

## Lesson Plan

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### LESSON DESCRIPTION

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In this lesson, students participate in a puzzle activity to identify leadership characteristics that Abraham Lincoln possessed. They review the changes in the redesigned \$5 note and consider how Lincoln's leadership characteristics contribute to the fact that he is pictured on the \$5 note. Students look at a timeline of Lincoln's life and identify significant events in his road to the White House. They play a game to review content learned in the lesson.

### GRADE LEVEL

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5-8

### CONCEPTS

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Characteristics of money  
Coins  
Counterfeit  
Currency  
Money  
Timeline

### OBJECTIVES

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Students will:

- Describe leadership characteristics possessed by Abraham Lincoln.
- Describe the characteristics of money.
- Explain why Lincoln is featured on the \$5 note.
- Identify important events in Lincoln's road to the White House.
- Identify features of the redesigned \$5 note.

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### C O N T E N T   S T A N D A R D S

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#### National Standards in History

##### Historical Thinking Standards for Grades 5-12:

- Standard 1: Chronological Thinking
  - E. Interpret data presented in timelines and create timelines.

#### National Standards in Economics

- Standard 11: Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.
  - Benchmarks 1, Grade 8: Money is anything widely accepted as final payment for goods and services.
  - Benchmark 5, Grade 8: Most countries create their own currency for use as money.

### T I M E   R E Q U I R E D

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75-105 minutes

### M A T E R I A L S

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- Copies of Handouts 1 and 2 to provide one set of puzzle pieces for each group. Prepare as follows: Glue a bill front from Handout 1 to a puzzle back from Handout 2. Cut the puzzle pieces apart.
- Transparent tape for each group of students
- Copies of Handouts 3, 5, 6 and 7 for each student
- A copy of *Answer Key: Lincoln Vocabulary* for the teacher
- Copies of Handout 8 to provide a set of true, false and top-it cards for each group
- Copies of Handouts 4, 5 and 9 for each group
- Visual of Handout 4
- A copy of *Answer Key: Lincoln and the \$5 Note Questions* for the teacher
- Items for demonstration:
  - a very heavy item such as a rock or a brick

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- a sugar or salt packet
- a bag of brussels sprouts or broccoli or a turnip
- a clear plastic container with a lid filled with dirt
- a deck of cards
- A poster(s) of the new \$5 note—order or download from [https://uscurrency.gov/sites/default/files/security/pdf/5\\_2008-Present\\_Features.pdf](https://uscurrency.gov/sites/default/files/security/pdf/5_2008-Present_Features.pdf)
- Small prizes for teams that win the game in the Closure section of the lesson

## PROCEDURES

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1. Introduce the lesson by asking students the following questions.
  - What do we use as money in the United States? (*dollar bills and coins*)
  - What are the denominations of dollars in the United States? (*\$1, \$2, \$5, \$10, \$20, \$50 and \$100 notes*)
  - Who is pictured on the front of a \$1, \$2, \$5, \$10, \$20, \$50 and \$100 note? (*Washington, Jefferson, Lincoln, Hamilton, Jackson, Grant and Franklin*)

(*Note: Students may be accustomed to using the term “bill.” However, the title/label on each piece of currency is “Federal Reserve Note.”*)
2. Point out that **money** is anything widely accepted in exchange for goods and services. The United States and most other countries use **currency**, which is money usually made from some type of paper-like material, and **coins**, which are usually minted from some combination of metals. In the United States, the currency is called “dollars” and the coins represent a dollar or some part of a dollar. Each coin has a different name. Ask students to name the coins. (*penny, nickel, dime, quarter, half-dollar, dollar*)
3. Divide the students into groups of 4-5. Distribute a set of puzzle pieces cut from *Handout 1: Puzzle Front* and *Handout 2: Puzzle Back* to each group. Instruct students to refer to the side of the puzzle pieces on which there is a single word—for example, “Persistent”—and assemble the puzzle.

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4. When groups have finished the puzzle, distribute tape to each group and tell students to tape the puzzle together. Then distribute a copy of *Handout 3: Lincoln Vocabulary* to each student. Ask students to match the definitions on Handout 3 with the words in the puzzle by entering the correct word in the blank space in front of a definition.
5. Use *Answer Key: Lincoln Vocabulary* to check student answers. Instruct groups to turn the puzzle over. Discuss the following:
  - What does the puzzle look like on this side? (*five-dollar note*)
  - How do the vocabulary words relate to the five-dollar note? (*characteristics Lincoln possessed*)
6. Point out that these characteristics made Lincoln the person he was. Furthermore, many of these characteristics contributed to his ability to lead the United States during a terrible Civil War.
7. Explain that just as Lincoln had characteristics that made him a good leader and great President, money also has characteristics. In order for money to be "good"—that is, easily used in exchange for goods and services—it should have certain characteristics.
8. Divide the students into groups of 3-4. Distribute a copy of *Handout 4: Characteristics of Money* to each group. Ask them to read through the list of possible characteristics of money and decide which five are the most important if money is to work well—that is, to be exchanged for goods and services. Allow about 10 minutes for students to work.
9. Display a visual of Handout 4 and ask each group to share its results. As groups share results, tally their choices on the visual. Discuss the following:
  - Why did you think that the characteristics you identified are important? (*Answers will vary.*)
  - Of the characteristics you identified, which do you think is most important? (*Answers will vary.*)
  - Is there a reason why you think one of the characteristics should not be included? (*Answers will vary.*)

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10. Explain that economists—people who study the economy and money—have identified **characteristics** that are important for something people use as money to have. Those characteristics are: portable, durable, divisible, generally acceptable and relatively scarce. Discuss the following:
- **Portable** means easy to carry. People want their money to be easy to carry in their pockets or wallets. If money is easy to carry, it is easier for people to trade money for other things.
  - **Durable** means that an item is long-lasting. It can withstand being washed, crumpled in pockets, stuffed into socks and so on. People want money that won't dissolve, spoil or crumble.
  - **Divisible** means that an item is easy to divide into smaller amounts. If something is divisible, it is easy to have the right amount to trade for other things.
  - **Generally acceptable** means that people will accept the item as payment for their work or as payment for goods and services. Money that is uniform is more readily acceptable. This means that people expect one piece of currency, a coin or any item serving as money to have the same appearance and quality as another.
  - **Relatively scarce** means that money, like any other economic good, must be scarce in relation to people's desire for it in order for the money to have exchange value. Everyone shouldn't be able to grow it, draw it or find it.
11. Give each group of students one of the demonstration items (bag of brussels sprouts, container of dirt, deck of cards, rock or brick, and packet of sugar or salt). Distribute a copy of *Handout 5: How Does This Item Size Up?* to each group. Tell the student groups to examine their item, discuss the characteristics that may or may not pertain to their item, record answers to the questions listed on the handout and prepare to share their ideas with the class. Allow time for groups to work. Have groups share their responses with the class. Discuss the following for each item:
- Would this item be easy to carry around to make purchases? (*yes—sugar packet, deck of cards; no—brick or rock, brussels sprouts, container of dirt*)
  - Does the item maintain its value when broken or divided into pieces? (*no for all items*)
  - Is this item generally acceptable? (*no for all items*)
  - Is this item uniform? (*yes for packets of sugar and decks of cards; no for container of dirt, brussels sprouts and rock or brick*)
  - Is this item relatively scarce? (*no for all items*)

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- Is this item durable; that is, long-lasting? (*yes for rock/brick, deck of cards; no for brussels sprouts, packets of sugar; maybe for container of dirt, although it could be spilled and become clumpy when wet*)
  - Is U.S. currency portable? (*Yes, because it is easy to carry in a wallet, pocket or purse.*)
  - Is currency durable? (*Answers will vary.*)
  - The average life of a \$1 note is 22 months. The life of higher-denomination notes is longer. U.S. currency survives the washer and dryer when left in pants' pockets.
  - Is U.S. currency divisible? (*Yes, because there are different denominations.*)
  - Most societies have different denominations of coins and currency so that people can more easily pay for goods and services. Having different denominations provides divisibility.
  - What are the denominations of U.S. coins and currency? (*penny, nickel, dime, quarter, half-dollar, \$1 coins, \$1 note, \$2 note, \$5 note, \$10 note, \$20 note, \$50 note and \$100 note*)
  - Is U.S. currency generally acceptable? (*Yes.*)
  - People accept dollars as payment for their work and in exchange for goods, services and resources. U.S. currency is uniform in quality.
  - Is U.S. currency relatively scarce? (*Students will probably answer yes because they have heard family members say that there isn't enough money.*)
  - The Federal Reserve System controls the amount of money available in the U.S. economy. Money does not grow on trees. If it did, it wouldn't be scarce.
12. Explain that once a nation decides on what to use as currency, it is important for the government of that nation to keep the currency safe and secure so that people trust that the money they receive and spend is authentic. The government must make sure that the currency remains portable, durable, divisible, generally acceptable and relatively scarce.
13. Refer the students back to the front of the \$5 note puzzle. Point out that one way that the U.S. government ensures that the currency maintains these important characteristics is to redesign the currency every 7 to 10 years. The \$5 note is the most recent note to be redesigned. By redesigning the currency, the government makes it more difficult for people to counterfeit currency. To **counterfeit** something means to make a fake or false version of it. It is important

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that people not be able to make counterfeit U.S. currency, and it is important that people be able to easily recognize true or authentic U.S. currency.

14. Distribute a copy of *Handout 6: Features of the \$5 Note* to each student. Tell students to use the handout to take notes. Explain that the graphic organizer lists select vocabulary words/phrases. To help ensure that essential facts are captured, instruct students to include each of the words/phrases in fact—that is, in declarative sentences. Display a poster of the new design of the \$5 note and discuss general features of the new design as follows:
  - The Bureau of Engraving and Printing prints U.S. currency.
  - Once currency is printed, Federal Reserve banks release it into circulation.
  - The new design makes it harder for counterfeiters to create fake notes. The design makes it easier for people to check to be sure notes are not fake.
  - The new \$5 notes are the same size and use enhanced versions of the same portraits and historical images from previous \$5 notes.
  
15. Open an internet connection, type in the following address:  
[https://uscurrency.gov/sites/default/files/security/pdf/5\\_2008-Present\\_Features.pdf](https://uscurrency.gov/sites/default/files/security/pdf/5_2008-Present_Features.pdf)  
Tell students to continue taking notes on the graphic organizer as you discuss the following about the front of the redesigned note:
  - **Watermarks:** There are two watermarks on the redesigned \$5 note. (There was only one on the previous version of the note.) A large number “5” watermark can be found to the right of the portrait of Lincoln. A second watermark—a column of three smaller “5”s—has been added to the note and is found to the left of the portrait. To see the watermarks, hold a note up to the light.
  - **Security Thread:** The embedded security thread is to the right of the portrait. (It was to the left of the portrait on the previous version.) The letters “USA” followed by the number “5” in an alternating pattern are visible along the thread from both sides of the note. The security thread glows blue when held under ultraviolet light. To see the security thread, hold the note up to the light.
  - **Serial Numbers:** The unique combination of eleven numbers and letters appears twice on the front of the note. On the new \$5 note, the left serial number has shifted slightly to the right, compared with previous designs.
  - **Federal Reserve Seal:** The universal Federal Reserve Seal can be found to the left of the portrait. This seal is used to represent the entire Federal Reserve System. Beneath the serial number to the left of the portrait, there

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- is a letter and number which identify the Federal Reserve bank that issues the note into circulation.
- **Symbols of Freedom:** A symbol of freedom has been added to the background of the redesigned note: “The Great Seal of the United States,” featuring an eagle and shield. This is printed in purple to the right of the portrait. An arc of purple stars surrounds the portrait and The Great Seal.
  - **Portrait:** The oval borders around President Lincoln’s portrait have been removed. The portrait has been moved up and Lincoln’s shoulders have been extended into the border.
16. Tell students to continue taking notes on Handout 6. Discuss the following about the back of the redesigned note:
- **Vignette:** A vignette is a picture or illustration. The vignette on the back of the \$5 note is a picture of the Lincoln Memorial. The oval borders around the Lincoln Memorial vignette have been removed. Engraving details have been added, framing the Lincoln Memorial against a sky full of clouds.
  - **Color:** There are small yellow “05”s printed to the right of the Lincoln Memorial.
  - **Low-vision feature:** The large, easy-to-read number “5” has been enlarged and printed in high-contrast purple ink.
17. Ask the students why they think Lincoln is pictured on the front of the \$5 note. (*He was an important U.S. president. He demonstrated important leadership qualities, such as honesty, persistence, reliability and so on.*) Remind students that the characteristics they identified in the puzzle activity help explain why Lincoln is featured on the \$5 note. Lincoln is an important historical figure whose portrait is readily recognized.
18. Distribute a copy of *Handout 7: Road to the White House* to each student. Open an internet connection and type in the following address: [www.historynet.com/abraham-lincoln-timeline](http://www.historynet.com/abraham-lincoln-timeline) or [www.historyplace.com/lincoln](http://www.historyplace.com/lincoln). (*Note: These are links to timelines on the internet.*) Explain that this is a timeline of Lincoln’s life. Discuss the following:
- A **timeline** displays key events for a period of time. It often includes pictures and written commentary and is arranged chronologically.
  - The Lincoln timeline identifies key events in Lincoln’s life. Explain that a decade is ten years.



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19. Explain that as students view the timeline, they should enter on their handout two events from each decade that they think were very important on Lincoln's road to the White House, such as Lincoln entering the race for the legislature or his participation in debates and so on. Point out that students will use the information on the timeline they create to write a paragraph about Lincoln's road to the White House.
20. Tell students to pair with another student in their group and discuss the information they identified on their timeline and their reasons for choosing the specific events that they selected. After students have had time to work, discuss the following with the class. If needed, refer back to the interactive timeline. (see links on previous page)
- What were significant events that you included in your notes for the first years of Lincoln's life? (*Answers will vary.*)
  - When and where was Lincoln born? (*Feb. 12, 1809, outside of Hodgenville, Ky.*)
  - When did Lincoln's mother die? (*1818*)
  - What were significant events you included in your notes from 1821-1830? (*Answers will vary.*)
  - What were significant events you included in your notes from 1831-1840? (*Answers will vary, but may include Lincoln announcing his candidacy for state legislature in 1832.*)
  - What were significant events that you included in your notes from 1841-1850? (*Answers will vary, but might include his work for Henry Clay, his election to the House of Representatives or his work for Zachary Taylor.*)
  - What were significant events that you included in your notes from 1851-1860? (*Answers will vary, but might include his election to state legislature, his failure to be elected to the senate, his joining the Republican party, his opposition to the Dred Scott decision or the Lincoln-Douglas debates.*)
  - When was Lincoln shot? (*April 14, 1865*)

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### C L O S U R E

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21. Divide the students into teams. Give each team a true card and a false card from *Handout 8: True or False* and a copy of *Handout 9: Score Sheet*. Tell the teams that they will participate in a game. Review the rules of the game as follows:
  - Teams must designate a team member who will hold up the true or false card in response to answers. Teams must designate a member to keep score.
  - Teams will listen to statements. Team members must decide whether a statement is true or false.
  - The teacher will call for answers. Only the designated team member may display the answer card. Once a card is displayed, the answer may not be changed.
  - Teams will receive 5 points for a correct answer. Teams will lose 5 points for an incorrect answer.
  - If a team feels very confident about its answer, its members may choose to “top it” by raising their Lincoln Hat card. This will double the score earned or deducted for that question.
  - The designated team member will record the score after each question.
22. Begin reading questions from *Answer Key: Lincoln and the \$5 Note Questions* one by one. When all questions have been read, have teams total their scores. Provide small prizes for members of the winning team.

### A S S E S S M E N T

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23. Use the timeline created on *Handout 7* to write two paragraphs about Lincoln’s road to the White House. The paragraphs should include some of Lincoln’s characteristics as identified on *Handout 3*. Each paragraph should include a topic sentence along with primary and secondary support for the topic sentence. A topic sentence expresses the topic or controlling idea of the paragraph. Primary support sentences are those that directly support the controlling idea. Secondary supports provide specific information that reinforces the primary supports.
24. Write a paragraph comparing and contrasting the former \$5 note with the newly redesigned \$5 note.

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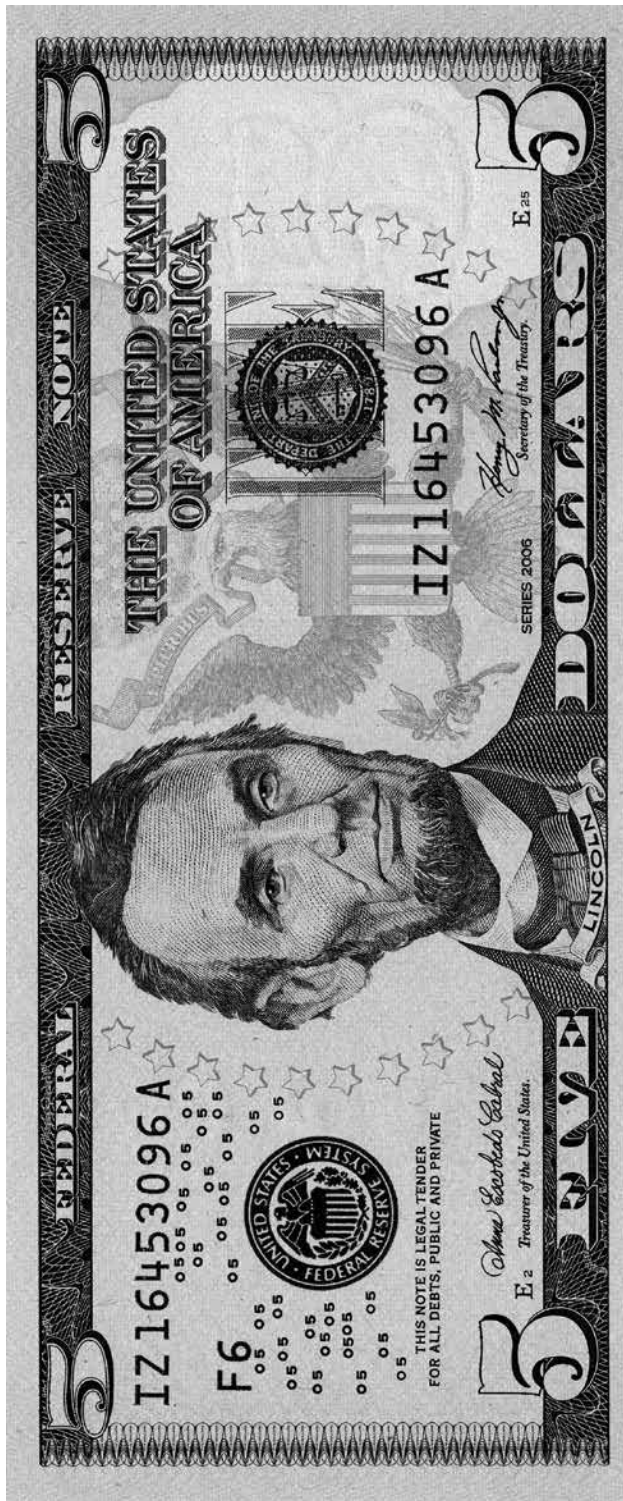
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### SOURCES FOR CONTENT OF THE LESSON

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- Redesigned \$5 note  
[www.moneyfactory.gov/newmoney/](http://www.moneyfactory.gov/newmoney/)
- Characteristics of Lincoln: The Accomplishments of President Abraham Lincoln downloaded from <http://home.att.net/%7Erjnorton/Lincoln87.html>
- Ketcham, H. *The Life of Abraham Lincoln*, Chapter XXXV. Literary Characteristics. Downloaded from [www.authorama.com/life-of-abraham-lincoln-37.html](http://www.authorama.com/life-of-abraham-lincoln-37.html)

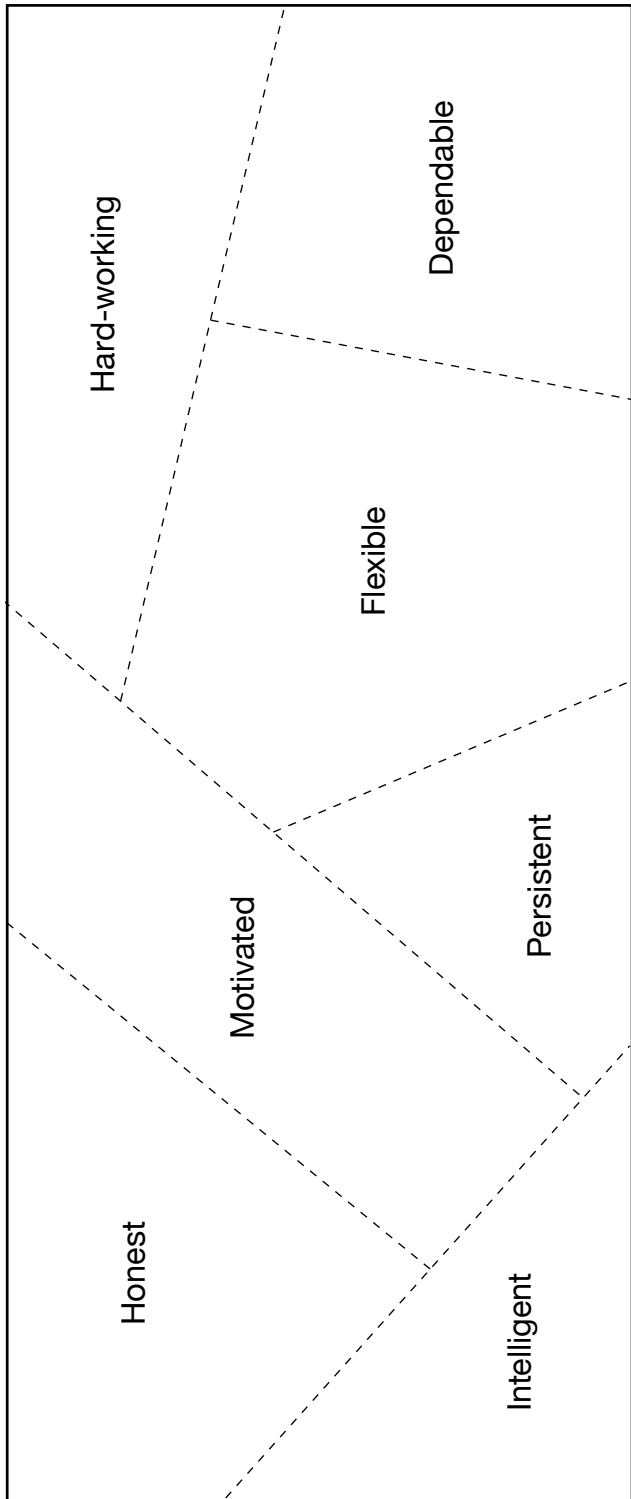
## Handout 1: Puzzle Front



Directions: Cut out the rectangle below. Glue it to a puzzle back cut from Handout 2. Cut out the puzzle pieces to provide one set of puzzle pieces for each group.

## Handout 2: Puzzle Back

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Directions: Cut out the rectangle below. Glue it to a \$5 note cut from Handout 1. Cut out the puzzle pieces to provide one set of puzzle pieces for each group.

## Handout 3: Lincoln Vocabulary

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Match each word on the puzzle with the correct definition by writing the word from the puzzle piece on the line in front of each definition below.

\_\_\_\_\_ characterized by hard work; puts forth great effort to get the job done

\_\_\_\_\_ having high degree of mental ability; revealing good judgment or sound thought

\_\_\_\_\_ responsive to change; able to adapt

\_\_\_\_\_ desires to do something; wants to take action

\_\_\_\_\_ reliable; deserving of trust

\_\_\_\_\_ refusing to give up or let go; persevering obstinately

\_\_\_\_\_ displaying integrity; truthful; not false

## Answer Key: Lincoln Vocabulary

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Match each word on the puzzle with the correct definition by writing the word from the puzzle piece on the line in front of each definition below.

|                     |  |
|---------------------|--|
| <u>hard-working</u> | characterized by hard work; puts forth great effort to get the job done        |
| <u>intelligent</u>  | having high degree of mental ability; revealing good judgment or sound thought |
| <u>flexible</u>     | responsive to change; able to adapt  |
| <u>motivated</u>    | desires to do something; wants to take action                                  |
| <u>dependable</u>   | reliable; deserving of trust   |
| <u>persistent</u>   | refusing to give up or let go; persevering obstinately                         |
| <u>honest</u>       | displaying integrity; truthful; not false                                      |

## Handout 4: Characteristics of Money

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Talk with the other members of your group and circle the five characteristics the group members think money should have in order to be useful—used easily to buy goods and services.

Colorful—having or showing lots of color

Divisible—easily divided into larger or smaller amounts

Durable—long-lasting

Pretty—attractive; pleasing to look at

Washable—can be washed without fading or injury

Acceptable—satisfactory; worthy of being accepted

Scarce—not freely available

Portable—easy to carry

Rectangular—shaped like a rectangle

Circular—shaped like a circle

Solid—can't be broken or torn



## Handout 5: How Does This Item Size Up?

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Use the description below to decide whether your group's item has the five characteristics of money.

**Portable** means easy to carry. People want their money to be easy to carry in their pockets or wallets. If money is easy to carry, it is easier for people to trade money for other things.

1. Is your item portable? Why or why not?

**Durable** means that an item is long-lasting. It can withstand being washed, crumpled in pockets, stuffed into socks and so on. People want money that won't dissolve, spoil or crumble.

2. Is your item durable? Why or why not?

**Divisible** means that an item is easy to divide into smaller amounts. If something is divisible, it is easy to have the right amount to trade for other things.

3. Is your item divisible? Why or why not?

## Handout 5: How Does This Item Size Up?

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**Generally acceptable** means that people will accept the item as payment for their work or as payment for goods and services. Money that is uniform is more readily acceptable. This means that people expect one piece of currency, a coin or any item serving as money to have the same appearance and quality as another.

4. Is your item generally acceptable? Why or why not?

**Relatively scarce** means that money, like any other economic good, must be scarce in relation to people's desire for it in order for money to have exchange value. Everyone shouldn't be able to grow it, draw it or find it.

5. Is your item relatively scarce? Why or why not?

## Handout 6: Features of the \$5 Note

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Use this page to take notes about the redesigned \$5 note. Each of the words or titles below should be included in at least one fact-telling (declarative) sentence in your notes.

Bureau of Engraving and Printing  
Federal Reserve banks  
Watermarks  
Security thread  
Serial number  
Federal Reserve seal  
Symbols of freedom  
Portrait  
Vignette  
Color  
Low-vision feature



## Handout 6: Features of the \$5 Note

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### Notes

#### Bureau of Engraving and Printing

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#### Federal Reserve banks

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#### Watermarks

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#### Security thread

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#### Serial numbers

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## Handout 6: Features of the \$5 Note

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**Federal Reserve seal**

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**Symbols of freedom**

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**Portrait**

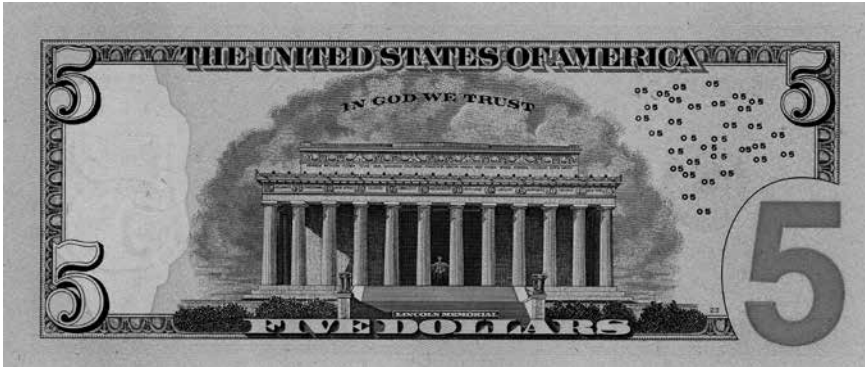
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## Handout 6: Features of the \$5 Note

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### Notes

#### Vignette

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#### Color

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#### Low-vision feature

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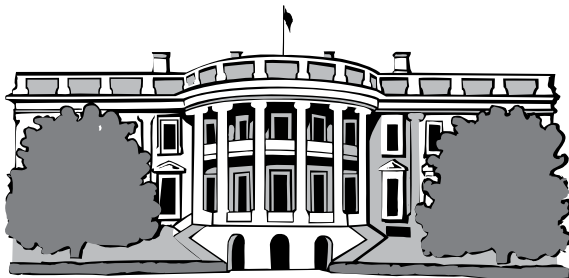
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## Handout 7: Road to the White House

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Directions: Enter two events from each decade of Abraham Lincoln's life that are very important in his road to the White House—a total of 11 of the 12 boxes. The first of the 12 boxes is already completed for you with Lincoln's birth.



|           |  |
|-----------|--|
| 1851-1860 | 1861-1865                                    |
| 1851-1860 | 1841-1850                                    |
| 1831-1840 | 1841-1850                                    |
| 1831-1840 | 1821-1830                                    |
| 1809-1820 | 1821-1830                                    |
| 1809-1820 | Feb. 12: Lincoln's birth in Kentucky<br>1809 |

**Handout 8: True and False Cards**

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TRUE

FALSE





## Handout 9: Score Sheet

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Directions: Circle your team's score for each question.

| Question Number | Team Answer | Correct Answer | Score |    | Top It             |     |
|-----------------|-------------|----------------|-------|----|--------------------|-----|
|                 |             |                |       |    |                    |     |
| 1.              |             |                | +5    | -5 | +10                | -10 |
| 2.              |             |                | +5    | -5 | +10                | -10 |
| 3.              |             |                | +5    | -5 | +10                | -10 |
| 4.              |             |                | +5    | -5 | +10                | -10 |
| 5.              |             |                | +5    | -5 | +10                | -10 |
| 6.              |             |                | +5    | -5 | +10                | -10 |
| 7.              |             |                | +5    | -5 | +10                | -10 |
| 8.              |             |                | +5    | -5 | +10                | -10 |
| 9.              |             |                | +5    | -5 | +10                | -10 |
| 10.             |             |                | +5    | -5 | +10                | -10 |
| 11.             |             |                | +5    | -5 | +10                | -10 |
| 12.             |             |                | +5    | -5 | +10                | -10 |
| 13.             |             |                | +5    | -5 | +10                | -10 |
| 14.             |             |                | +5    | -5 | +10                | -10 |
| 15.             |             |                | +5    | -5 | +10                | -10 |
| 16.             |             |                | +5    | -5 | +10                | -10 |
| 17.             |             |                | +5    | -5 | +10                | -10 |
| 18.             |             |                | +5    | -5 | +10                | -10 |
| 19.             |             |                | +5    | -5 | +10                | -10 |
| 20.             |             |                | +5    | -5 | +10                | -10 |
| <b>Totals</b>   |             |                |       |    |                    |     |
|                 |             |                |       |    | <b>Final Score</b> |     |

## Answer Key: Lincoln and the \$5 Note Questions

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Read each statement and allow several seconds for teams to decide on the answer.  
Ask teams to show either a true or false card.

1. There are three watermarks on the redesigned \$5 note.  
*Answer: False. There are two watermarks on the redesigned \$5 note.*
2. The Lincoln Memorial is pictured in the vignette on the back of the redesigned \$5 note.  
*Answer: True. The vignette is the scene displayed on the back of the note. The scene on the back of the \$5 note is the Lincoln Memorial in Washington, D.C.*
3. The Bureau of Engraving and Printing (BEP) prints U.S. currency.  
*Answer: True. More information about the BEP can be found at [www.moneyfactory.gov](http://www.moneyfactory.gov).*
4. Abraham Lincoln was the second president of the United States.  
*Answer: False. Lincoln was the 16th president of the United States. He served in office from 1861 to April 1865.*
5. The new \$5 note was issued on March 13, 2008.  
*Answer: True.*
6. “Persistent” means reliable and deserving of trust.  
*Answer: False. “Persistent” means refusing to give up. When someone is reliable and deserving of trust, we refer to them as “dependable.”*
7. Historians describe Lincoln as honest.  
*Answer: True. Many historians agree that the term “Honest Abe” is an accurate description of Lincoln.*
8. The new \$5 note has more color than the old \$5 note.  
*Answer: True. The most notable change is the purple color on the note. However, there is also printing in yellow.*
9. Counterfeit money is fake money.  
*Answer: True. One definition of counterfeit is the representation of currency intended to deceive recipients.*

## Answer Key: Lincoln and the \$5 Note Questions

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10. The features on the redesigned \$5 note make it easier for people to make sure that a note isn't counterfeit.  
*Answer: True.*
11. The U.S. Mint prints currency.  
*Answer: False. The Bureau of Engraving and Printing prints currency. The U.S. Mint mints coins.*
12. Abraham Lincoln was born in Springfield, Ill.  
*Answer: False. Abraham Lincoln was born on Feb. 12, 1809, in Hodgenville, Ky.*
13. The Great Seal of the United States is a symbol of freedom that is found on the redesigned \$5 note.  
*Answer: True. The Great Seal of the United States features an eagle and shield. This is printed in purple to the right of the portrait. An arc of purple stars surrounds the portrait and the Great Seal.*
14. The Federal Reserve banks put currency into circulation.  
*Answer: True. Beneath the serial number to the left of the portrait, there is a letter and number which identify the Federal Reserve bank that issues the note into circulation.*
15. Serial numbers on U.S. currency are repeated on various notes.  
*Answer: False. The serial number on each piece of U.S. currency is a unique combination of 11 letters and numbers.*
16. Abraham Lincoln never failed when running for political office.  
*Answer: False. In 1832 he ran for Illinois legislation and lost. In 1856 he ran for U.S. Senate and lost.*
17. Something that we use as money should be colorful in order to be easy to use to buy goods and services.  
*Answer: False. The characteristics that make something a good form of money are: generally acceptable, divisible, portable, durable and relatively scarce.*
18. Something that we use as money should be divisible in order to be easy to use to buy goods and services.  
*Answer: True. The characteristics that make something a good form of money are: generally acceptable, divisible, portable, durable and relatively scarce.*

**Answer Key:** Lincoln and the \$5 Note Questions

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19. A person who wants to do something or who wants to take action on a project can be described as “motivated.”

*Answer: True.*

20. It is legal for anyone to manufacture U.S. currency.

*Answer: False. Manufacturing counterfeit U.S. currency or altering genuine currency to increase its value is a violation of Title 18, Section 471 of the United States Code and is punishable by a fine of up to \$5,000 or 15 years' imprisonment, or both.*