TRT: Stephanie Massaro

Original LP in Ed Portal: <http://www.nps.gov/sara/forteachers/classrooms/money-money-money.htm>

**\*\*Park Name**

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| [Saratoga National Historical Park](http://www.nps.gov/sara/index.htm), [Fort Stanwix National Monument](http://www.nps.gov/fost/index.htm) |

**\*\*Lesson Plan Title (255 characters maximum)**

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| **Money Money Money** |

**\*\*Essential Question and Quick Lesson Description**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

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| Students will be able to:* describe the basic monetary system in use in American leading up to, and to a degree during, the Revolutionary War
* solve simple math problems using this system
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**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_X Upper Elementary: 3rd Grade Through Sixth Grade

\_\_\_ Middle School: Sixth Grade Through Eighth Grade

\_\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

X\_ Social Studies

X\_ Math

\_\_\_ Science

\_\_\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

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**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

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**\*\*Common Core Standards:**

**Want more information about Common Core? Go to** [**http://www.corestandards.org/**](http://www.corestandards.org/)

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| **Grade Level: 4 Subject Area : Mathematics** **Common Core Standards:** [CCSS.Math.Content.4.MD.A.2](http://www.corestandards.org/Math/Content/4/MD/A/2/)Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. |
| **Grade Level: 5 Subject Area : Mathematics** **Common Core Standards:** [CCSS.Math.Content.5.MD.A.1](http://www.corestandards.org/Math/Content/5/MD/A/1/)Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. |
| **Grade Level: 2 Subject Area : Mathematics** **Common Core Standards:** [CCSS.Math.Content.2.MD.C.8](http://www.corestandards.org/Math/Content/2/MD/C/8/)Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? |

**\*\*State Standards:**

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| **State: Maryland Subject: Social Studies Skills Grade Level: 4-5** **State Standards** |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

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**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_\_X\_ **Knowledge** – Recalling or recognizing information ideas, and principles

\_\_X **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or

summarize the ideas in own words.

\_X\_ **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a

prior experience.

\_\_\_ **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

\_\_\_ **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build

relationships for NEW situations.

\_\_\_ **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and

criteria to support opinions and views.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

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| http://www.nps.gov/sara/forteachers/upload/money\_activity\_key.pdf |

**Lesson Duration**

 **Time to complete this lesson plan in minutes (25 characters maximum)**

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| 20-25 minutes |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

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| Money in early America was complicated.  As British colonies, we used British currency, both paper and coins. Yet the colonies also printed their own paper money, with some colonies not necessarily accepting money from other colonies.  Using a unified standard, the British system, made economic sense.  With the American Revolution, the new states continued their practice of printing their own money, and as before, there was a certain lack of equity between them.  British money was still being used; states often printed their currency with British monetary equivalent amounts right on the bills.  Soon, the US had to create its own money, which it did: the Continental dollar.  But that quickly became a huge issue, as printing more and more led to inflation.  Some Spanish money was used by people to get around that issue, and of course people fell back on using the tried-and-true British system. |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

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| 1. Currency --system of money
2. Pence: a plural of [penny](http://dictionary.reference.com/browse/penny); used in referring to a sum of money rather than to the coins themselves (often used in combination)
3. Shilling: a cupronickel coin and former monetary unit of the United Kingdom,the 20th part of a pound, equal to 12 pence: retained in circulation equal to 5 new pence after decimalization in 1971
4. Crown: a former silver coin of the United Kingdom, equal to five shillings
5. Pound Sterling: the official name for the standard monetary unit of the United Kingdom
6. Guinea: a former money of account of the United Kingdom, equal to 21 shillings
 |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

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| 1. Print copies of Money Money Money worksheet for each student
2. cut manipulatives of the money (optional)
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**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

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| Name all the types of money (coins and bills) that you can think of in our country.Penny, nickel, dime, quarter, silver dollar, one dollar bill, five dollar bill, ten dollar bill, twenty dollar bill. |

**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc.**

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| 1. Introduce the lesson by asking students what their favorite soft drink may be, and how much it costs.  Ask if they were to pay for one with a $5 bill here in New York, would it be accepted as payment; how about in New Jersey, Massachusetts, or even Georgia?  Of course it would.
2. Now ask how they'd feel if they tried buying that soft drink in New Jersey or Pennsylvania but were told their $5 bill was not accepted.
3. Explain that the system of currency in early America was similar to that: different colonies, and eventually states, printed their own money and didn't necessarily accept money from other colonies/states, or only did at a reduced rate of exchange.  Before the Revolution, and to a degree after, America used the British system of currency.
4. Read over the lesson worksheet with the students, then do a few of the questions with them, so they understand the idea of computing the different amounts of money.
 |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

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| Have student explain/define currency. Have students explain or define how currency worked in this time period. Have students write number sentences or equations for each problem they solve.  |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoint ‘s should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

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| Money, Money, Money Worksheet |

**Summary (how does the material function in the lesson?):**

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| Reading and math problems for students |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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| http://www.nps.gov/sara/forteachers/upload/money\_activity.pdf |

**Material #2**

**Title (255 characters maximum):**

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| Money Money Money Teacher Worksheet |

**Summary (how does the material function in the lesson?):**

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| Teacher’s instruction and answer key |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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| http://www.nps.gov/sara/forteachers/upload/money\_activity\_key.pdf |

**Material #3**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

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| Have manipulatives, cut out versions of the money from the Money Money Money worksheet so that they can make relationships.  |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

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| Have excelling learners write number sentences and equations for all problems.  |

**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

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| The Battles of Saratoga, Student Research Packet <http://www.nps.gov/sara/forkids/upload/SRA_Elementary_v3.pdf> |

**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

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