**ED5626 - Intro to Teaching Secondary Soc. Studies II Laura Sharpe**

INQUIRY CENTRE

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| **Grade:** 9 | | **Date:** January 30, 2020 |
| **Subject:** Social Studies – Canadian Identity | | **Unit:** Three, Decades of Change |
| **Specific Curriculum Outcomes:** | I wanted to make my activity more personal and thought-invoking, so I kind of moved away from the specific curriculum outcomes, but if I need to absolutely connect it to the curriculum the outcomes would as follows:  9.3.1 - Analyse the impact of changing technology and socio-economic conditions on differing prosperities and lifestyles in Canada in the 1920s and 1930s.  9.3.5 – Analyse the impact of changing technology and socio-economic conditions on Canada’s prosperity and lifestyles in the 1950s and 1960s.  9.3.6 – Compare the social and cultural trends in Canada in the 1950s, 1960s, and 1970s.  9.3.7 – Analyse how globalization has affected Canada and Canadians since 1980. | |
| **Learning Centre Topic:** | Evolution of the Canadian $10 Bill; How Does Canadian Currency Support Canadian Identity? | |
| **Learning Centre Objectives:** | My hope for this learning centre is for students to demonstrate the outcomes as indicated in the general curriculum outcomes under Time, Continuity, and Change; Communication; Inquiry; and Participation. During this learning centre, I encourage students to think critically about documents presented and to produce a logical and just answer – whether it being right or not. They will be asked a series of inquiry questions that relate to the evolution of Canadian currency. For the sake of time, I have narrowed it down to only the $10 banknote, but there can be much more to touch upon if you want to create a bigger lesson/lessons around this topic. After this learning centre, I hope to inspire students to investigate deeper into analyzing regular Canadian tokens and symbols (much like currency) that we interact with on a day to day basis but neglect to give it much thought. I hope that students will question the history behind the tokens and question how Canada became to centralize around that identity and how it might impact future Canadian identity. | |
| **Materials Required:** | * Printouts of Canadian Currency from various decades. * Bristol board timeline (split in two to allow for more opportunities so students can voice their observations) * Inquiring minds!! | |
| **Procedure:** | 1) Introduce the lesson by asking the students, “When you think of Canadian currency, what are some things that first come to mind?” or “What symbols or images come to mind when you think of Canadian currency?” Roughly 1 minute.  2) Dive deeper into the lesson - Hundreds, maybe even thousands of people interact with one bill alone on a day to day basis yet might not even consider looking at the history behind the images that are associated with that money. Ask them to reflect on the main question – “Currency is used every day, everywhere. so how does Canadian currency reflect Canadian identity?” (Roughly 1-2 minutes)  3) Start the activity. Split the activity into two groups: one group will analyse the $10 bill from 1900-1960, and the other group with analyse the $10 bill from 1960-today. Ask each group to analyse the examples, place them in chronological order (on the timeline if they are more visual), and to discuss their findings among their small group. It would be a good idea to give them guiding inquiry questions. (See questions below). Give the groups roughly 4 minutes for this section.  4) Ask the groups to present their findings to their opposite grouping. This should take roughly 2 minutes.  5) Ask the whole group to reflect on the evolution of the 10$ bill, what are the differences from the start of the century compared to the end? Are there some positive, negative (or both) changes? (2 minutes)  6) With the last minute/seconds remaining, ask the students to reflect on this question: “If you were given the opportunity to design the next $10 bill, how would the design reflect your Canadian identity?” | |
| **Suggestions for extension activities:** | The cool thing about this activity is that you can morph this to fit whatever content you would like to cover. You could broaden this activity by looking into $5, $20, etc., or even coins and how they have evolved. You could look at currency changes over centuries (specifically with how Indigenous Peoples traded with goods and not currency, or how Canada began with British currency before they were able to produce their own). You could also ask the students to create their own currency and ask them to incorporate items, people, symbols that reflect their Canadian identity. The ideas are limitless and such cool and inspiring topics could be touched on!!  Ideas for differentiation: For students who have difficulty reading maybe have examples with less clutter and colour – try and get them to focus on the main symbols and figures in the examples. The timeline allows visual learners to participate a bit more and to see how it changed throughout the 1900’s. The discussion based it good for more audio learners. Placing them in chronological order physically will help the tactile learners. | |

Guiding Inquiry Questions:

* What symbols/images are found on the currency? What does this tell you about the values or events of this decade?
* Who are the figures on the currency? In your opinion, why are they represented?
* Which voices are represented?
* Which voices are neglected?
* What can these examples of currency tell you about Canadian identity?
* Do these examples accurately reflect *your* Canadian identity?