

One Minute History

The U.S. Dollar



About this video



ONE MINUTE HISTORY

The US Dollar

In order to fund the American Revolutionary War, The Continental Congress created a paper currency called the "Continental". It's value plummeted after the war leading to the coinage act of 1792, which created the US Dollar in the form of a silver coin. Gold and silver were the only legal tender in the US until another paper currency called the "Greenback" was created to fund the "Civil War". In 1873, the standard was set back to gold. The first paper US dollar was printed in 1914 when the Federal Reserve Bank was established. During World War Two, allies traded gold for the dollar, making the United States the World's largest holder of gold and propelling the dollar to world dominance. In 1970, Nixon removed the gold standard, making the dollar no longer redeemable for gold. It's value was backed solely by the might of the US government.

Key question:

In what ways has American currency been influenced by war and conflict?

About this video

Key vocabulary, concepts & events

oratory

segregation

non-violent protest

social justice

Montgomery bus boycott

March on Washington

Vietnam War

Selma to Montgomery Marches

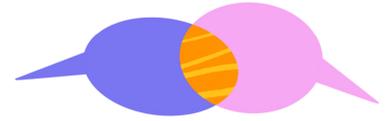
Presidential Medal of Freedom

Civil Rights Movement

Nobel Peace Prize



Before watching



Have you students complete either one of both activities before watching the video.

Activity: Identifying and Defining Unfamiliar Terms and Concepts in History

Use the **Fayer Model graphic organizer** to help students identify and define unfamiliar words from the word list provided.

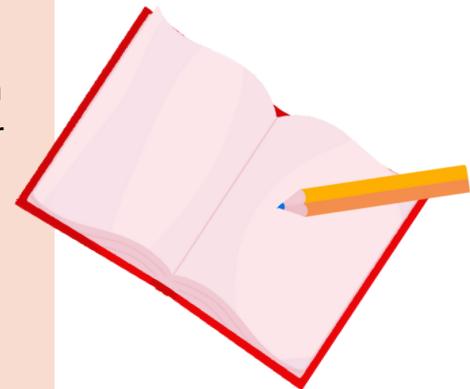
*NB: You can complete this activity after students have watched the video. The instructions, graphic organizer and template are located at the end of the Guide.

Activity: COVID Reflection Journal

The goal of this activity is to get students to connect their own personal experience living during a pandemic in order to better understand and empathize with people who were alive during the Black Death.

Have students write a 1-2 paragraph journal style reflection about their personal experience during the COVID-19 pandemic. Inform students that they should think about not only what changes and challenges that they personally went through but to also discuss what they saw with society as a whole.

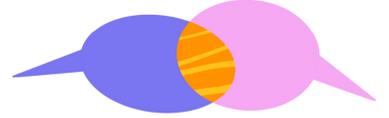
Ask for a few students to share their responses with the class or in small groups and then to look for any parallels while watching the video.



After watching

Below are two activities to extend the learning from the video and to check for understanding.

Activity: Class Discussion



Use one of the discussion activities from the infographic included in the document to explore the questions below with your students. Encourage the students to use the key vocabulary words from the Frayer vocabulary activity in the discussion.

- What factors contributed to the spread and widespread death caused by the Bubonic Plague? (Cause & effect question)
- What scientific knowledge do we have today that could have greatly helped reduce the devastation of the Bubonic plague? (Continuity & change)
- Why do you think certain groups, like Jews, were targeted for spreading disease? (Perspective taking question)
- Should people showing symptoms of the plague be forced to isolate and potentially die in order to slow the spread of the disease and save the lives of others? (Ethical judgment question)
- How can disease change the world? (Inquiry Question)

After watching

Activity: Black Death Artist

For this activity, students will play the role of an artist that grew up during the Black Death. Explain to them that their style of art will be categorized as Danse Macabre (or the Dance of Death) to reflect the work of so many artists at the time that were influenced by the widespread Death

Read the following scenario to the students to put them in the mindset of Danse Macabre artist at the time:

The year is 1355. You are a 25 year old artist living in Paris who has been fortunate enough to survive the Bubonic Plague. You lost all of your family to this terrible disease and many of your friends. The immediate threat of the plague is behind you but growing up around all of that death and fear has created a lasting impact on your worldview. As an artist, your work would be classified as Danse Macabre, due to the emphasis on death and its overwhelming inevitability.

Directions for students: Create a work of art that is reminiscent of the Danse Macabre genre. You have the choice of the following:

- Drawing
- Painting
- Poem
- Short story

The goal of your work should be to create something that feels inspired by surviving the incredibly challenging period of the Black Death and experiencing so much loss.

After students have finished, hold a **gallery walk** in the class where students can move around the room to see what their classmates have created.

As an **extension**, have students research and share historical examples of artwork from that period.

After watching

Take Learning Further by Connecting to Global Issues

This activity is intended to connect the learning about the Black Death to the UN SDGs [Goal 3](#) & [Goal 6](#). Have students read about these two goals and discuss how relevant they are now and during the Black Death. Discuss how even with advanced technology and modern science, diseases can still spread and have major global consequences.

Students get into groups and take on the role of public health officials trying to help keep citizens safe from the next pandemic. Show students the following 3 steps and tell them they must go in order so that their PSA is directly informed by the ideas and information from steps 1 & 2.

1- **Understand:** Find current examples of how we prevent, detect, and minimize the spread of diseases in homes, schools, and communities (e.g., washing hands, vaccinations).

2- **Assess:** Think of at least one way we might improve the prevention or control the spread of diseases in homes, schools, and communities.

3- **Act:** Create a public service announcement to advocate for improved methods of prevention, detection, and control of diseases. This can be a poster, a short video, a radio announcement, a social media campaign or any other platform that you believe would be effective in reaching your audience.

For closure, have a class discussion on the similarities and differences between the COVID-19 pandemic and the Black Death. Also, ask students to try and think of what technology or scientific knowledge might be more available the next time a global pandemic occurs. Is there any way to prevent another pandemic in the future? If so, how?

Public Service Announcement Planning sheet

Understand

Find current examples of how we prevent, detect, and minimize the spread of diseases in homes, schools, and communities (e.g., washing hands, vaccinations).

Assess

Think of at least one way we might improve the prevention or control the spread of diseases in homes, schools, and communities.

Act

Create a public service announcement to advocate for improved methods of prevention, detection, and control of diseases. This can be a poster, a short video, a radio announcement, a social media campaign or any other platform that you believe would be effective in reaching your audience.

Think

What are the similarities and differences between the COVID-19 pandemic and the Black Death? What technology or scientific knowledge might be more available the next time a global pandemic occurs? Is there any way to prevent another pandemic in the future? If so, how?

Historical Frayer

Definition

The act of freeing or the state of being free

Characteristics/Features

Separation
Being on your own
No one controlling your freedom

Emancipation



Turning 18
United States breaking away from Britain
Slaves in the United States
Leaving a job

Examples

School
Contract
Jail/ Gaol
Held against will
Slavery

Non-Examples

Historical Frayer

Definition

Characteristics/Features

Examples

Non-Examples