

Name \_\_\_\_\_

currency	global	marketplace	entrepreneur
economics	invest	transaction	merchandise

Finish each sentence using the vocabulary word provided.

- (currency)** In the United States \_\_\_\_\_  
\_\_\_\_\_
- (economics)** Goods and services \_\_\_\_\_  
\_\_\_\_\_
- (global)** Many businesses \_\_\_\_\_  
\_\_\_\_\_
- (invest)** People say it is wise \_\_\_\_\_  
\_\_\_\_\_
- (marketplace)** After the farmer harvests her corn, \_\_\_\_\_  
\_\_\_\_\_
- (transaction)** Paying dollars for a piece of fruit \_\_\_\_\_  
\_\_\_\_\_
- (entrepreneur)** With a new and creative idea, \_\_\_\_\_  
\_\_\_\_\_
- (merchandise)** At the shopping mall \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

**Read the selection. Complete the main idea and details graphic organizer.**

<b>Main Idea</b>
<b>Detail</b>
<b>Detail</b>
<b>Detail</b>

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Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy to better understand key details in the text.

## American Money

13 Think about a dollar bill. On it is an image of George Washington.  
26 But Washington was not always on the dollar. And the dollar was not  
always green. American money has changed over time.

### 34 Continental Currency

36 The American Revolution cost money. The colonists thought of a  
46 way to pay for the war. They printed a kind of paper money. These  
60 bills were called Continentals. But Continentals were not backed by  
70 gold or silver. After the war they lost their worth.

### 80 A New Country, A New Currency

86 If at first you don't succeed try, try again. The United States  
98 had won the war. Now they needed their own money. The dollar  
110 became the United States unit of currency in 1785. The first United  
122 States pennies were made in 1793. They were worth one cent each.  
134 One hundred pennies equaled one dollar. The first pennies showed  
144 a woman with flowing hair. She was called Lady Liberty. Today,  
155 President Lincoln is on the penny. Other presidents are on our money  
167 too. George Washington is on the quarter. Thomas Jefferson is on  
178 the nickel. Andrew Jackson is on the \$20 bill.

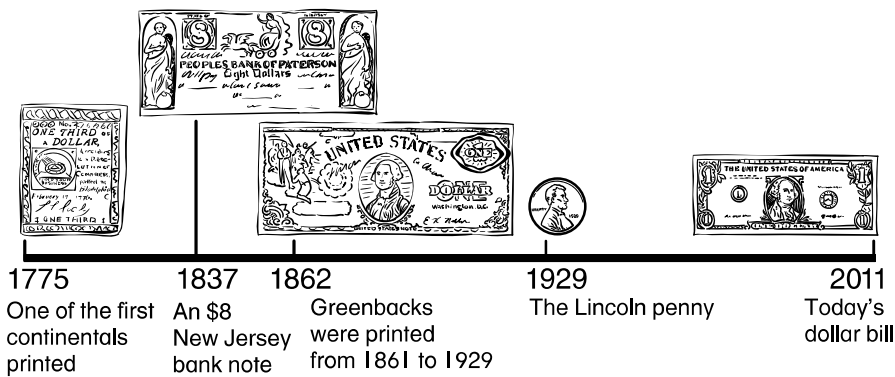
### 187 Honoring American Leaders

190 Ben Franklin was a famous author, scientist, and statesman.  
199 He is on the \$100 bill. Sacagawea was a Native American woman.  
211 She helped Lewis and Clark reach the West Coast of North America.  
223 She is on a special dollar coin.

Name \_\_\_\_\_

### Free Banking Era

A good name is better than riches. In 1836 most banks did not have good reputations. Any bank could print money called bank notes. Bank notes came in many colors, shapes, and sizes. A dollar note in Maine did not look the same as a dollar note in New York. Often bank notes could only be turned in for coins at the bank that made them. Some banks did not have gold or silver to back them up. There is a proverb that says, “Don’t put all your eggs in one basket.” Many people only had dollars from one bank. Soon people had dollars that they could not use.



### Greenbacks

In 1861 the first greenbacks were made. These notes used green ink. They were the same in all the states. \$5, \$10, and \$20 bills were the first greenbacks. Later, \$1, \$2, \$50, \$100, \$500, and \$1000 bills were printed too. The faces of presidents were shown on them. George Washington was on the dollar bill for the first time in 1862. The North used greenbacks during the Civil War. The South used their own paper money called Confederate dollars. History repeats itself. Just like Continentals, Confederate dollars lost their worth when the war ended.

### American Money Today

The Federal Reserve is in charge of printing money today. In 1929, it started printing smaller dollars. We still use these dollars today. Our money has changed over time. Who knows what the dollar will look like in 100 years!

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Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**1. What are two key details in paragraph 3?**

\_\_\_\_\_

\_\_\_\_\_

**2. What kind of money was being printed during the Free Banking Era?**

\_\_\_\_\_

\_\_\_\_\_

**3. Name two key details from the section called “Greenbacks.”**

\_\_\_\_\_

\_\_\_\_\_

**4. What is the main idea of the whole passage?**

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to accuracy. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Name \_\_\_\_\_

## Where Does *Dollar* Come From?

We use dollars all the time, but where does the name come from? The word *dollar* actually comes from an older word, *thaler*, and its spelling has changed over time. Thalers are silver coins once widely used throughout Europe. They got their name from the place where the silver was mined, Joachimsthal, a town in what today is the Czech Republic. At first, these coins were called Joachimsthaler, but this long name was shortened to become *thaler*.



Answer the questions about the text.

1. How can you tell that this is an expository text?

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2. What topic does the text tell you about?

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3. What text feature is included? What does it tell you?

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4. Where does the word *dollar* come from?

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Name \_\_\_\_\_

**Read each passage. Underline the paragraph clues that help you understand the meaning of each proverb or adage in bold. On the line, write the meaning of the proverb or adage.**

1. The colonists printed a kind of paper money. They were called Continentals. But Continentals were not backed by gold or silver. After the war they lost their worth. **If at first you don't succeed try, try again.** The United States had won the war. Now they needed their own money. The dollar became the United States unit of currency in 1785.
- \_\_\_\_\_

2. Some banks did not have gold or silver to back them up. There is a proverb that says, "**Don't put all your eggs in one basket.**" Many people only had dollars from one bank. Soon people had dollars that they could not use.
- \_\_\_\_\_

3. The South used their own paper money called Confederate dollars. **History repeats itself.** Just like Continentals, Confederate dollars lost their worth when the war ended.
- \_\_\_\_\_

Name \_\_\_\_\_

**A. Sort the words in the box below based on their suffixes.**

sorrowful	tasteless	certainly	happiness
hairy	fitness	handful	wireless

<i>-ful</i>	<i>-less</i>	<i>-ness</i>	<i>-y/-ly</i>
1. _____	3. _____	5. _____	7. _____
2. _____	4. _____	6. _____	8. _____

**B. Read the definitions below. Then read each word and circle the Greek or Latin root. Write the meaning of the root on the line.**

<p>The Greek root <i>astr</i> or <i>aster</i> means “star.”</p> <p>The Greek root <i>log</i>, <i>logo</i>, or <i>logy</i> means “word, topic, or speech.”</p>	<p>The Latin root <i>port</i> means “carry.”</p> <p>The Latin root <i>vis</i> or <i>vid</i> means “see.”</p>
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1. portable \_\_\_\_\_
2. video \_\_\_\_\_
3. asteroid \_\_\_\_\_
4. dialogue \_\_\_\_\_
5. visible \_\_\_\_\_
6. apology \_\_\_\_\_



Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence that shows how well the author used a text feature to provide more details about the topic.

<b>Topic sentence</b>	→	In “American Money,” the author does a good job using text features by including a time line to show information about the history of money in a visual way.
<b>Evidence</b>	→	The text describes how American money has changed over time. Each section discusses a new type of American currency. The author includes a time line that shows the reader when each type of currency was
<b>Concluding statement</b>	→	introduced. I thought that the author’s use of a time line was good because it helped to sum up the information in the article.

**Write an opinion paragraph about the text you have chosen. Show how the author uses text features to add more details about the topic. Cite evidence from the text. Remember to clearly state the topic.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use questions that follow the draft to help you think about what content words you can add.**

**Draft Model**

It is important to work. When you work, you make money. This allows you to pay for things you need. Working teaches you to be responsible. It is a way to help society.

1. How do the words used in this model help you understand the main topic?
2. What word could be used to better explain what the writer means by “work”?
3. Where could the writer include words like *income* to help the reader better understand what the topic is about?

**B. Now revise the draft by adding content words to help explain more specifically the importance of work.**

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