

FLCHE-TPS Fifth Grade

George Washington, History, and Economics

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

<p>Enduring Understandings: History can be told through primary sources. A market economy is a system where the laws of supply and demand direct the production of goods and services. Supply includes natural resources, capital, and labor.</p>	
<p>Essential Questions: What can primary sources tell us about the past? How can using primary sources across time show us how things have changed or stayed the same? Why is it important to keep records?</p>	
<p>Vocabulary/Targeted Skills: Market economy, supply, demand, goods, services, natural resources, financial, diligent</p>	
<p>Unit Assessment/Culminating Unit Activity:</p> <p>Prompt: <i>Write 2-3 sentences explaining if you had your own debit card and someone read your bank statement, what would your bank statement tell other people about you?</i></p>	
<p>Lesson title: George Washington, History, and Economics</p>	<p>Time: 60 minutes</p>
<p>Standard(s): <u>Florida Social Studies Standards</u> SS.5.A.1.1 Use primary and secondary sources to understand history. SS.5.A.5.3 Explain the significance of historical documents. SS.5.E.1.2 Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics. <u>Language Arts Florida Standards</u> LAFS.5.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. LAFS.5.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	

Content Purpose:

(I will) Use primary and secondary sources (so I can) to understand history and explain the significance of these sources.

Assessment/Evaluation (for this lesson):

Write 2-3 sentences explaining if you had your own debit card and someone read your bank statement, what would your bank statement tell other people about you?

Reading Materials/Primary Source links:

One copy for each student (found below):

https://www.loc.gov/resource/mgw5.115_0001_0849/?sp=67 (primary source)

<https://financial.gwpapers.org/?q=content/ledger-1750-1772-pg17> (transcribed version)

Suggested Procedures:

1. Share copies of the real version of *Ledger A* with the students and allow them to grapple with it to determine what it is and what it says. (Hard copies are best, so they can all critically look at the document.)
2. After 2-3 minutes, share the Transcribed Version with them. This can be done through a smart board or using hard copies, at the teacher's discretion. Ask them to share (whole group, partners, or groups) what they see/notice. (Things they may notice: shorthand for December-Decr and shorthand for November-Novr, similar to today's texting in shorter versions-LOL, SMH, LMK, etc.)
3. Then share with them: *This is one page from thousands of President George Washington's financial papers/records. Washington was diligent about keeping records of everything in his life. His financial records tell us a lot about his life. Ask them: What does this page tell us about his life? (he liked to play cards/gamble; he probably grew corn; he was very organized, etc.)*
4. Share with the students that during this era, the economy was known as a market economy.
5. Have the students have a partner discussion: *Based on this financial record, what might a market economy be? (A market economy is a system where the laws of supply and demand direct the production of goods and services. Supply includes natural resources, capital, and labor.)*
6. Have the students make some logical predictions about the far right three columns: pounds (£), shillings (sh), and pence (d). How does the pounds column add up to 231 pounds? Allow them to work through it for a few minutes. They may figure out that 20 shillings is equivalent to 1 pound.
7. Whole group or in teams, use the £sd calculator, found here:

<https://onedrive.live.com/embed?cid=CD95016E830F333C&resid=CD95016E830F333C%21112&authkey=AKm4umBaO02Dlcc&em=2&wdAllowInteractivity=True&AllowTyping=True&ActiveCell=%27Add%27%21E10&Item=%27Add%27%21B1%3A030&wdHideGridlines=True>.

8. Have them enter the shillings (sh) column in first to determine the conversion from shillings to pounds (£). Allow them to enter as much as you see fit to experience the calculator.
9. ****This may require a quick description of *debit card* and *bank statement*.** ** Mention to the students that Washington's financial papers are very similar to what current people call bank statements. Have the students have a quick discussion on connecting this to real life: *If you had your own debit card and someone read your bank statement, what would your bank statement tell other people about you?*
10. Have the students: *Write 2-3 sentences explaining if you had your own debit card and someone read your bank statement, what would your bank statement tell other people about you?*

Extensions:

Create a short bank ledger using a sample bank ledger and given information to enter. For example, credit/deposit a paycheck; debit for McDonald's; debit for a new game or a new outfit, etc.

Analyze more of Washington's financial papers: <http://financial.gwpapers.org/?q=search>

17		cash.....		Dr	
1752		To Lumbrought from	225	6	3
800	20	To Cash won at Cards.....		3	0
25		To Ditto for Corn.....		5	3
Dec 2		To Ditto in an Exchange of my Chac. Horses.....		4	6
		To Ditto won at Cards.....			8
			<u>To Sum carried over</u>		<u>231 7</u>

https://www.loc.gov/resource/mgw5.115_0001_0849/?sp=67

Transcribed Version

Next Page:
Ledger A, 1750 - 1772: pg.18

Debit

Credit

Year	Month	Day	Account Name	Entry	£	sh	d
1			Cash Dr				
2				To Sum brought from [folio 10]	225	6	3
3	1754	Novr	20	To Cash won at Cards		3	9
4			25	To Ditto for Corn	1	3	
5		Decr	2	To Ditto in an Exchange of my Char. Horses	4	6	
6				To Ditto won at Cards		8	
7				To Sum carried over	£	231	7

<http://financial.gwpapers.org/?q=content/ledger-1750-1772-pg17>