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| About this Lesson |
| Have you ever wondered how the designs for money come about? Students will explore the features of Canadian bills and coins and create their own play money. |

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| **Grade Level** | **Course(s)/subject(s)** | **Learning Goal(s)** | **Suggested**  **Timing** |
| 4 | Language  Math  The Arts (Visual Arts)  Social Studies | At the end of this lesson, students will:   * know financial terminology relating to the creation of money in Canada * be able to explain the process of creating new money | 80–100 minutes  (2 x 40–50 minute periods) |

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| Curriculum Links |
| The Arts, grades 1–8 (2009)  Visual Arts  Create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences.  Language, grades 1–8 (2006)  Writing  1.2 Generate ideas about a potential topic using a variety of strategies and resources.  1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers.  Mathematics, grades 1–8 (2005)  Number sense and numeration  Read and represent money amounts to $100.  Social Studies, grades 1–6 (2013)  People and Environments: Political and Physical Regions of Canada  B3. Identify Canada’s political and physical regions, and describe their main characteristics and some significant activities that take place in them. |

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| Inquiry Question |
| How are decisions made about choosing who and what is on our money? |

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| Materials List |
| * Arrange desks into groups of four (before students enter room) * One piece of chart paper to each group * Each group should also receive the following play money: nickel, dime, quarter, loonie and toonie, and a variety of bills (copyright approved images of Canadian money can be used if play money is not available; alternatively, display money on a screen) * Student copies of Appendix A, B, C and D * Markers, pencil crayons and scissors * Canadian magazines and glue sticks (optional) * Data projector (optional) |

| **Timing**  (Mins.) | **Lesson Sequence** | | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| MINDS ON | | | |
| 10–15 minutes | WHOLE CLASS  Place a variety of Canadian coins and bills on each of the group tables. Ask the students to carefully examine the money and record or draw on their chart paper any images, symbols, words, colours, etc., that they see.  After a few minutes, ask students to describe the words, or show the symbols and images that they have found on their coins and bills. Allow time for volunteers from each group to share ideas. | | Assessment FOR Learning (Teacher – Anecdotal) |
|  | Context for Learning  Students should be familiar with different monetary denominations in Canada. |  | |

| **Timing**  (Mins.) | **Lesson Sequence** | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| ACTION | | |
| 40–60 minutes | WHOLE CLASS  Discussion  Use a series of questions to generate ideas about how Canadian money is made. For example:  “Why do you think certain images and colours are used? Do any of you know where or how Canadian money is made? Coins and bills are made of what natural resource(s)?”  If appropriate in your school community, ask students to comment on the features of Canadian money as compared to features of money from their country of origin.  Instructions  Show a video (see links below) about how Canadian coins are made. If a data projector is not available, watch the video ahead of time and choose three–four facts to share.  Video Links: <https://www.youtube.com/watch?v=4sVxn_UTbKc>  (*MacLean’s* magazine, *What it feels like to mint coins at Winnipeg’s Royal Canadian Mint*)  Or  <https://www.youtube.com/watch?v=98nidcEmYqA>  (NFB, *How Do They Make Money?*)  Share the link to the Bank of Canada and (if time) show the short video on this website that explains features of polymer bills.  <http://www.bankofcanada.ca/banknotes/>  and  <http://www.bankofcanada.ca/banknotes/bank-note-series/polymer/>  This instructional time should also include a review of target vocabulary related to money, including: coins, bills, currency, Royal Canadian Mint and Bank of Canada. | Assessment FOR Learning (Teacher – Anecdotal) |

| **Timing**  (Mins.) | **Lesson Sequence** | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| ACTION (cont’d.) | | |
|  | **Activity: Making money**  Explain to students that in today’s activity they will be making their own Canadian currency. Set the stage for this by explaining the following:  *“Now it’s your turn! Pretend that you have been hired by the government to decide on the images and words that will appear on new Canadian bills. Be sure to make choices that represent Canada – think about the varieties of animals, people, sports, interests, nature and natural surroundings that are part of living in Canada.”* |  |
|  | SMALL GROUPS  To begin the process of design, have students brainstorm the kinds of images and statements that they want to include. Have the students fill out the handout "What Makes Canada Unique?" (Appendix A).  Using pencil crayons, magazine images, and/or hand-drawn symbols and visuals, have students organize their ideas and design their own bills on the template provided (Appendix B). | Assessment AS Learning (Peer – Discussion) |
|  | Co-create Success Criteria for currency design.  Success Criteria may include:   * good use of space * attractive design * notable symbols/representations of Canada | Assessment AS Learning (Self/Peer – Co-creation of Success Criteria) |
| CONSOLIDATION/DEBRIEF | | | |
| 20–30 minutes | | SMALL GROUPS  Once the students have completed their designs, have them share their bills with those in their table groups to obtain feedback. Allow more time (individual) for students to adjust their designs according to feedback obtained. | Assessment AS Learning (Peer) |

| **Timing**  (Mins.) | **Lesson Sequence** | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| CONSOLIDATION/DEBRIEF (cont’d.) | | | |
|  | | INDIVIDUALLY  Ask students to write a paragraph that explains their choice of images. (Appendix C). | Assessment AS Learning (Self) |
|  | | The paragraph should demonstrate their understanding of the definitions emphasized during the video clips and instruction time. Students should submit their written assignment with their bill. Be sure to also share the rubric with students (Appendix D).  WHOLE CLASS  Discuss the following:   1. Explain the connection between these terms and ideas: coins, bills, currency, the Bank of Canada and the Royal Canadian Mint. 2. In what ways does your finished artwork show your feelings and ideas about Canada? 3. What features and aspects of our currency are important for someone unfamiliar with Canada to know about? 4. Why do you think our currency includes so many details?   Post bills around the room. Later in the week, hand the bills back and encourage students to put their new piece of original currency in their wallet. | Assessment AS Learning (Teacher – Rubric) |

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| What Makes Canada Unique? |
| Use the following chart to brainstorm ideas or images for the design of your bill.   |  |  | | --- | --- | | People |  | | Weather |  | | Nature, Animals and Insects |  | | Sporting Activities and Events |  | | Special Places in Canada |  | | Symbols and Colours |  | | Culture |  | | Art and Music |  | |

**APPENDIX A**

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| Handout: Making Money! |
| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Instructions:** Practise your rough design of your bill on the first template provided. Use the second template for your good copy. Don’t forget to design the front and back and cut out the final copy of your bill when you are finished.  **Design Tip:** Imagine someone with no knowledge of Canada looking at your bill for the first time. What would make your design eye-catching? What would help that person to understand Canada  and its people? |

**APPENDIX B**

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| Reflection |
| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  In the space below, write a short paragraph explaining the design choices on your bill.   * Why did you select these pictures, symbols and words? * How did you decide where to place your objects? * How did you decide on the dollar amount for your bill?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**APPENDIX C**

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| Rubric |
| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Category** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | | **Knowledge** | Demonstrates limited knowledge of money-related vocabulary. | Demonstrates some understanding of money-related vocabulary. | Demonstrates considerable knowledge of money-related vocabulary. | Demonstrates a high degree of knowledge of money-related vocabulary. | | **Thinking** | Uses planning skills with limited effectiveness. | Uses planning skills with some effectiveness. | Uses planning skills with considerable effectiveness. | Uses planning skills with a  high degree of effectiveness. | | **Communication** | Expresses and organizes ideas with limited effectiveness. | Expresses and organizes ideas with some effectiveness. | Expresses and organizes ideas with considerable effectiveness. | Expresses and organizes ideas with a high degree of effectiveness. | | **Application** | Makes connections between ideas, process and design with limited effectiveness. | Shows connections between ideas, process and design with some effectiveness. | Makes many connections between ideas, process and design with considerable effectiveness. | Makes connections between ideas, process and design with a high degree of effectiveness. |   Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mark: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**APPENDIX D**