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| About this Lesson |
| Students will learn about the definition of money, debate whether cryptocurrency is money, and try to make a judgment about whether or not it is a good investment. |

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| **Grade Level** | **Course(s)/subject(s)** | **Learning Goal(s)** | **Suggested**  **Timing** |
| 8 | Language | I will be able to listen to assume  a position on the use of cryptocurrency, research points to defend that position, and listen to  my opponents’ opinions throughout the course of the debate. | 3 x  40–50 min. lessons = 120–150 min. total |

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| Curriculum Links |
| Grade 8 Oral Communication   * Identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate to specific listening tasks (e.g., to evaluate the effectiveness of the arguments on both sides of a class debate on an environmental, social or global issue; to respond to feedback in peer conferences and student/teacher conferences) |

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| Inquiry Questions |
| Is cryptocurrency a real, useful form of money that is worth using on a regular basis? |

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| Materials List |
| * Handout and Research Articles (Appendix A) * Group Recording Sheet (Appendix B) * Debate Planning Form (Appendix C) * Rubric (Appendix D) * Sample Debate Structure (Appendix E) * Debate Debrief Form (Appendix F) * Debate Format (Parliamentary Model) |

| **Timing**  (Mins.) | **Lesson Sequence** | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| MINDS ON | | |
| 10–20 minutes | * What is money? Why do we use it? (Medium of exchange; to buy or sell items) * Money Definition – Have students give examples of definitions for money * (Example: Money is a medium of exchange that can be used to purchase goods and services. It is a store of value, can be used to buy things, and can be used to pay people for work.) * (**Merriam-Webster's**: Something accepted as a medium of exchange, a measure of value, or a means of payment) * Ask students for examples of money. If the students have not already mentioned them, give examples of different kinds of money that have been, or are, used in the world today (government-issued currency, gold, seashells, Canadian Tire money) * Write or display the different currencies on the board * Go through each currency and discuss whether or not they are effective currencies (e.g., government currencies are secure; subway tokens are useful for riding the subway but not for buying groceries) | A for L – Observations & Anecdotal Notes: What are the students’ understanding of money? |
| ACTION | | |
| 70–100 minutes | * Ask the students if they know about another type of currency, known as cryptocurrencies or altcoins * Explain to the students that even world leaders are debating whether cryptocurrency is a real form of money, whether it is useless or even whether it is a fraud * Handout/Research the Articles (Appendix A) * Explain to the students that they will be having a debate about whether or not cryptocurrency is a useful form of money, or whether it is as useful as it seems * Reinforce the fact that their side on the debate may NOT be their actual opinion. Nevertheless, they should be prepared to defend the side they have been given. | A for L – Observations & Anecdotal Notes: How well are students able to defend their arguments |

| **Timing**  (Mins.) | | **Lesson Sequence** | | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| ACTION (cont’d.) | | | | |
|  | **Debate**  **1) Question**   * Explain that students will be having a debate about the question, “Is cryptocurrency a real form of money that is worth using?”   **2) Setup**   * Divide the students up into groups up to a maximum of six students * Divide each group into two teams of a maximum of three each team. Record the teams and their team names on the Group Recording Sheet (Appendix B). * One team will be arguing that cryptocurrency is an effective form of money * The other team will be arguing that cryptocurrency is not money * Each student will prepare a one-minute argument to support their position. Each group member should have a separate main point to support their side. * Have the students use the Debate Planning Form (Appendix C) to write their three points for their argument. (TIP: One complete paragraph is often a good way to construct the argument. Not only can it be used as a writing sample, but it also builds coherent beginning, middle, and end to their point. Each point should be researched and defended.) * Students are encouraged to research to support their points. They can also use the provided materials (Appendix A) to research their defence. * Prepare for the debate with their groups. Have them practise their order.   **3) Debate** Use the Debate Structure (Appendix E) to organize the debates. Judges use the Debate Debrief Form (Appendix F) to evaluate the debate and choose a winner.   * Judges can be a variety of individuals. The list is ordered from most preferable to least. | |  | |

| **Timing**  (Mins.) | | **Lesson Sequence** | | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| ACTION (cont’d.) | | | | |
| 30 minutes | **Potential choices to act as debate judges include:**   * Teachers/administrators   • Parent volunteers (do not let parents judge their own children’s debate if it can be helped)  • Students from an older grade   * Volunteers from the class   **Transition**   * When the debates are complete, come back together as a large group for the debrief/ discussion | |  | |
| CONSOLIDATION/DEBRIEF | | | | |
| 20–30 minutes | * When they return to their places, hand out the Debate Debrief Form (Appendix F). * Review with the class the following questions:   + Which team do you feel had the stronger points?   + After listening/taking part in the debates, do you believe cryptocurrencies are actual, useful currencies, or would you be better off staying away from using them? * Students should fill in the questions, either in sentences or point form. They will then answer the last reflection question in Appendix F to explain their final conclusion after the debate. | | A as L – Debate Rubric (Appendix D)  A as L – Debate Debrief Form (Appendix F) | |

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| Handout and Research Articles |
| **Benefits:**  <https://blockgeeks.com/5-benefits-cryptocurrency/>  <https://cryptocurrencyfacts.com/is-cryptocurrency-a-good-investment/>  <https://www.huffingtonpost.com/ameer-rosic-/7-incredible-benefits-of-_1_b_13160110.html>  <https://www.cnbc.com/2018/02/23/bitcoin-ethereum-other-cryptocurrency-five-positive-factors-for-2018.html>  **Pros and Cons:**  <https://www.entrepreneur.com/article/303848>  <https://www.bizcatalyst360.com/the-pros-cons-of-cryptocurrency/>  <https://cryptocurrencyfacts.com/cryptocurrency-pros-and-cons/>  **Negatives:**  <http://thecircular.org/cryptocurrencies-bad-sides-bitcoin>  <https://topbrokers.trade/guide/basics-cryptocurrency/cryptocurrency-disadvantages/>  [https://www.forbes.com/sites/forbesproductgroup/2018/01/11/the-ripple-effect-of-cryptocurrencies/#6d9b40846080](https://www.forbes.com/sites/forbesproductgroup/2018/01/11/the-ripple-effect-of-cryptocurrencies/" \l "6d9b40846080)  **Examples of their use:**  <https://bravenewcoin.com/news/10-awesome-uses-of-cryptocurrency/> |

**APPENDIX A**

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| Group Recording Sheet |
| |  |  | | --- | --- | | **Debate Number: \_\_\_\_\_\_\_\_\_\_\_** | | | **FOR** | **AGAINST** | | Group Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Group Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | **Names** | **Names** | |  |  | |  |  | |  |  |  |  |  | | --- | --- | | **Debate Number: \_\_\_\_\_\_\_\_\_\_\_** | | | **FOR** | **AGAINST** | | Group Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Group Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | **Names** | **Names** | |  |  | |  |  | |  |  | |

**APPENDIX B**

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| Debate Planning Form |
| **Debate Planning Form**  **Position:** What is our point of view for the debate? Circle One: Affirmative Negative  **Resolution:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Research and list reasons, examples and facts that support our point of view.   |  |  | | --- | --- | | **Reasons, Examples and Facts that Support  our Point of View** | **Source (e.g., www.zerg.com/hamster)** | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |

**APPENDIX C**

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| Debate Planning Form (cont’d.) |
| **Defending Our Opinions (Rebuttal)**   |  |  | | --- | --- | | **What Will Our Opponents Say?** | **How Will We Respond?** | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  |   **Attacking Our Opponents (Attack)**   |  |  | | --- | --- | | **What Will Our Opponents Say?** | **How Will We Respond?** | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |

**APPENDIX C**

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| Rubric |
| **Are Cryptocurrencies a Valuable Currency for Everyday Use?**  Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Oral Communication** | | | | | |  | **1** | **2** | **3** | **4** | | Evaluate the effectiveness of the arguments on both sides of a class debate | Demonstrates limited  understanding  of content | Demonstrates some  understanding  of content | Demonstrates considerable  understanding  of content | Demonstrates thorough  understanding  of content | | Use of critical/creative thinking processes (oral debate and use of research to present ideas) | Uses critical/ creative thinking processes with limited effectiveness | Uses critical/ creative thinking processes with some effectiveness | Uses critical/ creative thinking processes with considerable effectiveness | Uses critical/ creative thinking processes with a high degree of effectiveness | | Expression and organization of ideas and information (oral debate flows and is responsive to other speakers) | Expresses and organizes ideas and information with limited effectiveness | Expresses and organizes ideas and information with some effectiveness | Expresses and organizes ideas and information with considerable effectiveness | Expresses and organizes ideas and information with a high degree of effectiveness | | Making connections within and between various contexts (between research and the world outside) | Makes connections within and between various contexts with limited effectiveness | Makes connections within and between various contexts with some effectiveness | Makes connections within and between various contexts with considerable effectiveness | Makes connections within and between various contexts with a high degree of effectiveness | | Evaluate the effectiveness of the arguments on both sides of a class debate | Demonstrates limited  understanding  of content | Demonstrates some  understanding  of content | Demonstrates considerable understanding  of content | Demonstrates thorough  understanding  of content | |

**APPENDIX D**

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| Sample Debate Structure |
| **Resolution: Cryptocurrencies are a valuable currency for everyday use.**  Sample Debate Structure:   * Each team gets 30 minutes to prepare their arguments. Use the preparation form to prepare statements for all three members of the team and prepare rebuttals. * Arrange four corners of the room to conduct the debates. Set up three chairs so they are facing each other. * Debate teams order their speakers from first to third * Affirmative (for the resolution) team goes first. Since people tend to remember what was said first and last the best, there is no advantage to speaking first or last in the debate. * Each member of the team gets one chance to speak. The speaker gets a maximum of one minute to present. While each student is presenting, the other members must listen to that student’s points without speaking. When the one minute is up, the student is able to finish their sentence, wrapping up their points. * After each student presents, the opposing team gets 30 seconds to discuss and make any strategic changes to their argument * After the 30 seconds is up, the team must return to their chairs and remain quiet throughout the presentation   **Two Options for Ending the Debate**   * The debate mediator can ask questions that the two teams can answer. Each team can have one person respond to each question. * Mediators can be:   ○ Teachers/administrators  ○ Parent volunteers (do not let parents judge their own children’s debate if it can be helped)  ○ Students from an older grade  ○ Volunteers from the class  OR   * Ask the audience which team won the debate. The audience can give its opinion on or vote for the winning team. Debate about the debate!   **Resource for Debate Structure/ Outlines:**  <https://docs.google.com/document/d/1VAFDmoK7wjjCnbarNBTQFkxQo4oQ5yb0GktK6vttd7A/edit> |

**APPENDIX E**

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| Debate Debrief Form |
| Which team do you feel had the stronger points?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  After listening/taking part in the debates, do you believe cryptocurrencies are actual, useful currencies, or would you be better off staying away from using them?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  After listening to the debate, do you think cryptocurrencies are a valuable form of currency, or should they be avoided? Give reasons from the debates to support your response.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**APPENDIX F**