



*Bar Currency: An Inquiry into the idea of 'Money' over Time*

Introduction	
<p>As second graders, we will use the Bar Currency from the Matakam culture in Camaroon to launch an inquiry into the different ways in which societies have created exchange systems over time and across the globe. This line of inquiry will fall under the larger umbrella of an IB Unit: Where We Are in Place and Time, and will serve as a transdisciplinary connection to the study of U.S. currency, a math standard in second grade as well.</p>	
<p><b>Indiana Standards Connections:</b></p> <p>Social Studies</p> <p>2.4.8 Explain why people trade for goods* and services* and explain how money makes trade easier.</p> <p>2.1.2 Identify continuity and change between past and present community life using primary sources</p>	<p><b>Compelling Question(s):</b></p> <p>Why was money created?</p> <p>How did economies work before money was created?</p> <p>Why is money a better solution?</p> <p>How has money changed over time?</p>
<p><b>Lesson Objectives:</b> Students can explain the way in which humans have always used some version of trade to keep society moving and improving, and how money continues to change.</p>	
Materials	

<https://www.moneymuseum.com/en/focus/stories/bars-as-currency-318?slbox=true>

Coin collections

Classroom materials to create currency (paper, beads, etc.)

\*STEM to Them Bus collaboration-program provides materials

### Learning Plan

#### Activities

- Launch inquiry by sharing picture of bar currency and create anchor chart of wonderings
- Find Camaroon on the globe/map; provocation about how to learn about the way money has evolved in different parts of the world (ideas to give: use open hours in library, Epic app, etc.)
- Opportunity to start designing their own coin when the STEM Bus brings the laser wood burner-encourage students to make multiple drafts of their design

#### Assessment Suggestions

Could use a STEM project of coin design, or a group project creation of a currency system.

#### Extensions

- Students can create their own currency model using classroom materials (paper, beads, blocks-student led)
- Establish a classroom economy as a group
- Align unit with STEM to Them Bus visit in the fall