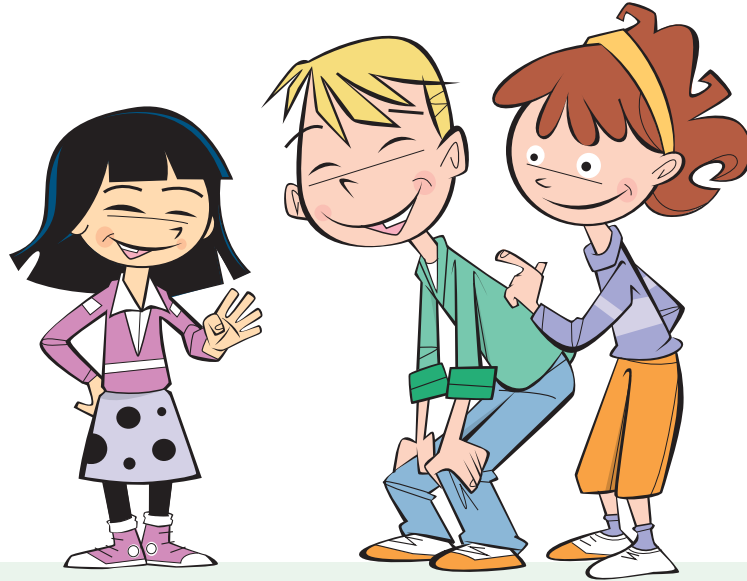


STUDYING THE HISTORY OF MONEY

LEVEL: **ELEMENTARY SCHOOL**
AGE GROUP: **STUDENTS AGES 8 AND 9**




ACTIVITY SUMMARY


Students learn about the history of Canadian money, from bartering times onwards.

FINANCIAL AND COOPERATIVE SKILLS

- Understanding the history of money
- Understanding member roles and relationships

 **AGE GROUP**
Students ages 8 and 9

 **WHEN**
March and April

 **TIME REQUIRED**
6 hours and 30 minutes

COMPETENCIES

DISCIPLINARY COMPETENCIES

Disciplines	Competencies	Learning progression
English	Oral communication	<ul style="list-style-type: none"> • Adjusting ideas for target audience • Intervening at the appropriate moment • Selection of prosodic elements

AFFECTED DISCIPLINARY COMPETENCIES

Disciplines	Competencies
Social sciences - Understanding the organisation of a society in its territory	<ul style="list-style-type: none">• Understanding the organisation of a society in its territory• This competency can be addressed as part of this lesson plan by adding the learning progression of learning experiences relevant to the historical period in question.

NON-DISCIPLINARY COMPETENCIES

Information technology and communication

PREPARATION

STUDENTS LEARN ABOUT THE HISTORY OF PAYMENT AND TRADE, FROM BARTERING TIMES ONWARD.

TASK 1 MONEY THROUGH THE AGES



TIME REQUIRED
30 minutes



SUGGESTED LINKS
La monnaie du Canada
(in French only)
[On desjardins.com](https://www.desjardins.com)

TEACHER'S NOTES

1. Examples of questions to ask:
 - How did people acquire goods?
 - How did they pay for goods?
 - How do we pay for goods today?
2. The Currency Museum website features a large collection of Canadian coins, tokens and bank notes. Suggest that teams of students explore the [National Currency Collection](#).

TASK 1 OBJECTIVE

At the end of this task, students will recognize key moments in the history of money on a timeline, from bartering to debit cards.

Instructions

1. Have a discussion with students to gauge their knowledge about the history of money.
2. Project the Radio-Canada website in class to present the history of money.

EXECUTION

STUDENTS LEARN ABOUT IMPORTANT MOMENTS
IN THE HISTORY OF CANADIAN MONEY.

TASK 1 RESEARCH CANADIAN MONEY



TIME REQUIRED
2 hours



TEACHING MATERIAL
Evolution of the Canada's
Currency - Key Moments
[On desjardins.com](https://www.desjardins.com)

TEACHER'S NOTES

- More than 1 team may choose the same key moment.
- Research strategy: In a search engine (like Google), enter "Canadian coins" and a year. Avoid using articles in the search query and choose pertinent keywords.

TASK 1 OBJECTIVE

At the end of this task, students will be able to describe some characteristics of Canadian money during a given era.

Instructions

1. Hand out the **Evolution of the Canada's Currency - Key Moments** sheet.
2. Together with students, read about key moments in the history of Canadian money.
3. Form teams of 2 students each.
4. Ask teams to choose a key moment and look for information on the subject.
5. Give students time to do research.

TASK 2 PREPARE A PRESENTATION ON CANADIAN MONEY



TIME REQUIRED
2 hours, for presentations

TASK 2 OBJECTIVE

At the end of this task, students will be able to describe the historic and social context of Canadian money in any given era.

Instructions

1. Suggest that students share their knowledge with schoolmates.
2. Prepare information kiosks featuring illustrations, pictures and short texts that represent the era.

TEACHER'S NOTES

- Ask students to bring in coins and bills. Some families have kept old coins and bills so have students ask their parents if they have any old money stashed away.
- All students should research coins and bills for all categories to increase the chances of finding all the elements.
- Have students ask their parents if they have one of the elements for a category on the list of subjects. Provide a form where parents can list what they send to school. Put the coins and bills collected in labeled, clear plastic bags.

EVALUATION

STUDENTS PRESENT THE RESULTS OF THEIR RESEARCH ON CANADIAN MONEY TO CLASSMATES AND SCHOOLMATES.

TASK 1 EVALUATE ORAL COMMUNICATION



TIME REQUIRED

Variable, depending on time allotted for presentations.

In-class presentations only: 2 hours



TEACHING MATERIAL

Evolution of the Canada's Currency - Key Moments

Evaluation Grid

[On desjardins.com](https://www.desjardins.com)

TASK 1 OBJECTIVE

At the end of this task, you will be able to evaluate oral communication.

Instructions

1. Present the evaluation grid to students before the presentations. Explain and give examples for each point.
2. After the first presentation, both teacher and students should note their constructive comments on the **Evaluation of Presentations** sheet in the **Evolution of the Canada's Currency - Key Moments** document.
3. Optional: Prepare kiosks and invite other classes to see the exhibit.
4. Each team presents its findings to visitors.
5. Watch the student presentations and fill out the oral communication **Evaluation Grid** for each one.



TIME REQUIRED
A half-day

Students reinforce their new knowledge with a visit to a museum where they can learn more about the history of money.

Instructions

1. Visit the Société historique Alphonse-Desjardins with students to learn more about the economic context of the 1900s and about the needs behind the birth of financial cooperatives in Quebec.
2. Educational activities for all cycles of elementary school as well as a visit to Maison Alphonse-Desjardins are free of charge. To contact the Société historique, fill out the [Contact us](#) form.

Be sure to mention that you did the **Studying the history of money** activity and guides will make sure to use your student projects during the visit.