

Kentucky Summative Assessments



Grade 5 Social Studies Released Items 2024



1

SS0520065_1

This source is about the Americans with Disabilities Act.

In 1990, Congress passed the Americans with Disabilities Act (ADA). The law gives people with disabilities certain rights and protections. Before the ADA, people with disabilities faced challenges accessing public places. For example, some people with disabilities could not vote because many government buildings did not have ramps for people who used wheelchairs. Now, all public buildings must provide access to people with disabilities, such as by installing a ramp or elevator. Before the ADA, many people also faced discrimination at work. For example, an employer might prohibit a blind person from bringing a service dog to work. Now, employers must allow people with disabilities to have the resources they need to do their jobs.

—based on “Americans with Disabilities Act (ADA),” U.S. Department of Justice,
January 10, 2020

How has the Americans with Disabilities Act helped address a problem affecting people with disabilities?

- A** By helping ensure that people with disabilities receive fair treatment in society
- B** By allowing people with disabilities to take time off from work in order to vote
- C** By requiring that people with disabilities have economic independence
- D** By offering people with disabilities loans to make their homes accessible



Released Item Performance

Kentucky Summative Assessments

Spring 2024
Grade 5
Social Studies

Item: SS0520065

Book Question Number: 1

Standard: 2.C.PR.1

Item Type: MC

Key: A

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	47,140	77%	0.77	77%	8%	11%	5%
Gender							
Female	23,001	78%	0.78	78%	7%	11%	5%
Male	24,139	76%	0.76	76%	8%	11%	5%
Ethnicity							
African American	5,039	67%	0.67	67%	13%	14%	6%
American Indian or Alaska Native	64	67%	0.67	67%	11%	14%	8%
Asian	1,050	84%	0.84	84%	5%	9%	3%
Hispanic or Latino	4,339	70%	0.70	70%	11%	13%	6%
Native Hawaiian or Pacific Islander	92	77%	0.77	77%	5%	13%	4%
White (non-Hispanic)	33,961	79%	0.79	79%	6%	10%	4%
Two or more races	2,594	75%	0.75	75%	9%	11%	5%
Migrant							
Migrant	254	65%	0.65	65%	11%	15%	9%
English Learner							
English Learner	2,923	58%	0.58	58%	16%	17%	8%
Economically Disadvantaged							
Economically Disadvantaged	29,537	73%	0.73	73%	9%	12%	6%
Students with Disabilities							
Students with Disabilities	7,373	61%	0.61	61%	13%	15%	10%



SS0520062_3,5

This source describes the creation of the 9-1-1 emergency telephone number.

Before telephones, it was hard to get help quickly in emergencies. If a fire started, a watchman had to shout and make noise to call firefighters. By the early twentieth century, many homes had telephones, but people still had to figure out which phone number to call. They might need the police station, a hospital, or the fire department. Finding the right number took time.

The United Kingdom started a 9-9-9 phone service for emergencies in 1936. In 1957, the National Association of Fire Chiefs recommended that the United States adopt a similar service. About ten years later, 9-1-1 became the phone number to call for help in all kinds of emergencies. Because the number is easy to remember, it takes less time to get help. However, by the 1980s, the 9-1-1 phone number only serviced about half the country. Yet now, people in communities across the country, including throughout Kentucky, can use 9-1-1. Most 9-1-1 calls today are made from cell phones.

—based on Timothy Winkle, “This is 9-1-1. What is your emergency?": A History of Raising the Alarm,” National Museum of American History, February 15, 2018

Which **two** claims from the source **best** explain why communities in Kentucky have become safer places to live?

- A** People in the twentieth century needed help quickly in emergencies.
- B** Before people had telephones, they relied on watchmen to shout for help.
- C** Because the 9-1-1 phone number is easy to remember, people can quickly call for help.
- D** The 9-1-1 emergency number serviced only half the country by the late twentieth century.
- E** A firefighter organization suggested having only one phone number to call for help.



Released Item Performance

Kentucky Summative Assessments

Spring 2024
Grade 5
Social Studies

Item: SS0520062

Book Question Number: 2

Standard: 1.H.CH.1

Item Type: MS

Key: C,E

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	47,081	60.0%	1.20	13%	54%	33%
Gender						
Female	22,976	60.0%	1.20	13%	54%	33%
Male	24,105	60.0%	1.20	13%	54%	33%
Ethnicity						
African American	5,029	54.3%	1.09	18%	55%	27%
American Indian or Alaska Native	64	59.4%	1.19	14%	53%	33%
Asian	1,050	65.1%	1.30	7%	55%	37%
Hispanic or Latino	4,330	58.4%	1.17	13%	56%	30%
Native Hawaiian or Pacific Islander	92	62.5%	1.25	11%	53%	36%
White (non-Hispanic)	33,925	61.0%	1.22	12%	54%	34%
Two or more races	2,590	58.6%	1.17	13%	56%	30%
Migrant						
Migrant	254	55.9%	1.12	15%	58%	27%
English Learner						
English Learner	2,914	55.2%	1.10	16%	58%	26%
Economically Disadvantaged						
Economically Disadvantaged	29,489	58.0%	1.16	15%	55%	31%
Students with Disabilities						
Students with Disabilities	7,355	56.9%	1.14	15%	56%	29%



3

SS0520037_4

Students who are answering the compelling question “How does diversity shape a place?” made this table. It shows some of the cultural contributions of different groups to the United States.

Cultural Contributions of Different Groups

Group	Contribution
African enslaved people	The modern banjo came from African instruments.
Spanish colonists	The names of some cities came from Spanish words.
Dutch settlers	Colonial building styles came from Dutch designs.

Source: National Park Service and U.S. Department of Agriculture

Which supporting question **best** helps answer the compelling question?

- A** How does culture spread?
- B** Why do people have cultures?
- C** How do cultures disappear?
- D** What are the characteristics of culture?



Released Item Performance

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Spring 2024
Grade 5
Social Studies

Item: SS0520037

Book Question Number: 3

Standard: 5.G.HI.1

Item Type: MC

Key: D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	47,120	37%	0.37	36%	18%	10%	37%
Gender							
Female	22,997	37%	0.37	35%	18%	9%	37%
Male	24,123	36%	0.36	37%	17%	10%	36%
Ethnicity							
African American	5,035	34%	0.34	30%	22%	14%	34%
American Indian or Alaska Native	64	33%	0.33	34%	17%	16%	33%
Asian	1,050	35%	0.35	49%	13%	3%	35%
Hispanic or Latino	4,338	37%	0.37	34%	18%	11%	37%
Native Hawaiian or Pacific Islander	92	45%	0.45	35%	11%	10%	45%
White (non-Hispanic)	33,948	37%	0.37	37%	17%	9%	37%
Two or more races	2,592	34%	0.34	35%	19%	11%	34%
Migrant							
Migrant	254	37%	0.37	29%	22%	13%	37%
English Learner							
English Learner	2,923	38%	0.38	26%	23%	13%	38%
Economically Disadvantaged							
Economically Disadvantaged	29,522	37%	0.37	32%	19%	12%	37%
Students with Disabilities							
Students with Disabilities	7,368	38%	0.38	26%	22%	14%	38%



SS0520045_IN

Analyze each source and then answer the questions that follow.

**While you are analyzing the sources, think about the compelling question
“Should the government be involved in the economy?”**

Introduction

When European colonists first came to America, barter was a common method of commerce. Colonists traded goods with American Indians and then traded with England for manufactured goods. Settlers bartered with each other, but that was not a very efficient form of trade. As a result, colonial governments sought out new products that could be used in place of money.

Analyze the sources in order to answer the compelling question “Should the government be involved in the economy?”



SS0520045_S1

Source 1

This source shows examples of early American colonists bartering rather than using money.

The Massachusetts General Court orders that corn should be used for payment of all debts at the usual rate it is sold, unless the agreement specifies money or beaver.

—adapted from Massachusetts Bay Colony Records, 1631

The builder will be paid in rye and corn. If he is paid in cash, then he will be paid 25 percent less than the price of the grains.

—adapted from a city building contract in Dedham, Massachusetts, 1694



SS0520045_S2

Source 2

This source shows goods that American colonists used for barter.

Goods Used for Barter in American Colonies
Wampum (beads received from American Indians as money)
Beaver skins
Deerskins
Corn
Livestock
Tobacco
Rice

Source: Federal Reserve Bank of Boston



Source 3

The raw materials that the colonies sold to England were worth less than the manufactured goods they bought from England, such as textiles, furniture, weapons, and household goods. As the colonists purchased more goods, a coin shortage resulted in the colonies and the value of coins increased. This source shows how the American colonies attempted to solve this problem by developing their own money.

1637—Massachusetts uses wampum as money.

1642—Virginia uses tobacco as money.

1652—Massachusetts produces its own coins because of the coin shortage caused by trade with England.

1684—England punishes Massachusetts for coining its own money.

1690—Massachusetts prints its own paper money.

1727—Virginia approves the use of tobacco notes (promises to pay in tobacco).

1764—England prevents some colonies from using paper money.

1775—The Continental Congress issues continental bills to pay for the American Revolution.

Based on Claire Priest, "Currency Policies and Legal Development in Colonial New England," *The Yale Law Journal*, January 2001, and "History of Colonial Money," Federal Reserve Bank of Boston, c. 2017



SS0520045_S4

Source 4

This source expresses a concern over the issue of money during the Colonial Era.

What was our condition during the colonial period when we had only coins and a small amount of paper money, with no banks? Weren't we constantly in debt to England? Weren't our coins constantly used to buy British goods? The drain of coins to England was so great that Virginia and other colonies had to use tobacco as a substitute for money.

—adapted from a speech given by Senator Henry Clay of Kentucky, 1840

4

SS0520045_03_3

Which example from the sources represents a consumer?

- A** An American Indian trading deerskins
- B** A settler with a rye crop to barter
- C** A colonist paying for furniture
- D** A farmer with tobacco to sell



Released Item Performance

Kentucky Summative Assessments

Spring 2024
Grade 5
Social Studies

Item: SS0520045_03
Book Question Number: 4

Standard: 1.E.MI.1

Item Type: MC
Key: C

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	47,139	57%	0.57	14%	15%	57%	15%
Gender							
Female	23,003	54%	0.54	14%	15%	54%	16%
Male	24,136	59%	0.59	13%	15%	59%	14%
Ethnicity							
African American	5,039	41%	0.41	19%	20%	41%	20%
American Indian or Alaska Native	64	38%	0.38	22%	19%	38%	22%
Asian	1,050	64%	0.64	11%	13%	64%	13%
Hispanic or Latino	4,336	48%	0.48	16%	16%	48%	19%
Native Hawaiian or Pacific Islander	92	43%	0.43	17%	23%	43%	16%
White (non-Hispanic)	33,964	60%	0.60	12%	14%	60%	14%
Two or more races	2,593	53%	0.53	15%	18%	53%	14%
Migrant							
Migrant	253	51%	0.51	15%	14%	51%	20%
English Learner							
English Learner	2,921	34%	0.34	22%	19%	34%	25%
Economically Disadvantaged							
Economically Disadvantaged	29,535	51%	0.51	15%	16%	51%	17%
Students with Disabilities							
Students with Disabilities	7,371	41%	0.41	18%	18%	41%	23%



5

SS0520045_02_4

Which example **best** demonstrates interdependence?

- A** American Indians and American colonists both produced corn.
- B** American colonists and British merchants both used coins.
- C** American Indians used wampum, and American colonists used paper money.
- D** American colonists produced raw materials, and British merchants produced finished goods.



Released Item Performance

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Spring 2024
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Social Studies

Item: SS0520045_02
Book Question Number: 5

Standard: 4.E.ST.1

Item Type: MC
Key: D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	47,135	41%	0.41	13%	13%	33%	41%
Gender							
Female	22,999	42%	0.42	12%	12%	33%	42%
Male	24,136	40%	0.40	13%	14%	33%	40%
Ethnicity							
African American	5,037	38%	0.38	13%	15%	33%	38%
American Indian or Alaska Native	64	22%	0.22	14%	6%	58%	22%
Asian	1,050	47%	0.47	9%	12%	31%	47%
Hispanic or Latino	4,338	38%	0.38	13%	14%	34%	38%
Native Hawaiian or Pacific Islander	92	33%	0.33	13%	15%	39%	33%
White (non-Hispanic)	33,961	42%	0.42	13%	13%	33%	42%
Two or more races	2,592	40%	0.40	13%	14%	34%	40%
Migrant							
Migrant	253	40%	0.40	15%	10%	35%	40%
English Learner							
English Learner	2,923	35%	0.35	14%	17%	34%	35%
Economically Disadvantaged							
Economically Disadvantaged	29,532	40%	0.40	13%	14%	33%	40%
Students with Disabilities							
Students with Disabilities	7,371	37%	0.37	14%	16%	33%	37%



6

SS0520045_05_5,1

Which **two** examples **best** show how the colonial governments interacted with the economy?

- A** A court in colonial Massachusetts orders that corn be used to pay debts.
- B** A colonist in the Northern colonies trades with American Indians for wampum.
- C** A furniture maker in England uses raw materials from the colonies to make furniture.
- D** The people in the Southern colonies trade more coins than they receive in return.
- E** The legislature in Virginia approves the use of tobacco as a form of money.



Released Item Performance

Kentucky Summative Assessments

Spring 2024
Grade 5
Social Studies

Item: SS0520045_05
Book Question Number: 6

Standard: 4.E.MA.1

Item Type: MS
Key: E,A

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	47,069	59.1%	1.18	20%	42%	38%
Gender						
Female	22,973	57.4%	1.15	21%	43%	36%
Male	24,096	60.7%	1.21	19%	42%	40%
Ethnicity						
African American	5,023	49.9%	1.00	24%	51%	24%
American Indian or Alaska Native	64	68.8%	1.38	11%	41%	48%
Asian	1,050	66.0%	1.32	19%	30%	51%
Hispanic or Latino	4,330	55.0%	1.10	22%	47%	32%
Native Hawaiian or Pacific Islander	92	51.6%	1.03	24%	49%	27%
White (non-Hispanic)	33,923	60.9%	1.22	19%	41%	41%
Two or more races	2,587	56.7%	1.13	21%	45%	34%
Migrant						
Migrant	253	51.0%	1.02	24%	51%	26%
English Learner						
English Learner	2,912	47.5%	0.95	25%	55%	20%
Economically Disadvantaged						
Economically Disadvantaged	29,477	55.5%	1.11	21%	46%	32%
Students with Disabilities						
Students with Disabilities	7,342	53.9%	1.08	21%	51%	28%



7

SS0520045_04_4

According to Source 3, how did the colonial governments respond to the economic situation described by Henry Clay in Source 4?

- A** They constructed banks to protect paper money in the colonies.
- B** They limited tobacco sales to keep wealth in the colonies.
- C** They stopped buying goods to keep coins from going to England.
- D** They issued paper money to replace coins traded to England.



Released Item Performance

Kentucky Summative Assessments

Spring 2024
Grade 5
Social Studies

Item: SS0520045_04
Book Question Number: 7

Standard: 4.G.HI.1

Item Type: MC
Key: D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	47,127	40%	0.40	14%	22%	24%	40%
Gender							
Female	22,994	40%	0.40	14%	21%	25%	40%
Male	24,133	41%	0.41	13%	22%	24%	41%
Ethnicity							
African American	5,035	30%	0.30	17%	26%	26%	30%
American Indian or Alaska Native	64	36%	0.36	8%	23%	33%	36%
Asian	1,050	53%	0.53	11%	16%	21%	53%
Hispanic or Latino	4,338	36%	0.36	15%	24%	26%	36%
Native Hawaiian or Pacific Islander	92	30%	0.30	17%	23%	29%	30%
White (non-Hispanic)	33,955	42%	0.42	13%	21%	24%	42%
Two or more races	2,592	38%	0.38	14%	24%	25%	38%
Migrant							
Migrant	253	36%	0.36	17%	21%	26%	36%
English Learner							
English Learner	2,920	28%	0.28	18%	27%	28%	28%
Economically Disadvantaged							
Economically Disadvantaged	29,528	36%	0.36	15%	23%	25%	36%
Students with Disabilities							
Students with Disabilities	7,371	36%	0.36	16%	24%	24%	36%



8

SS0520045_08

Read the question carefully. Then enter your answer in the space provided.

Using your knowledge of the role of producers in economic markets, answer the following supporting question.

Supporting question: How did resource availability determine how products were exchanged in the colonies?

In your response, develop a claim supported by evidence from multiple sources. Sources used may include the introduction. Explain your answer in **at least** two sentences.



Released Item Performance

Kentucky Summative Assessments

Spring 2024
Grade 5
Social Studies

Item: SS0520045_08
Book Question Number: 8

Standard: 4.E.IC.1

Item Type: SA
Key: Rubric

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	46,082	46.5%	0.93	31%	45%	24%
Gender						
Female	22,694	49.4%	0.99	28%	45%	27%
Male	23,388	43.8%	0.88	34%	44%	22%
Ethnicity						
African American	4,852	36.4%	0.73	42%	44%	14%
American Indian or Alaska Native	63	38.9%	0.78	38%	46%	16%
Asian	1,037	59.1%	1.18	19%	44%	37%
Hispanic or Latino	4,224	42.7%	0.85	33%	48%	19%
Native Hawaiian or Pacific Islander	92	52.2%	1.04	16%	63%	21%
White (non-Hispanic)	33,299	48.4%	0.97	29%	44%	26%
Two or more races	2,514	43.4%	0.87	35%	44%	21%
Migrant						
Migrant	245	39.6%	0.79	37%	47%	16%
English Learner						
English Learner	2,821	35.0%	0.70	41%	48%	11%
Economically Disadvantaged						
Economically Disadvantaged	28,707	42.0%	0.84	35%	45%	19%
Students with Disabilities						
Students with Disabilities	7,030	34.8%	0.70	43%	44%	13%

Rubric	
2	The student response provides a valid answer supported by relevant examples and details from the sources.
1	The student response provides a valid answer but has inaccurate or missing examples and details.
0	The student response is incorrect, irrelevant, or missing.
Exemplar	
2	The colonies had a limited supply of coins, so they used available resources in order to exchange goods. For example, corn rather than money was used to pay debts in Massachusetts Bay Colony. The colonists also bartered using goods such as beaver skins.
Answer Cues	
Valid answers may include but are not limited to: <ul style="list-style-type: none"> • Paid debts using resources such as corn and rye (Source 1) • Bartered rather than using coins for payment (Source 2) • Used raw materials for trade with England (Source 3) • Used resources such as tobacco rather than coins as money (Sources 3 and 4) 	

Anchor Set

A1

Let me explain how resource availability determine how products were exchanged in the colonies. If a colony didn't have something, then they couldn't trade that thing.

Anchor Annotation, Paper 1 Score Point 0

The student response is irrelevant, it does not answer the prompt with anything meaningful (*Let me explain how resource availability determine how products were exchanged ... If a colony didn't have something, then they couldn't trade that thing.*).

A2

Colinest traded withe the indens.
englind.

Colinest traded with

Anchor Annotation, Paper 2 Score Point 0

The student response is irrelevant (*Colinest traded withe the indens. Colinest traded with englind.*).

A3

Resource Availability determine how products were exchanged in the coloinies because if on colonies need something but the colonies had it and he was going to give it ot but when the determine when! up the coloinies did not get it because the othere colonies thought that he would need some tim e for something.

Anchor Annotation, Paper 3 Score Point 0

The student response is irrelevant (*...colonies need something but the colonies had it and he was going to give it ot but when the determine whent up the coloinies did not get it because the othere colonies thought that he would need some time for something.*).

Resource Availability determine how products were exchanged in the colonies because if on colonies need something but the colonies had it and he was going to give it ot but when the determine when! up the coloiners did not get it because the othere colonies thought that he would need some tim e for something.

Anchor Annotation, Paper 4
Score Point 1

The student response provides a valid answer (*products were exchange was cause they exchanged beads was recevied from american Indians as money so they exchanged money for coins.*). One example can only use one source unless it clearly brings separate information from another source into the explanation.

Resource avalability determined how products were exchanged in the colonies because some colonies did not have enough resorces to trade with coins or paper money. Some colonies had to trade with tabaco.

Anchor Annotation, Paper 5
Score Point 1

The student response provides a valid answer but is missing evidence (*Resource availability determined how products wer exchanged ... some colonies did not have enough resorces ...Some colonies had to trade with tobacco.*).

It really depended on the scarcity, if tobbaco was hard to get or hard to make the higher the price would be. If there was not that much tobbaco left it would be a very high demand. if it was hard to make then it would be more expensive, worth more in trades.

Anchor Annotation, Paper 6
Score Point 1

The student response provides one example and uses one source for this valid answer (*It really depended on the scarcity, if tobbaco was hard to get or hard to make the higher the price would be. If there was not that much tobbaco left it would be a very high demand. if it was hard to make ... more expensive, worth more in trades.*).

Resource availability determine how products were exchanged in the colonies by using different resources than money to pay. In the introduction it mentions that the colonial governments sought out new products that could be in place of money. This is saying that colonial governments are finding different uses then using money to pay.

In Source 3 it has a time line. his time line talks about when stuff went on. In 1637, Massachusetts uses wampum as money. Then in 1642 Virginia uses tobacco as money. Their using different resources to replace money to pay for stuff.

Anchor Annotation, Paper 7
Score Point 2

The student response provides a valid answer supported by evidence that references multiple sources, and the introduction counts here as a source (*Resource availability determine how products were exchanged in the colonies by using different resources than money to pay. In the introduction it mentions that the colonial governments sought out new products that could be in place of money. This is saying that colonial governments are finding different uses then using money to pay*) as does this additional source (*Source 3 it has a time line. his time line talks about when stuff went on. In 1637, Massachusetts uses wampum as money. Then in 1642 Virginia uses tobacco as money. Their using different resources to replace money...*).

Resource availability was a big thing they needed because if they did not have that they couldnt buy alot of things because they ran out of money they had to start using resources to buy things. According to source 1 it says "The Massachusetts General Court orders that corn should be used for payment of all debts at the usually rate it is sold. In source 4 it says "The drain of coins to England was so great that virginia and other colonies had to use tobacco as a substitute for money."

Anchor Annotation, Paper 8
Score Point 2

The student response provides a valid answer (*Resource availability was a big thing ... if they did not have that they couldnt buy alot of things ... had to start using resources to buy things.*) supported by evidence from multiple sources (*According to source 1 it says "The Massachusetts General Court orders that corn should be used for payment of all debts at the usually rate it is sold."*) with valid information (*In source 4 it says "The drain of coins to England was so great that virginia and other colonies had to use tobacco as a substitute for money."*).

The resource availability determined that without paper money and coins, all they were able to trade was with tobacco as a substitute for money since England took all of their money. The colonists did have other resources that would require more and more of it to buy something, but paper money and coins were easier to use than the other one. England kept trading with the colonists only to keep taking their money. I know this because in source 3, ii stated, "As the colonists purchased more goods, a coin shortage resulted in the colonies and the value of coins increased. This source shows how the American colonies attempted to solve this problem by developing their own money." These two quotes show that England did take the money when trading while the colonists kept making their own since there was a small ammount of paper money and coins.

Anchor Annotation, Paper 9

Score Point 2

The student response provides a valid answer supported by evidence from multiple sources with an explanation in their own words (*These two quotes show that England did take the money when trading while the colonists kept making their own since there was a small ammount of paper money and coins.*). The student uses relevant support from source 4 (*The resource availability determined that without paper money and coins, all they were able to trade was with tobacco as a substitute for money since England took all of their money.*) and from source 3 (*I know this because in source 3, it stated, "As the colonists purchased more goods, a coin shortage resulted in the colonies and the value of coins increased....the American colonies attempted to solve this problem by developing their own money."*).



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