

Europeana Learning Scenario

Title

Obverse and reverse: anatomy of a coin

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Abstract

This LS deals with the representations on the Euro coins and banknotes. In the beginning, students observe images of coins from the Europeana Collections and make a list of the things represented on them. Then, they observe the obverse and reverse sides of the euro coins and they research and present the representations of the national side of their chosen country's coins. Then, they discuss the meaning of the buildings depicted on the euro banknotes and they research the styles/periods of European architecture depicted on the different denominations, browsing the Europeana Collections. As a final activity, they are asked to design new euro coins and banknotes inspired by different aspects of the European civilization as depicted in images from the Europeana Collections.

Keywords

Euro, European Union, coins, banknotes, Europe.

Table of summary

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Subject	History, Modern Greek Language, Civics
Topic	Euro coins and banknotes
Age of students	14-15 yo (or older) If the LS is to be implemented in English, a minimum of B1 level is required from students because of the complexity of the activities and the corresponding difficulty in the Language used. In any case, students need to have advanced digital skills in order to respond to the activities effectively.
Preparation time	1-2 teaching hours might be needed in order to familiarize students with several web tools that are used, in case they are not already familiar with them. These hours can also be used to familiarize students with the Europeana Collections and with Creative Commons. The ICT teacher collaboration might be needed in this case. The teacher will need a couple of hours at home to prepare the evaluation survey, the assessment quiz, the Padlets and any other material needed during the activities.
Teaching time	2-8 teaching hours The LS is organized in 3 sequences and each of them can be implemented in

	<p>2 consecutive teaching hours. The first sequence includes activities #1 and #2, the second includes activity #3 and the third one activity #4. Depending on the objectives one wants to achieve, one can choose to implement one or more of these sequences. The final 2 teaching hours are for presentations and assessment.</p>
<p>Online teaching material</p>	<p>Online tools: Padlet Thinglink Resources: Historiana</p>
<p>Offline teaching material</p>	<ul style="list-style-type: none"> • actual Euro coins and banknotes • paper, pencils etc (in case students decide not to design the new euro coins and banknotes digitally)
<p>Europeana resources used</p>	<p>Search results like the following:</p> <ul style="list-style-type: none"> ▪ coins ▪ banknotes ▪ Baroque ▪ Romanesque ▪ Gothic <p>Exhibitions:</p> <ul style="list-style-type: none"> ▪ Art-Nouveau ▪ Art Nouveau – a Universal Style ▪ The Inspiration of Nature ▪ Painting Modern Lives ▪ Revolution and War ▪ European Sport Heritage ▪ Explore the World of Musical Instruments

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Integration into the curriculum

The LS is an interdisciplinary approach combining objectives from 3 different subjects included in the 9th grade Greek curriculum. **The Greek Language:** there is a whole unit dedicated to the European Union. Among the material included in this unit, there is a text about the representations on the euro banknotes. **Civics:** there is a whole unit dedicated to the European Union and its function. **History:** students are invited to design new coins and banknotes and they can choose to depict them with historical events important for Europe from 1815-today, the period covered in this grade according to the national curriculum. Since, students can choose other aspects of the European civilization to depict on their designs (science, landscapes, etc) the LS can be linked to other subjects as well, such as Geography, Physics, etc.

Aim of the lesson

The project aims to familiarize students with the euro as the official currency of 19 European countries. By the end of the lesson, students are meant:

- a) to understand that the representations on coins bear ideological and cultural meanings,
- b) to realize that euro coins have both a common and a national side,
- c) explain the meaning of the representations on the euro banknotes,
- d) recognise the different styles of European architecture depicted on the different denominations.

Outcome of the lesson

Students are expected to create several outcomes during the project, depending on the number of the implemented activities:

- a. presentations of the representations on the national side of several European countries' euro coins
- b. Padlets with images from buildings around Europe of certain architectural styles (corresponding to the different styles depicted in the euro banknotes denominations)
- c. designs (digital or handmade) for new euro coins and banknotes (drawing inspiration from different aspects of the European civilization)

Trends

Project-Based Learning: students get fact-based tasks, problems to solve and they work in groups.

Collaborative Learning: Students work in groups in most activities of this learning scenario.

Edutainment: The final activity with the fictional scenario adds a playful note to the project, helping students to learn while having fun.

Visual Search & Learning: during the project students mostly work with images either depicted on coins and banknotes or digital ones.

Learning Material: This LS uses mostly web resources than textbooks to achieve its goals.

21st century skills

Learning and innovation skills

- **Creativity:** students are asked to create their own designs of the “new euro” putting their own creativity into action.
- **Critical thinking:** students are asked to think about the meaning of the representation on the coins and banknotes, the underlying ideology and the values promoted through them
- **Collaboration:** students need to work in groups in order to complete most of the tasks.

Information, media & technology skills

- **ICT Literacy:** students are asked to use several web tools as well as digital resources during the activities.

Activities

Name of activity	Procedure	Time
Activity#1 (research): Representations on coins and banknotes	After an initial short introduction on the topic by the teacher, students search the Europeana Collections for pictures of coins and banknotes . After observing several images, they individually create on a piece of paper a list of things represented on them, such as faces of monarchs, animals, national symbols, plants, landscapes, etc. The class discusses the importance of these representations and the possible reasons behind these choices. Then, they are asked to take out of their pockets any euro coins they have and examine closely the different sides. This way students’ attention is drawn to the fact that not all euro coins come from the same country and that each country has chosen different representations for its coins.	20min
Activity #2 (group work, research, presentation) : Euro coins	Students are divided into groups. A different country of the eurozone is assigned to each group and their task is to research and present the representations of the national side of this country’s coins. For their presentations, they can use PowerPoint, Windows Movie Maker and Thinglink .	70 min
Activity #3 (group work, research): Euro banknotes	Students are asked to observe the representations on the euro banknotes. They discuss the buildings depicted on them: <ul style="list-style-type: none"> • <i>What do windows and bridges stand for?</i> • <i>Are these values important for the EU?</i> • <i>Would they choose different symbols themselves?</i> They are divided into 7 groups and each group is assigned a different euro banknote denomination. Each group has to research the style/period of European architecture depicted on the denomination assigned and present buildings of that period/style from all over Europe on a Padlet wall.	90 min

Name of activity	Procedure	Time
	<p>5 euro: Classical 10 euro: Romanesque 20 euro: Gothic 50 euro: Renaissance 100 euro: Baroque and Rococo 200 euro: Iron and Glass architecture (19th century) 500 euro: Modern 20th century architecture [Since 27 April 2019, the banknote has no longer been issued by central banks in the euro area, but continues to be legal tender and can be used as a means of payment.]</p> <p>To do so they can browse the Europeana Collections using suitable key words such as Baroque, Romanesque, Gothic, etc in order to find relevant images. For example:</p> <p>Baroque</p> <p>Romanesque</p> <p>Gothic</p> <p>And they can also use the following exhibitions:</p> <p>Art Nouveau</p> <p>Art Nouveau – a Universal Style</p>	
<p>Activity #4 (group work, creation of a final product) : a fictional contest</p>	<p>The final activity intends to add a playful note to the project. Students are given a fictional scenario: «the EU has decided to redesign all euro banknotes and coins and you can create your own designs to enter the contest». Each group creates a full series of banknotes and coins inspired by different aspects of the European civilization: Sports, Science, Art, Music, History, Literature, Nature, History. To do so, they are asked to use different photo editing apps, like VSCO, or make use of any photo editing options available on their smartphones, in order to insert photos of faces, landscapes or paintings into the existing euro coins' and banknotes' designs. If their digital skills are not so advanced, they can draw their designs inspired by the photos they have chosen. The images can be drawn from the following Europeana exhibitions:</p> <p>The Inspiration of Nature</p> <p>Painting Modern Lives</p>	<p>90 min</p>

Name of activity	Procedure	Time
<p>Revolution and War</p> <p>European Sport Heritage</p> <p>Explore the World of Musical Instruments</p> <p>If they choose to work with historical events, they can find inspiration at Historiana. At this point the teacher should draw attention to copyright issues and encourage students to use images that can be shared and adapted providing the appropriate attribution.</p>		
Assessment	<p>The groups present their designs in the classroom and get feedback from the other students.</p> <p>They are assessed taking a digital quiz and they also fill in an evaluation survey in order to give their feedback for the LS.</p>	90 min

Assessment

Groups are assessed in the form of a class discussion through the outcomes produced for each activity according to the following criteria:

Collaboration: Have all members contributed to the group work? Have they reached decisions collaboratively? Have they shared responsibilities between them?

Completion of work: Has the group completed all the anticipated outcomes? Did they meet the deadlines?

Quality of the outcome: Have they followed the instructions given? Is there a creative element in their work? Have they attributed images according to the creative commons?

The following short quiz can be used for individual assessment (correct answers are marked in green):

Evaluation Quiz
<p> Do all coins in the EU bear the same representations on both their sides?</p>
<p>Yes No</p>
<p> What do the bridges depicted on the euro banknotes stand for?</p>
<p>a. technological development b. collaboration and communication c. financial growth</p>
<p> Match the Euro banknotes denominations (column A) with the corresponding style of European architecture depicted on them (column B):</p>

A	B
5 euro	Baroque
10 euro	Gothic
20 euro	Classical
50 euro	Renaissance
100 euro	Romanesque

[answers: 5=Classical, 10=Romanesque, 20=Gothic, 50=Renaissance, 100=Baroque]

✚ Which of the designs created by your classmates for the «new euro» did you find the most interesting and why? (50-60 words)

***** AFTER IMPLEMENTATION *****

Student feedback

Students were asked to give feedback on the implementation of this learning scenario responding to the following survey:

<https://www.surveymonkey.com/r/SVFPXV3> (translated into English)

Teacher's remarks

I couldn't be happier with the implementation since the students unanimously agreed that the project was very interesting and helped them learn new things. My main goal was to make them think about the underlying ideology in the representations on the banknotes and the coins and have them examine the coins and banknotes they use every day through this lens. I was impressed by the vivid and profound discussions they had while commenting on the choices the different European countries made for the national sides of their euro coins. I was also particularly happy by the fact that they seemed to enjoy the final activity tremendously: they had the chance to unleash their creativity designing the "new Euro" and they grabbed it. This activity added a playful tone to whole project. All in all, the implementation ran smoothly and the only problem faced was the fact that some of the activities could not be completed during the class time and had to be continued at home. Activities #2 and #4 in particular were more time-consuming than it had been imagined beforehand; students needed more time in order to go through the resources and then create their presentations or outcomes. So, it would be good to bear that in mind and allocate more time for these activities, should anyone want to implement them in class.

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex

**Worksheet A
(for activities #1 and #2)**

- ❖ Browse the [Europeana collections](#) to find pictures of coins and banknotes. To do so, add the words “coins” and “banknotes” as search terms in the search field.
- ❖ Observe the pictures found closely. What sorts of things are depicted on their sides?

Name a few:

a.
b.
c.
d.
e.

- ❖ Take out any euro coins found in your pockets. Examine both of their sides closely. Can you identify those coins’ country of origin?
- ❖ Choose one country of the Eurozone. Research and present the representations on the national side of this country’s coins. To do so you can use any tool you like, such as PowerPoint or [Thinglink](#).

**Worksheet B
(for activity #3)**

- ❖ Take out any euro banknotes available and observe the representations on them.
- ❖ Discuss in pairs: What kind of buildings or architectural elements can you identify? What do they stand for? Do you think they correspond to real building that can be found in the European countries?
- ❖ With your group decide on which euro banknote denomination you will work with. Choose among the following options:

5 euro: *Classical*

10 euro: *Romanesque*

20 euro: *Gothic*

50 euro: *Renaissance*

100 euro: *Baroque and Rococo*

200 euro: *Iron and Glass architecture (19th century)*

500 euro: *Modern 20th century architecture*

- ❖ Research the style/period of European architecture depicted on the denomination you chose and present buildings of that period/style from all over Europe on a [Padlet](#) wall. To do so you can browse the [Europeana Collections](#) using suitable key words such as Baroque, Romanesque, Gothic, etc in order to find relevant images.

Worksheet C (for activity #4)

The EU has decided to redesign all euro banknotes and coins and you can create your own designs to enter the contest.

- ❖ Together with your group you have decided to create a full series of banknotes and coins inspired by any aspect of the European civilization that appeals to you: Sports, Science, Art, Music, History, Literature, Nature, History.
- ❖ You can use any photo editing app you are familiar with in order to insert photos of faces, landscapes or paintings into the existing euro coins' and banknotes' designs. If your digital skills are not so advanced, you can draw you designs inspired by the photos you have chosen.
- ❖ To find inspiration you can visit the following Europeana exhibitions:

[The Inspiration of Nature](#)

[Painting Modern Lives](#)

[Revolution of War](#)

[European Sport Heritage](#)

[Explore the World of Musical Instruments](#)