

Using Primary Sources

GRADE(S)	Intermediate (Recommended for 5 th grade in October)
GOALS	Students will be able to evaluate primary source documents, extract information, and apply that information to increase their understanding of a historical context.
ESSENTIAL QUESTION	How does understanding colonial currency give you a better understanding of the time period? <ul style="list-style-type: none"> • What is the role of currency in colonial times • Paper vs. gold or silver • Was there a standard currency • What do the symbols/pictures mean
STANDARD(S)	Social Studies
MATERIALS	Copies of colonial money (available at http://www.smithsonianeducation.org/educators/ In keyword box enter revolutionary money, scroll down and click on revolutionary money. Click on visit revolutionary money. Click on lesson plan 1, then on monetary cutouts. Print copies of money. Recommend printing out information in getting started, introductions and lesson plans as well). Colonial money also available at http://www.frbsf.org/currency/independence/ . Other materials: glossary of inscriptions, handwriting translation sites (see page 6), copy of current dollar bill enlarged on overhead.
TEACHER/ CLASSROOM CONNECTION	Teacher should introduce/review primary source documents in the classroom prior to students coming to the library.
DESCRIPTION	Part 1: <ul style="list-style-type: none"> • Discuss paper money and how it is backed up (gold, silver, Ft. Knox, Federal Reserve). • Review development of paper money (show downloaded examples to be used later in the lesson). • Guide students to look at words, pictures, symbols, dates and denominations. • Note that <ul style="list-style-type: none"> -these were colonies, not a single country -colonies were separate and had their own currencies – not all exchanged at the same rate or accepted in another colony. • Review glossary of Latin terms • Remind students that this money was made and used during a time of unrest and uncertainty – symbols

	<p>show the connection with England OR the evidence of unrest and the coming revolution</p> <ul style="list-style-type: none"> • Model the lesson and worksheet in Part 2 using a current dollar bill looking at words, pictures, symbols, dates and discussing differences in denominations <p>Part 2:</p> <ul style="list-style-type: none"> • Each student will have a copy of the worksheet and a currency sample. • Students will work in groups of 2 or 3 using the same colony's currency. • Review Latin inscriptions and handwriting translations from previous lesson. • Students complete worksheet. <p>Part 3:</p> <ul style="list-style-type: none"> • Students report the information on their colony to the class • Use large chart to write down the information for each currency for comparison. Under type of currency note British (shilling, pence, etc.) or Continentals (dollar)
ASSESSMENT	<ul style="list-style-type: none"> • Evidence that students understanding information from the documents as shown in their reports to the class in Part 3. • Student ability to transfer lesson to other DBQ's

Name _____ Teacher _____

1. Who issued this money?

2. When was it issued?

3. What is it worth?

4. What do the pictures and symbols tell you?

5. What words or phrases stand out to you?

6. What else do you notice?

7. What questions do you still have?

GLOSSARY OF LATIN INSCRIPTIONS

CONNECTICUT	QUI TRA[NSULIT] SUS[TINET]: <i>He who transplanted still sustains</i> SIGILLUM COLONIAE CONNECTICENSIS: <i>Seal of the colony of Connecticut</i>
MARYLAND	ANNO DOMINI: <i>Year of our Lord</i> CRESCITE ET MULTIPLICAMINI: <i>Increase and multiply</i>
NEW HAMPSHIRE	SUSTINE VEL ABSTINE: <i>Sustain me or leave me alone</i>
NEW JERSEY AND PENNSYLVANIA (GREAT BRITAIN)	DIEU ET MON DROIT: <i>God and my right</i>
RHODE ISLAND	IN TE, DOMINE, SPERAMUS: <i>In thee, Lord, we find hope</i>
SOUTH CAROLINA	ARMIS CONCURRITE CAMPO: <i>With arms we run together into a field of battle</i>
VIRGINIA	SIC SEMPER TYRANNIS: <i>Thus always to tyrants</i>

Handwriting sites, use whatever you feel will be most useful-
Deciphering old handwriting, includes letters and abbreviations:

<http://amberskyline.com/treasuremaps/oldhand.html>

18th century handwriting contractions

<http://www.dorset-opc.com/Miscellaneous-Contractions.htm>

18th century alphabet

A-M <http://www.tngenweb.org/sullivan/18alph1.htm>

N-Z <http://www.tngenweb.org/sullivan/18alph2.htm>

showing several handwriting variations

<http://www.tngenweb.org/sullivan/18alph3.htm>

Smithsonian site does have the currency lesson plan with colonial money
(in PDF format).

<http://www.smithsonianeducation.org/educators/>

Click on History & Culture under Lesson Plans

Click on Revolutionary Money

Very good site about colonial currency with explanations (including
Spanish milled)--site is hosted by Federal Reserve Bank of San
Francisco:

<http://www.frbsf.org/currency/independence/>

first part of this site can serve as background information:

<http://www.jswatson.com/money/History.html>