment described in “Extension”

**Extension:**

Students can create a catalog, in which students must draw a picture of an item, and then write a one-sentence description of the product and include the American and Sterling price. Catalog will be graded on rubric below:

Out of 20 available points.

<b>Criteria</b>	<b>1 point</b>	<b>3 points</b>	<b>5 points</b>
At least 5 items in catalog			
A picture			
At least one-sentence description			
Realistic price in UK Currency			

Also, students must have demonstrated an understanding of different currencies in their discussions, both with peers and with teacher-guided prompts.

## Index of Lessons Plans or Curriculum Units from the Internet

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**Currency Exchange and the Gang of Fifteen**, by Eric Enholm.

[ecedweb.unomaha.edu/gang1.htm](http://ecedweb.unomaha.edu/gang1.htm) Recommended Grade Levels: 4–10

**Careers in Travel: Working with Currency Exchange**, by Mandy Matlock.

[www.learnnc.org/lp/editions/careerstart-grade6/2633](http://www.learnnc.org/lp/editions/careerstart-grade6/2633) Recommended Grade Level: 6

**Classroom Activities and Simulations: Foreign Currency and Foreign Exchange.**

[www.fte.org/teacher-resources/lesson-plans/eflessons/foreign-currencies-and-foreign-exchange](http://www.fte.org/teacher-resources/lesson-plans/eflessons/foreign-currencies-and-foreign-exchange) Recommended Grade Level: 8

**Currency Around the World Crossword Puzzle.** New York Times Learning Network.

[nytimes.com/learning/teachers/xwords/20021001.html](http://nytimes.com/learning/teachers/xwords/20021001.html) Recommended Grade Levels: 6–12

**Understanding the Effects of Currency Exchange Rates.** Nebraska and the World: A Resource Guide for Teachers. UNL Center for Economic Education, 2000.

[ecedweb.unomaha.edu/NEandWorld/NElessons5.pdf](http://ecedweb.unomaha.edu/NEandWorld/NElessons5.pdf) Recommended Grade Levels: 6–12

**The Euro: Currency Exchange and Transaction Costs.**

[www.fte.org/teacher-resources/lesson-plans/tradelessons/the-euro-currency-exchange-and-transaction-costs/](http://www.fte.org/teacher-resources/lesson-plans/tradelessons/the-euro-currency-exchange-and-transaction-costs/) Recommended Grade Levels: 9–12

**An International Finance Classroom Simulation**, by Lori Alden.

[www.econoclass.com/fxgame.html](http://www.econoclass.com/fxgame.html) Recommended Grade Levels: 9–12

### Articles

Walbert, David. The Value of Money in Colonial America, in Colonial North Carolina “digital textbook” from LEARN NC.

<http://www.learnnc.org/lp/editions/nchist-colonial/1646>

## Scavenger Hunt Handout

Bills and coins have lots of interesting people, animals, objects and words on them!

1. Look through the money you have and find the following animal, thing, or words.
2. Take your bill or coin and match it to the bill or coin on the ID Sheet.
3. Write in the name of the currency and what country your bill or coin is from.

Object or Word	Name of Currency	Country of Origin
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		