



# Roll A Coin Through the Curriculum

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## Unit 1: New France

### Introduction

Before Europeans ventured across the Atlantic Ocean, Canada was an unnamed, sparsely populated region inhabited by aboriginal tribes. It was a vast landscape waiting to be settled. The arrival of early French explorers and the founding of New France set off a chain of activities that led to the creation of Canada. The new country's unusual character was forged from an uneasy union between two European cultures that co-existed for centuries.

### General Outcomes/Expectations

Students will:

- understand the conditions under which new settlers and new settlements existed;
- gain insight into the day-to-day existence of settlers;
- see how the economy functioned and what part currency played in the local economy;
- conduct research using tools such as the Internet;
- hone critical assessment and evaluation skills; and
- work together in teams to accomplish tasks.

### Key Concepts and Issues

Students will explore how valuable and important economic activity was to the political and social existence in New France.

### Curriculum Links

### Evaluation and Assessment

### Rubric

### Activities

junior (grades 4-6),  
intermediate (grades 7-9), and  
senior (grades 10-12)

# Junior Level Activity

## New France: Currency in the New World

### Duration

Two to three class periods

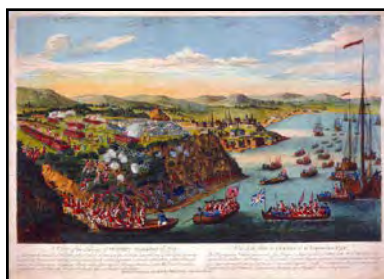
### Equipment Required

pencils, markers, pens, paper, access to computers and the Internet

### Outcomes / Expectations

Students will:

- gain insight into the history of New France;
- understand what it was like to live during that period;
- research New France's monetary system;
- create an effective presentation;
- develop critical thinking and analytical skills; and
- work together in teams.



*Taking of Quebec  
September 13th, 1759  
Courtesy of Library and Archives  
Canada, C-139911*

### Resources

[www.histori.ca](http://www.histori.ca)  
[www.thecanadianencyclopedia.com](http://www.thecanadianencyclopedia.com)  
[www.cbc.ca](http://www.cbc.ca)  
[www.archives.ca](http://www.archives.ca)

### Introduction

Beginning with the founding of Quebec City in 1608, French settlements were established along the banks of the St. Lawrence River. Smaller communities, however, started earlier. Like any new enterprise, systems of government had to be set up from scratch. The lifeblood of any community is steeped in commerce and trade. And, although the barter system was in use for much of the trade that took place, hard currency was a necessity. Merchants required payment for the goods they offered for sale. Members of the military who safeguarded early settlements needed to pay their troops with some form of currency.

For many of the early settlement years in New France, metal coins were a scarce commodity. These coins were transported from France. Once they were in circulation, a shortage developed. The settlements in New France were not capable or even allowed to produce their own currencies. Ships did sail back and forth to France, but did so infrequently. At times, the shortage of coins became so severe that an alternative was desperately needed. People who needed to be paid could not wait months, if not years, for ships to travel to France and back again. (Please see: <http://collections.ic.gc.ca/bank/>).

The solution was both creative and innovative. In the absence of metal coins, playing cards were introduced as currency. Although a novel



Latin America, Philip V,  
1732 silver cob  
Photo: <http://collections.ic.gc.ca>



New France, Louis XIV, 15 sols,  
1670, reverse  
Photo: <http://collections.ic.gc.ca>



Reproduction of the 1714 issue  
of New France's playing card money  
Photo: <http://collections.ic.gc.ca>  
Photos:  
Courtesy of the Bank of Canada

solution, the practice became widely accepted within the new colonies. When troops were to be paid, for example, senior officers would write the denomination on the back of the playing card, displaying its value. To the merchants and the general population in the settlements, the playing cards became accepted currency.

Working in teams of two to four, students will:

### Research

Investigate the history of coins in Canada using the Internet. (Please see the timeline for more information, and refer to the resources listed above.)

### Discuss

Within the teams, discuss what has been discovered about the history of coins in Canada.

### Write

Each team will write a brief summary of their research findings: half-page in length.

### Design

Each team will design a set of playing cards as currency representing coin denominations that could be used in New France. These cards could be used to purchase goods and services in the settlements.

### Present

Each team will present the card designs to the class, explain what the designs represent, and illustrate how the cards would be used in a settlement.

### Extension Activity

The student teams will design a new set of coins for use in New France. Based on their currency and on how much money it would take to buy something like a pound of flour or grain, the teams will come up with price lists for a range of goods that might be offered for sale in a settlement. By going through this exercise, students will gain insight into the economic life of the settlers. The teams will present their coin designs and price lists to the rest of the class.

# Intermediate Level Activity

## New France: Community Life in New France

### Duration

Two to three class periods

### Equipment Required

pencils, markers, pens, paper, access to computers and the Internet

### Outcomes / Expectations

Students will:

- gain insight into the day-to-day life of inhabitants in New France through research;
- understand the way in which the local economy worked;
- assume the role of a merchant advertising wares for sale;
- create an advertising flyer, newspaper advertisement or town crier announcement;
- work cooperatively in teams;
- present their findings orally and discuss the strategy and approach of the kind of advertising each team has created; and
- develop critical thinking and analytical skills.



*Trade Silver – The Beaver*  
Photo by John Evans, Ottawa

### Resources

[www.histori.ca](http://www.histori.ca)  
[www.thecanadianencyclopedia.com](http://www.thecanadianencyclopedia.com)  
[www.cbc.ca](http://www.cbc.ca)  
[www.archives.ca](http://www.archives.ca)

### Introduction

The early European settlements began on the banks of the St. Lawrence River. Soldiers and sailors, sent over by the king of France, were the first people to reach the shores of this new land. It was already known that this new territory was rich in resources such as timber, fish, and beaver, whose pelts became extremely popular in Europe. While gold and diamonds were yet to be discovered, they were, however, on the minds of both those voyaging across the ocean and those who had sent them on the trip. Knowledge of these commodities came from the earliest European explorers, people such as John Cabot, Jacques Cartier, and Samuel de Champlain. ( For more information, please see: [www.civilization.ca/vmnf/vmnfe.asp](http://www.civilization.ca/vmnf/vmnfe.asp) and click on Explorers.) In fact, the early European explorers were sent for the specific purpose of seeking out whatever riches could be found and sent back to the respective king or queen, and to claim territory for the crown. Nobody thought about the people who, for thousands of years, had inhabited and owned the lands we now call Canada.



*North West Company Brass Token, 1820*  
Photo: <http://collections.ic.gc.ca>  
Photos:  
Courtesy of the Bank of Canada



Working in teams of two to four, students will:

### **Research**

Investigate the lives and adventures of early explorers. Each team will select two explorers from the list below:

- Cartier, 1534-1536
- Champlain, 1604-1616
- Brûlé, 1615-1621
- Nicollet, 1634
- De Quen, 1647
- Des Groseilliers, 1654-1660
- Radisson, 1659-1660
- Perrot, 1665-1689
- Cavalier de La Salle, 1670-1687
- Albanel, 1672
- Marquette, 1673-1675
- Jolliet, 1673-1694
- Greysolon Dulhut, 1678-1679
- Hennepin, 1678-1680
- Lahontan, 1684-1688
- Chevalier de Troyes, 1686
- Le Moyne d'Iberville, 1686-1702
- Lamothe Cadillac, 1694-1701
- La Vérendrye, 1732-1739

### **Purpose**

The purpose of this research is to gain insight into how New France became established and how the Europeans interacted with the First Nations' peoples they encountered. In addition, students will gain insight into how community life began and existed. Each team will prepare a half-page report on each of the explorers selected. This research will help set the background for understanding the lives of those who inhabited the settlements. Each team will highlight any commercial transactions they come across while researching their selected explorers, including interactions explorers may have had with the native population and with those in their own community. For example, did the explorers trade commodities for beaver pelts and other furs? If so, what did they trade? Document the early forms of commerce that may have occurred.

### **Next step**

Now, leap forward to project life in an early settlement such as Hochelaga and Stadacona. Search the Internet using a search engine such as Google.ca or ca.Yahoo.com to acquire background information and document, in point form, any information that the team finds on settlement life. In particular, the team should look for information about goods and supplies that settlers required to sustain their lives, and what forms of economic activity occurred. Share this information among team members.

### **Create**

The teams will draw on the research information to create an advertising campaign that maintains the tone and character of the period (1720s, for example). They must select a merchant (male, female, or establishment) and determine what sort of goods or services this merchant has for sale. The team must decide how they will promote this business to

the inhabitants of the settlement by means of a flyer, a newspaper, a town crier, use of a troupe of actors, or something else. The first step after determining what goods are to be sold and at what price will be to storyboard the advertising campaign. The storyboard may be drawn by hand or with the use of a computer. (For information about storyboards, please see [www.usd.edu/~rthompso/strbd/sld001.htm](http://www.usd.edu/~rthompso/strbd/sld001.htm)[www.usd.edu/~rthompso/strbd/sld001.htm](http://www.usd.edu/~rthompso/strbd/sld001.htm), [www.storycenter.org/memvoice/pages/tutorial\\_3.html](http://www.storycenter.org/memvoice/pages/tutorial_3.html) or use an Internet search engine.)

### **Present**

Each team will present its advertising campaign to the class and will discuss the campaign strategy and the pricing of its advertised goods.

### **Extension Activity**

The student teams from the previous activity have created an advertising campaign promoting wares for sale dating from the 1700s in New France. As a group, the class will create its own settlement market, offering its wares for sale. The wares don't have to be real but may be represented by a coupon or scrip. The challenge, however, will be for teams to purchase goods needed for the following scenarios:

- A two-week canoe trip down the St. Lawrence River, for at least two but not more than four people;
- A new household in the settlement supporting a mother, father, and two young children. The teams may assume that the family has brought certain items with them from their former home in France;
- A baker who is setting up shop in the settlement;
- A shoemaker who is servicing the needs of the settlement; and
- Something/someone selected by the team.

# Senior Level Activity

## New France: Bringing New France to Life

### Duration

Four to six class periods

### Equipment Required

pencils, markers, pens, paper, access to computers and the Internet



*Scale Model of the Battle of the Plains of Abraham,*  
© Canadian War Museum  
*Illustration by Malcolm Jones, 2005*

### Outcomes / Expectations

Students will:

- develop a role play where the characters are based on inhabitants of settlements in New France;
- produce a detailed script for the role play that is to be created;
- conduct research using the Internet to find relevant information;
- work in teams to research, develop, and create the role play;
- perform the role plays for the rest of the class;
- hone critical thinking and analytical skills; and
- use media that is appropriate for the specific projects.

### Resources

[www.canadianheritage.org/books/canada3.htm](http://www.canadianheritage.org/books/canada3.htm)

[www.archivescanadafrance.org](http://www.archivescanadafrance.org) (click on links)

[www.upei.ca/fac\\_ed/tlit/vrcs/grade7.html](http://www.upei.ca/fac_ed/tlit/vrcs/grade7.html)

[www.civilisations.ca/vmnf/avent/abc09-12/accu\\_cde.htm](http://www.civilisations.ca/vmnf/avent/abc09-12/accu_cde.htm)

[www.etsb.qc.ca/en/teacher\\_resources/ICT\\_RECIT/resources/webquests/nf/Resources/dailylife.htm](http://www.etsb.qc.ca/en/teacher_resources/ICT_RECIT/resources/webquests/nf/Resources/dailylife.htm)

### Introduction

The early European settlements were founded on the banks of the St. Lawrence River. Soldiers and sailors, sent over by the king of France, were the first people to reach the shores of this new land. It was already known that this new territory was rich in resources such as timber, fish, and beaver, whose pelts became extremely popular in Europe. While gold and diamonds were yet to be discovered, they were, however, on the minds of both those voyaging across the ocean and those who had sent them on the trip. Knowledge of these commodities came from the earliest European explorers, people such as John Cabot, Jacques Cartier, and Samuel de Champlain. ( For more information, please see: [www.civilization.ca/vmnf/vmnfe.asp](http://www.civilization.ca/vmnf/vmnfe.asp) and click on Explorers.) In fact, the early European explorers were sent for the specific purpose of seeking out whatever riches could be found and sent back to the respective king or queen, and to claim territory for the crown. Nobody thought about the people who, for thousands of years, had inhabited and owned the lands we now call Canada.

Working in teams of two to four, students will:

### **Divide**

Students will be divided into teams of four or five and engage in a role-playing activity that will require their collective skills and efforts, as they work together to create the role play.

### **Research**

Student teams can either refer to the Web sites listed above, or alternatively, search the Internet using the phrase “life in New France.”

### **Summarize**

Each team will summarize its findings in point form. Maximum length: one page. For research and background information, teachers may also refer to the information detailed in the Intermediate Level Activity.

### **Points to consider**

Using the resources listed, teams will examine the roles of men, women, and children as well as look at the differences between rural and urban life. In the early days of the settlements, the area and size of these early towns and villages were limited which meant that many new settlers lived on farms and pursued the agricultural way of life. The social and legal doctrines were not as stringent in the farming communities, yet families fell into a distinct pattern of behaviour. Factor in the influence of the clergy, the military, and interactions with native tribes.

### **Discuss**

Each team will discuss their research, and decide which roles to feature in their role play (farmer, farmer’s wife, soldier, child, merchant and/or priest), and determine the responsibilities for the role play.

### **Format**

The role play may take a number of different formats. It is up to each team to determine how to proceed. For example, the role play may take the form of a short scripted play or encounter, where the players pretend to live in New France and respond or interact as they imagine they would have in the days of New France. The format may follow that of an interview in which the characters are asked questions about their lives in New France.

### **Script**

The role play must be scripted or storyboarded in whatever format the team selects. (For background information on storyboarding, please see links above in the unit on the Intermediate Level Activity).

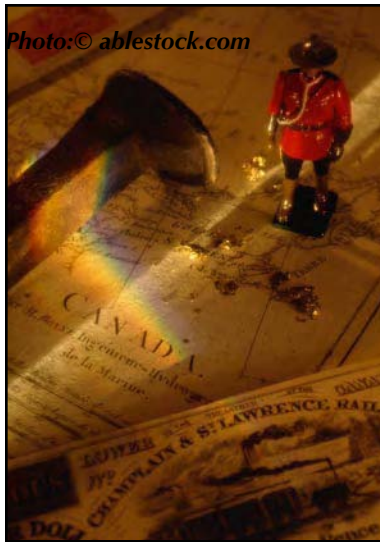
**Present**

Each team will perform their role play for the class. After each role play has been presented, the class will give feedback on what it learned.

**Extension Activity**

As part of the role play, the presentations may be audio or video taped. Role plays may be presented within a talk show format, where a host conducts the interviews, and the guests represent a figure from New France. Technical assistance will be needed to record the presentation. This activity will also require a post-production phase, in which the tape is edited for video and/or sound. Music may also be woven into the production.





# Roll A Coin Through the Curriculum

## Unit 2: Confederation

### Introduction

#### Scenario

It took 132 years to complete Confederation. Completion came with the creation of the newest territory, Nunavut, in 1999. Prior to that, Newfoundland was the last province to join Confederation, in 1949. Not all provinces were created in 1867 when the British North America Act was written. Most came into being after that date and joined Confederation later.

#### Provinces and territories and the year they joined Confederation

Alberta—1905  
British Columbia—1871  
Manitoba—1870  
New Brunswick—1867  
Newfoundland—1949  
Northwest Territories—1870  
Nova Scotia—1867  
Nunavut—1999  
Ontario—1867  
Prince Edward Island—1873  
Quebec—1867  
Saskatchewan—1905  
Yukon Territory—1898

#### Influential people in Confederation by province/territory

Alberta—Frederick William Alpin Gordon Haultain  
British Columbia—Amor De Cosmos  
Manitoba—Louis Riel  
New Brunswick—Samuel Leonard Tilley  
Newfoundland—Joseph Roberts Smallwood  
Northwest Territories—David Laird  
Nova Scotia—Joseph Howe, Charles Tupper  
Nunavut—Paul Okalik  
Ontario—John Alexander Macdonald  
Prince Edward Island—James Colledge Pope  
Quebec—George-Étienne Cartier  
Saskatchewan—Frederick William Alpin Gordon Haultain  
Yukon—Samuel Benfield Steele

### Sub-themes

People  
Provinces/Territories  
Problems  
Confusion  
Railroads

### Curriculum Links

### Evaluation and Assessment

### Rubric

### Activities

junior (grades 4-6),  
intermediate (grades 7-9), and  
senior (grades 10-12)



Photo:© ablestock.com

## Problems

As a result of a number of difficulties they continued to face, the four original provinces considering Confederation saw distinct advantages in uniting.

## Politics

Ontario and Quebec were known as the Province of Canada. The split came later. The provincial government didn't operate smoothly because the English in Ontario and the French in Quebec did not agree on how to make things work. Politicians thought that by joining together with the other colonies, these problems could be solved.



Photo:© ablestock.com

## Economics

Markets within the colonies were limited. Joining together would allow the colonies to market and sell goods to each other.

## Military

The United States fought and won a war of independence against Great Britain. Great Britain also supported the South against the North during the American Civil War. After the Civil War ended, many Americans were angry with Britain and wanted to invade the territory that is now part of Canada. Great Britain believed that if Canada became an independent country, there would be less chance of an American invasion.



Photo:© ablestock.com

## Railroads

The colonies had invested in building railway lines but had run into money troubles. It was clear to the politicians that a national railway running coast-to-coast was a top priority. Individually, however, the colonies could not afford it. The provincial politicians believed that a united Canada could finance the national railroad initiative.

## Conferences

Leaders from the colonies organized a series of conferences at which the idea of Confederation was discussed.

### Charlottetown Conference, September 1864

Politicians from the Province of Canada, New Brunswick, Nova Scotia and Prince Edward Island met to discuss the idea of a political union.

### Quebec Conference, October 1864

The leaders met once again to work out more of the details of running a country. Although the leaders from Newfoundland and Prince Edward Island participated in the discussions, they elected not to join Confederation at that time.



*The Fathers of Confederation  
at the London Conference, 1866*  
© J.D. Kelly, National Archives of  
Canada/C-006799

## **London Conference – December 1866-January 1867**

The leaders from New Brunswick, Nova Scotia, and the Province of Canada met in London, England to formulate a final draft of their resolutions from the Quebec Conference. The final document, approved by the British Parliament, became known as the British North America Act. Canada was now a country.

## **July 1, 1867**

Canada officially became a country with four original provinces. Two of these provinces—Ontario and Quebec—were formed when the Province of Canada split into two. It would take a long time before all provinces and territories joined the nation. Canada became a country, but a reluctant one.

## **General Outcomes/Expectations**

Students will:

- understand how Canada became a nation and what conditions led to this event;
- gain insight into the key individuals who played a role in Canada becoming its own nation;
- see how the country evolved geographically as other provinces and territories joined Confederation;
- research the building of the Canadian Pacific Railroad and will determine its significance and impact on the country;
- understand how the fundamentals of the economy worked in a brand new nation;
- hone critical assessment and evaluation skills;
- work cooperatively in teams ; and
- relate historical and contemporary events to determine how one may have influenced the other.

## **Key Concepts and Issues**

Students will explore how and why Canada became a country, who was involved, and the economic factors that led to Confederation.

# Junior Level Activity

## Confederation: Creating the Currency

### Duration

Two to three class periods

### Equipment Required

paper, pens, markers, computers with Internet access, drawing software (optional), media tools like PowerPoint (optional)

### Outcomes / Expectations

Students will:

- research the history of the banking system in Canada;
- understand the importance of the banking system to the economic well-being of the country;
- design a set of original coins to be used as currency;
- use appropriate visual tools in the creation of the coin sets;
- work together cooperatively in teams;
- hone critical thinking and analytical skills; and
- support the coin designs with text that sustain their recommendations.



Photo:© ablestock.com

### Resources

[www.collectionscanada.ca/2/2/h2-1250-e.html](http://www.collectionscanada.ca/2/2/h2-1250-e.html)

[www.currencymuseum.ca/eng/index.php](http://www.currencymuseum.ca/eng/index.php)

[www.wikipedia.org](http://www.wikipedia.org) (search history of Canadian currency)

[www.mint.ca](http://www.mint.ca)

### Introduction

#### Discuss

Have a general discussion in class about money and its role in society. Why do we have it? What is it used for? What would happen if we didn't have money? How would people buy things if there wasn't any money? Are there alternatives to money? If so, what are they? List some of the key discussion points on the board.

#### Introduce

Specifically, introduce the topic of currency. How important are coins? Do they have a practical value? Tell the class, it will work in teams to design original sets of coins. As part of the work involved in designing these new coins, teams must research the use and history of coins in Canada. Inform the class that the designs it selects for their coins should be symbolic of an important idea or theme. For example, the sets of coins may have themes relating to nature, the environment, Canadian history, and so on.

### **Divide**

Divide the class into teams of three or four students.

### **Research**

Referring to the Web sites listed above, have student teams research the history of coins in Canada. They should discover how coin making evolved in the country and how coins are produced today by the Royal Canadian Mint.

### **Assign**

Within each group, decisions must be made about who will do what. The group needs to figure out what coins they will design, coin denominations, and the kinds of tools required to complete the designs: markers, paper or, if desired, more sophisticated computer-based tools. It is up to the group to decide. Text explaining the importance of the design and what it represents must accompany each coin design.

### **Present**

Each team will present their coin designs to the rest of the class, and explain the significance of the designs and what they represent.

### **Extension Activity**

If the student teams have access to PowerPoint and are familiar with this presentation software, they may adapt their class coin presentation using this technology. This will allow students to integrate the use of images, text, audio and even video, if applicable, to create a more professional presentation, while taking advantage of media tools. Students should storyboard their presentation before entering it into PowerPoint.

Now that students have created their currencies, why not put them to work? What good is money unless it is spent? As a class, set up a market or bazaar where the currencies in use are those created by the teams. Team members will work together to set themselves up as their merchant of choice. They will select what wares they wish to sell. Those who come to their “stall” must negotiate the price of a particular item. Team members must decide prices ahead of time. If it happens that a buyer and seller have different currencies, they must negotiate the relative value and figure out the rate of exchange. (For example, two shekels may equal three zlotys and so on.) Have team members take turns as buyers and sellers of the wares. Please note: the –“wares”– do not have to be real items. They can be virtual items or articles depicted in a drawing or model made from clay, play doh, popsicle sticks, pipe cleaners, and so on.



# Intermediate Level Activity

## Confederation: Connecting the Country

### Duration

Four to six class periods

### Equipment Required

Paper, pens, pencils, markers, various art supplies, Computers with Internet access, drawing software optional

### Outcomes / Expectations

Students will:

- research the history of the railroad in Canada;
- understand the importance of the railroad to Canada's sovereignty and economic well-being;
- investigate why the government of Sir John A. Macdonald was defeated;
- write a series of articles analyzing the Canadian Pacific Railway bribery scandal;
- design a commemorative medallion that represents the completion of the railroad;
- present their projects to the class;
- hone critical thinking and analytical skills;
- work cooperatively in groups; and
- use appropriate media tools.

### Resources

[www.cprheritage.com/history/CPRTimeline.pdf](http://www.cprheritage.com/history/CPRTimeline.pdf)

[www.cprheritage.com/history.htm](http://www.cprheritage.com/history.htm)

[www.railways.incanada.net/candate/candate.htm](http://www.railways.incanada.net/candate/candate.htm)

[www.dfait-maeci.gc.ca/kualalumpur/canada-timeline-en.asp](http://www.dfait-maeci.gc.ca/kualalumpur/canada-timeline-en.asp)

[www.discoverbanff.com/FeaturesReviews/AccommodationGuide/8-267.html](http://www.discoverbanff.com/FeaturesReviews/AccommodationGuide/8-267.html)

[www.cprheritage.com/index.htm](http://www.cprheritage.com/index.htm)

[www.collectionscanada.ca/confederation/023001-580-e.html](http://www.collectionscanada.ca/confederation/023001-580-e.html)



*First Legislative Council of the United Colony of British Columbia, 1867*

Source: National Archives of Canada

### Introduction

Have students review the information above in the introductory section to Confederation. At the time of Confederation, regional railroads existed. While recognizing the importance of a national railroad, the provinces could not afford to build a railroad from coast-to-coast. This was another reason that the original four provinces united in Confederation. The railroad helped convince the Western provinces, that they too, should join Confederation. They joined some years after 1867. Alberta and Saskatchewan, for instance, joined the Dominion of Canada in 1905. This was 28 years after the original four provinces formed the basis for the country. Alberta and Saskatchewan recently celebrated their centenary. To mark the occasion, the Royal Canadian Mint produced special commemorative coins. The government of Saskatchewan gave away 30,000 of their centennial coins to students.

### **Introduce**

Introduce the topic of isolation versus unity into a classroom discussion. Have students imagine a vast territory where each region, territory or province was self-contained because there was no physical connection between them. Are there advantages to a region being isolated? If so, what might they be? What advantages, if any, are there in having a relatively rapid mode of transport between long distances? What are the economic advantages? What are the political advantages? Make a list on the board based on student suggestions.

### **Form**

Form the class into teams of three or four students each. Using the resources listed above, have each team research the history of Canada's national railroad.

### **Storyboard**

Each group will develop a chronological timeline depicting the development of Canada's national railroad from 1836 to the last spike driven into the Canadian Pacific Railway (CPR) in 1885. Along with a simple text narrative, each group will storyboard their timeline. Please see *Resources in Community Life in New France* for storyboarding techniques.

### **Write**

Each group member will write a story about the completion of the CPR. Students will write from the perspective of journalists covering the event of the last spike. Remember to include background information about the railway scandal and why it brought down Sir John A. Macdonald's government. Some group members may prefer illustrating the story to writing it. Remember to include some text about the importance of this story and what it meant to the country. Why should anyone care about the completion of this railway line? Stories will be given to the teacher for evaluation.

### **Design**

Each team will work together to design and, if possible, produce a commemorative medallion depicting an interpretation of the last spike and what it symbolizes or represents to Canada. Include a short narrative description of the medallion, explaining its meaning, significance, and the reasons for the design.

### **Present**

Each team will present its medallions to the rest of the class. Students will talk about the designs, how they came up with the ideas and concepts, and what the medallions represent. Each presentation should last no more than five minutes.

## **Extension Activity**

Each team may be given the opportunity to adapt one aspect of the previous activities to a PowerPoint presentation. The team may opt for stories written about the last spike, adapt the storyboard for the railway timeline, or build a presentation around the commemorative medallion. Each team will show their PowerPoint presentation to the class.

# Senior Level Activity

## Confederation: Politics and other Things

### Duration

Six to ten class periods

### Equipment Required

pens, paper, computers with Internet access

### Outcomes / Expectations

Students will:

- research the history of Confederation;
- gain a sense of the major political players in each province and territory;
- be exposed to both the positive and negative aspects of politics;
- understand how to deal with adversity through the examples of historical figures;
- get a sense of how their own province/territory responded to the invitation to join the Dominion of Canada;
- bring historical personalities to life through the creation of a one-act play;
- work cooperatively in teams; and
- hone critical thinking and analytical skills.

### Resources

[www.collectionscanada.ca/confederation/kids/index-e.html](http://www.collectionscanada.ca/confederation/kids/index-e.html)

[www.collectionscanada.ca/confederation/jeunesse/index-f.html](http://www.collectionscanada.ca/confederation/jeunesse/index-f.html)

[www.histori.ca](http://www.histori.ca) (search Confederation)

[www.cbc.ca](http://www.cbc.ca) (search Confederation)

### Introduction

#### Discuss

First, set the context for the class. Refer to the background information in the main introduction that lays out the groundwork leading up to Confederation, the political players involved in forming Canada, and the conditions and events leading up to Confederation. Next, have a general discussion around the topic of Confederation. Determine how students think and feel about it. What, if anything, does Confederation mean to them? Why is it or is it not important? How would the formation of Canada as a country compare to that of the United States for example? Draw examples from current events. For instance, new countries and political systems are forming in places like Iraq, the Ukraine, and Afghanistan. How important is the ability to have a participatory democracy to the people in these countries? Do we, in Canada, take our democracy for granted?



*The Fathers of Confederation at the London Conference, 1866*  
© J.D. Kelly, National Archives of Canada/C-006799

**Select**

Have students select one of the provinces and territories.

**Research**

Each student will research their history of the selected province or territory and the circumstances leading up to its joining Confederation.

**Write**

Students will each write a summary of their research findings. Maximum length: two pages.

**Select**

From the list above, each student will select one of the personalities who influenced the move to Confederation.

**Research**

Each student will research the personality selected.

**Write**

Each student will write a summary of the research they've compiled on the person they selected. Maximum length: one page.

**Form**

The teacher will divide the class into groups of three or four. Groups will be asked to create a one-act play based on the research they've undertaken so far.

**Share**

Each member of the group will share the information they've compiled on the provinces/territories and people.

**Discuss**

Group members will discuss ideas for a one-act play based on their shared information.

**Research**

The group will research one-act plays using the resources below and any other resources they wish:

*<http://pappy.tw3k.net/theatre-and-drama/how-to-write-a-one-act-play>*

*[www.lazybeescripts.co.uk/OneActPlays/Index.htm](http://www.lazybeescripts.co.uk/OneActPlays/Index.htm)*

*[www.playwriting101.com/chapter01](http://www.playwriting101.com/chapter01)*

*[www.suite101.com/article.cfm/playwriting/72788](http://www.suite101.com/article.cfm/playwriting/72788)*

**Assign**

Team members will decide who does what. For instance, who will write the one-act play? Will it be a collaborative effort? Who will act in it? The play should be no more than five to seven minutes in length and should illuminate an aspect of Confederation based on the previous research.



**Write/Rehearse**

Team members will write and then rehearse their one-act play. A minimum of five rehearsals is required.

**Perform**

Each team will perform its one-act play for the class.

**Extension Activity****The Currency Summit**

From information presented earlier in these lesson plans, we know that for many years, Canada and its preceding provincial entities struggled to be consistent with the coins that circulated. Many different types of coins and systems of currencies were used. This made trading confusing and unreliable. The ongoing scarcity of coins also affected the economy. Local economies improved and stabilized once a solution was found. The solution addressed what currency was to be used in day-to-day transactions by buyers and sellers.

We also know that Canada came together as a country for practical reasons: to strengthen the economies of each of the founding provinces; to complete a national railway; and to strengthen defence when viewing the potential for invasion and other military incursions. The men who met to discuss the creation of a country were practical and knew that forming a country made sense for many reasons. Confederation then, the making of Canada, may be viewed in one context as a large, commercial transaction—a business deal.

**Scenario**

The four founding provinces have just come together as the new country known as Canada. Students now become members of the newly-formed Ministry of Finance, as created by one of the first acts of Parliament. The first significant task given to this new ministry is to convene a Currency Summit and develop a Canadian currency. Divide the class into teams and assign each team or a group of teams, projects to complete. Teams will report to the Summit on their research. Project teams will be given their tasks from the following list of assignments:

- A team will be required to determine what metals to use in the production of coins. They should research which metals are best, determine which metals to use, identify the source of the metals, and decide how the new mint will collect these metals. How can the ministry assure the Mint that there will be no shortage of appropriate metals? The project team will make a presentation on the above to the Summit.
- Once the metal supply has been determined, the next project team will need to determine and outline in detail how the coins will be made. What are the processes involved? The project team will create a PowerPoint presentation to report on the results. They will make recommendations on resources required, processes, methodologies and technologies to be employed.
- Given that the metal supply has been established and the minting process studied, the next project team will need to determine how the newly-minted coins will be circulated. They must also determine the relative value of these coins so consumers can decide what they can buy with their new coins. A system of denomination must be established and it must correspond to goods for sale in the marketplace. The team will report their findings to the Summit.
- Slowly, the infrastructure for the new coin system is being established, at least in theory. The next project team will determine how consumers, everyday people in the community, will find out about the new coins as they are issued. Will they hear a town crier in the marketplace? Will a proclamation or discreet communication be issued? The team must determine how many coins to produce and how to circulate these coins. In other words, they need to develop a distribution system.
- The new government of Canada wishes to replace all of the old coins with new ones. That means, it must convince people to give up their old coins. This last project team will create a plan to communicate to people that the new coins are superior and should be used while the former coins will be discontinued and redeemed by the government. The project team must develop a way to promote the new coins and reacquire all of the old ones. The team will present its plan to the Summit.



WWI - 1914-1918  
© Teach Magazine

# Roll A Coin Through the Curriculum

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## Unit 3: The War Years

### Introduction

The war years refers to the periods of 1914-1918 and 1939-1945. During the First World War, Canada became involved as part of the British Empire and managed to prove itself in a bloody conflict. In particular, the Canadians took the lead and prevailed in the Battle of Vimy Ridge which, in many ways, marked a turning point in the country's evolution on the global stage. The Canadians accomplished something their allies could not. In 1939, Canada declared war on another country for the first and only time in its history. Like the First World War, this second global conflict changed Canada and its people dramatically and irrevocably. War presents new and difficult challenges for nations, and Canada was no exception. In the Second World War, Canadians were called upon to learn new skills, to develop new strategies, and to rely on themselves, and each other, more than ever before. Where the First World War marked Canada's debut on the world stage, the Second World War accelerated the country's industrial capacity, its spirit and independence... all at a heavy price.

### Curriculum Links

### Evaluation and Assessment

### Rubric

### Activities

junior (grades 4-6),  
intermediate (grades 7-9), and  
senior (grades 10-12)

### General Outcomes/Expectations

Students will:

- understand the impact of global war domestically and internationally;
- research the conditions and events that led to the first two world wars;
- gain insight into the economics of war;
- attempt to understand war through culture, specifically, visual arts and poetry;
- explore key issues such as conscription and what effect it had on the psyche of the country;
- work together cooperatively in teams; and
- hone critical assessment and evaluation skills.

### Key Concepts and Issues

Students will explore how and why Canada was affected by its involvement in two world conflicts, and what influence these events had on the evolution of the country.

# Junior Level Activity

## The War Years: Painting the Conflict

### Duration

Three to four class periods

### Equipment Required

art supplies, pens, paper, markers, pencils, computers with Internet access

### Outcomes / Expectations

Students will:

- research the history of Canadian art and war;
- research the artists who were sent overseas to document the war years;
- understand the role art plays in documenting wars;
- create a poster or visual display on a war-related theme or event;
- use critical thinking and analytical skills;
- apply knowledge to current events; and
- work cooperatively in teams.

### Resources

[www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&Params=A1ARTA0008436](http://www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&Params=A1ARTA0008436)

<http://collections.ic.gc.ca/courage/canadianwarart.html>

[www.civilization.ca/cwm/artwar/introduction\\_e.html](http://www.civilization.ca/cwm/artwar/introduction_e.html)

[www.civilization.ca/cwm/disp/dis010\\_e.html](http://www.civilization.ca/cwm/disp/dis010_e.html)

[www.vac-acc.gc.ca/remembers/sub.cfm?source=collections/paintings](http://www.vac-acc.gc.ca/remembers/sub.cfm?source=collections/paintings)

[www.collectionscanada.ca/war-artists/index-e.html](http://www.collectionscanada.ca/war-artists/index-e.html)

### Introduction

Lord Beaverbrook (Max Aitken) officially started Canada's war art program in 1916. Artists from Canada and around the world were commissioned to document the ongoing European conflict we know as the First World War. As a result, some 800 works of art were produced depicting civilians and the military, the battlefronts, and conditions at home. Often created under dangerous and difficult conditions, these works of art represent a valuable and all-too-human archive of the conditions surrounding warfare. The artists brought their own creativity and interpretation to the images they saw before them. As a result, an invaluable and poignant legacy was created and is available to those of us who have not experienced war first-hand. None of the commissioned works were exhibited during the First World War. These works were displayed publicly after the war's end. Canada was the first country to establish a war art program.



*The Home Front Poster*  
© Teach Magazine

### Discuss

Have a general discussion about art and its role as a vehicle for documenting events. Since war artists played an important role during earlier

historical conflicts such as the American Civil War, their role was already well established.

### **Research**

Students will research the history of Canadian war art.

### **Write**

Students will summarize their research findings. Maximum length: one page.

### **Select**

Students will select a war artist from the list above (see Resources). Students will summarize the life and career of their selected war artist. Maximum length: one page.

### **Background**

The Canadian War Museum (please see Web address in the Resources section) has divided its exhibition on Canadian war art into different themes: battle (images of conflict), service (preparation and waiting for war), work (those who aren't on the front lines but contributing to the war effort), captivity/casualties (those captured during ongoing battles, and those wounded or killed) and home/leisure (what people on the home front and soldiers taking time off from war were doing).

### **Select**

Students will select one of the above mentioned themes.

### **Design**

Students will draw, paint, design, sketch their own visual image (painting, drawing, poster, cartoon) based on the theme they have selected.

### **Write**

Students will write a short narrative piece, no more than two paragraphs in length, describing their visual image, what it represents, and its significance.

### **Present**

Students will briefly present their images to the class.

## **Extension Activity**

### **Form**

Students will be placed in groups of three or four.



**Discuss**

Group members will discuss with each other the visual image they have created. How do each of the images fit together? Can they tell a story?

**Create**

Images created by students will be combined to form a collage.

**Write**

Students will write accompanying text describing their collage, its meaning and significance. Maximum length: half-page.

**Present**

Each team will present its collage to the class and discuss its meaning and significance.

# Intermediate / Level Activity

## The War Years: Symbols of War

### Duration

Two to three class periods

### Equipment Required

art supplies, paper, pens, markers, pencils, computers with Internet access

### Outcomes / Expectations

Students will:

- understand the sacrifice men, women, and children made in war time;
- gain appreciation for Canada's role in major conflicts overseas;
- learn about Canadian war medals, their meaning, and significance;
- learn about national symbols and their importance;
- design their own version of a war medal;
- explore the significance of national symbols;
- work cooperatively in teams; and
- hone critical thinking and analytical skills.

### Resources

[www.vac-acc.gc.ca/remembers/sub.cfm?source=collections/cmdp](http://www.vac-acc.gc.ca/remembers/sub.cfm?source=collections/cmdp)

<http://mainmenu&CFID=2147406&CFTOKEN=71044034>

[www.airmuseum.ca/web/ammq9911.html](http://www.airmuseum.ca/web/ammq9911.html)

[www.quebecoislibre.org/010707-12.htm](http://www.quebecoislibre.org/010707-12.htm)

[www.histori.ca/peace/page.do?pageID=337](http://www.histori.ca/peace/page.do?pageID=337)

[www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/index\\_e.cfm](http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/index_e.cfm)

<http://fraser.cc/FlagsCan/Nation/NatSym.html>

### Introduction

Much about war and the events surrounding war is symbolic. In the evolution of any country or society, symbols play an important role. They communicate a message and act as a standard of meaning: an image that is representative of that country. During periods of war and peace, a country's army employs objects that act as symbols: flags and heralds, and standards. Different arms boast symbols such as the configuration of the handle of a sword, or a design etched into the blade of a knife. Patches, medals and uniforms worn by military personnel, represent rank and recognition: completion of a certain course or program, performance of a heroic act or deed, fulfillment of obligations and responsibilities to attain a certain rank, etc. Wherever we look in society, we see the world filled with symbols, even if it is an icon on a computer or a text message. Within the realm of the military, and the theatre of war however, symbolism is ever present and pervasive.



*Tombac, nickel, 1943*



*The Defence of Britain medal*  
Source: Veteran Affairs Canada



*The War Medal, 1939-1945*  
Source: Veteran Affairs Canada

### **Discuss**

Have a general discussion about symbols in our society. What is their purpose? What do they mean? Have students list as many symbols as possible on the board. Cite national symbols (flag, maple leaf, beaver and so on) and what they represent. Do students understand their significance?

### **Research**

Students will use the resources listed above in researching two of Canada's national symbols.

### **Write**

Using the research conducted on the two Canadian symbols, students will write a short summary of each symbol, describing it and its significance. Maximum length: half-page.

### **Draw**

Students will draw one of the symbols they have researched in the context it represents. This means that the symbol should not appear on its own but connected to either a flag, a plaque, a uniform, and so on.

### **Research**

Using the resources listed above, students will research Canada's military medals and decorations.

### **Select**

Students will select two of the military medals and decorations.

### **Write**

Based on their research, students will write a short summary on the two military medals or decorations they selected, stating the history and significance of each. Maximum length: half page.



2004 coloured Circulation Poppy Quarter - The first coloured circulation coin in the world.

## Extension Activity

1. In 1949, the Royal Canadian Mint produced two war medals: the Defence of Britain medal and the War Medal, 1939-1945. The class will be divided into teams of two or three students. Each team will research these medals and summarize their history and significance in one page or less. The teams will then use the research and design their own war medals. The medals may commemorate conflicts such as the First or Second World Wars, the Korean War, the Vietnam War, or even a current conflict afflicting the globe. A brief explanation of the medal's significance must be included with the concepts. Students may also create a PowerPoint presentation displaying their research and medal concepts. The medal design will then be presented to the rest of the class.

Or:

2. Students, working in teams, will read *In Flanders Fields*, a poem by Colonel John McCrae, a Canadian military surgeon who served during the First World War. It is one of the most famous war poems ever written. Based on how they perceive the poem, each student team will design a commemorative medal or coin that represents John McCrae's poem. The teams will also write a description of the coin or medallion, including its meaning and significance. The designs will be presented to the rest of the class.

### In Flanders Fields

By Colonel John McCrae



In Flanders fields the poppies blow  
Between the crosses, row on row,  
That mark our place, and in the sky  
The larks, still bravely singing fly  
Scarce heard amid the guns below.  
We are the Dead. Short days ago  
We lived, felt dawn, saw sunset glow,  
Loved and were loved, and now we lie  
In Flanders fields.  
Take up our quarrel with the foe;  
To you from failing hands we throw  
The torch; be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders fields.

# Senior Level Activity

## The War Years: Reporting the War

### Duration

Three to four class periods

### Equipment Required

art supplies, pens, paper, markers, pencils, computers with Internet access

### Outcomes / Expectations

Students will:

- understand the role of a war correspondent;
- gain appreciation for reporting during war time;
- learn how the media operate during war time;
- experiment with a variety of media to simulate war reporting;
- learn to critically assess media reports during war time;
- understand the difference between objective reporting and propaganda;
- work cooperatively in teams; and
- hone critical thinking and analytical skills.

### Resources

[www.cbc.ca/news/background/ve-day/correspondent.html](http://www.cbc.ca/news/background/ve-day/correspondent.html)  
[www.cmhg.gc.ca/html/glossary/default-en.asp?letter=W&t=&page=1](http://www.cmhg.gc.ca/html/glossary/default-en.asp?letter=W&t=&page=1)  
[www.warmuseum.ca/cwm/newspapers/information\\_e.html](http://www.warmuseum.ca/cwm/newspapers/information_e.html)  
[www.journalism.ubc.ca/thunderbird/archives/2002.02/afghanistan.html](http://www.journalism.ubc.ca/thunderbird/archives/2002.02/afghanistan.html)  
[www.canada.com/topics/news/features/afghanistan/story.html?id=1f29d9bd-3499-4ec4-841f-83e267c65aad&k=73423&p=3](http://www.canada.com/topics/news/features/afghanistan/story.html?id=1f29d9bd-3499-4ec4-841f-83e267c65aad&k=73423&p=3)  
[www.civilization.ca/pub/pub011.html](http://www.civilization.ca/pub/pub011.html)  
[www.cbc.ca/news/reportsfromabroad/murray/20000529.html](http://www.cbc.ca/news/reportsfromabroad/murray/20000529.html)  
[www.publicaffairs.ubc.ca/ubcreports/2003/03feb06/flak\\_jacket.html](http://www.publicaffairs.ubc.ca/ubcreports/2003/03feb06/flak_jacket.html)

### Introduction

In ancient times, war news was reported by messenger. Runners were sent by field commanders to deliver the news of a battle's outcome to an anxious ruler. Before the invention of electricity, war correspondents were sent to far-off battlefields and filed their reports via stagecoach, railroad or ship. When the battles were distant, the reports came slowly and the public received their information from newspapers that were rarely up-to-date on war events. The information was filtered through the eyes of the correspondent. Today, we live in an age of instantaneous news. Multiple news sources are available to us through a variety of media such as TV, computers and cell phones. When we receive information about combat do we think about who provides it? Do we understand what is required for war correspondents to report on dangerous and often tragic events? Should we take all the information presented to us at face value? How do we decide what to believe?



Canada Overseas  
© Teach Magazine

### **Discuss**

Have a general discussion about war and war correspondents. Ask students to talk about the role of the war correspondent and its importance. Is the public well-served by the war correspondent? If so, why? If not, why not?

### **Research**

Using the resources listed above, students will research the history and the role of the war correspondent.

### **Write**

Students will summarize their research findings. Maximum length: one page.

### **Form**

Students will be placed in groups of three or four.

### **Review**

Students will track war reporting over a period of a week. This activity includes watching the news on television, scanning news on the Internet, and clipping articles from newspapers or magazines.

### **Report**

Students will report to the group on what they saw and read over a week's time. Each group will make a list of their observations noting the type of coverage, the use of images, the use of sound, the slant of the report, the role of the reporter and the effectiveness of the reporting.

### **Present**

Each group will make an oral presentation to the class.

### **Extension Activity**

1. Students, working in teams, will research the history of propaganda. Searching the Internet, they will select a period such as the Second World War and determine the role of propaganda in that conflict. How effective was propaganda? How did it influence civilian populations? How was propaganda used to influence public opinion? The group will put together a PowerPoint presentation for the class.

2. Student teams will write or videotape their own stories about war. The group will decide whether stories will be based on actual or fictitious events. Each team will determine what medium they will use. Print stories should be a maximum of three pages and must include photographs or illustrations. Video stories will run a maximum of two minutes and will emulate what is shown on television or the Internet. Student teams will present their war stories to the class.





Source: ANA/Orestis Panagiotpu

# Roll A Coin Through the Curriculum

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## Unit 4: The Games

### Curriculum Links

### Evaluation and Assessment

### Rubric

### Activities

junior (grades 4-6),  
intermediate (grades 7-9) and  
senior (grades 10-12)

### Introduction

The first documented evidence of the ancient Olympic Games stretches back almost 2300 years to 776 B.C. The games were held in a place called Olympia. The four-year interval between successive Olympic games was called an Olympiad. When referring to the Modern Olympiad, we refer not to the games themselves, but to the interval between these competitions. In effect, the Olympic Games were a substitute calendar drawing together components of Greek society every four years. These components were not part of a unified country but were city-states encompassing Italy, North Africa, and Asia Minor. The ancient games were discontinued once Greece was conquered by the Roman Empire around 146 B.C. The demise of the games resulted from a clash of philosophy. In Greek tradition, the games celebrated excellence in sport. According to Roman tradition, the games should have been a spectacle or a show designed to satisfy the audience, without emphasizing the pursuit of excellence. Finally, in 393 A.D., Emperor Theodosius I, a Christian convert, abolished the games entirely. It took 1500 years for the Olympic Games to return. In 1894, Pierre de Coubertin, of France, had a vision to re-establish the Olympic Games. Inspired by the ancient games, he founded the International Olympic Committee in Paris. Two years later, the first modern Olympic Games were held in Athens, Greece, the symbolic home of the ancient Greek games. Since that time, modern Olympic Games have grown in size and stature. The Winter Olympic Games were added, the scope of competitive sports increased, and women were now permitted to compete. While their entrance into the games was, at first, granted reluctantly, some of the most impressive performances have been by women competitors in both team and solo sports events.





## General Outcomes/Expectations

Students will:

- research the history of the Ancient Olympic Games and connect them to the modern version
- explore how the modern Olympic Games differ from the ancient versions
- understand the ability of amateur sports to affect a nation's character and pride;
- gain insight into the meaning and significance of the symbols that represent the Olympic Games;
- create their own symbols representative of the Olympic Games;
- understand more about the Olympic Games and how they operate;
- work cooperatively in teams; and
- hone critical assessment and evaluation skills.

## Key Concepts and Issues

Students will explore the significance of amateur sport and its impact and importance for the country.

# Junior Level Activity

## The Games: Celebrating Sacrifice

### Duration

Two to four class periods

### Equipment Required

art supplies, pens, paper, markers, computers with Internet access

### Outcomes / Expectations

Students will:

- research the history of the Olympic Games;
- understand the importance of amateur sport;
- appreciate the commitment and sacrifice made by Canadian Olympic athletes;
- celebrate the achievements of Canadian Olympic athletes;
- work cooperatively in teams; and
- hone critical thinking and analytical skills.

### Resources

[www.olympic.org/uk/games/ancient/index\\_uk.asp](http://www.olympic.org/uk/games/ancient/index_uk.asp)

[www.collectionscanada.ca/olympians/index-e.html](http://www.collectionscanada.ca/olympians/index-e.html)

[www.cbc.ca/olympics/athletes/](http://www.cbc.ca/olympics/athletes/)

[http://archives.cbc.ca/IDD-1-41-1344/sports/olympics\\_summer/](http://archives.cbc.ca/IDD-1-41-1344/sports/olympics_summer/)

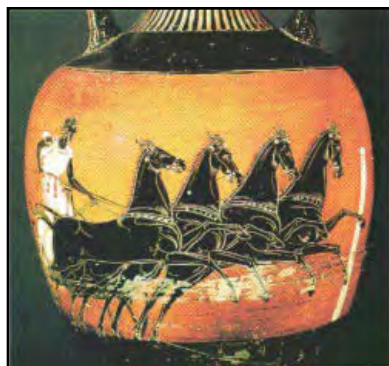
[www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&Params=A1ARTA0001319](http://www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&Params=A1ARTA0001319)

### Introduction

One thing we know about Olympic athletes is that they are entirely dedicated to their sport and push themselves beyond the norm to excel. In Canada, many, if not most Olympic athletes receive some form of subsidy from the federal government. Many athletes, while continuing to train for their sport, supplement that income in a variety of ways: through sponsors, family assistance, and fundraising. The Olympic Games occur every four years. During that time, athletes are in the spotlight. In the years between the Olympic Games, athletes continue to train and compete, often without public recognition. We always expect our athletes to excel and feel disappointed when they do not. It is important to recognize the commitment and dedication displayed by Olympic athletes in their quest to be best in their sport.

### Discuss

Introduce the topic of amateur sport into a general class discussion. If feasible, add context and background by showing a video or video footage from the opening or closing ceremonies of one of the Olympic Games. What is the difference between amateur and professional sport? See what ideas students have about this topic. Ask the class what they know about the Olympic Games. What do they think of this international



*Greek vase, 5th Century B.C.  
Courtesy of Brigham Art Library*



*The poster shows semi-naked athletes, a reminder of antiquity, making the Olympic salute. In the background, the flag of the French Republic. In the foreground, palm leaves, symbols of victory.*

competition? What are their favourite sports and who are their favourite competitors? Ask the class if they think professional athletes such as hockey, baseball, tennis or basketball players should be allowed to compete in the Olympic Games against amateur athletes. If so, why? If not, why not? List the answers on the board.

### Research

Using the resource list above, students will research the history of the Olympic Games, going back to ancient times.

### Summarize

Students will summarize their research in a paragraph or two.

### Research

Using the resource list above, students will select one Canadian Olympic athlete and research his or her history and career.

### Write

Students will write a brief profile of the athlete they've chosen, detailing his or her career and accomplishments. Maximum length: one page.



*The first official illustrated poster in Olympic history. It depicted an athlete representing Sweden in a flag procession. Despite some strategically placed streamers, the poster was considered too daring to be distributed in some countries. This wonderful image was created in 1911 by Olle Hjortsberg, a professor and, then, director at the Royal Academy of Fine Arts, in Stockholm.*

### Draw

Using the profile they've written as a basis, students will draw or design a poster featuring their chosen athlete as the central image. The poster must also have a message or a theme. This theme may be tied to the promotion of the particular sport or to something that is more oriented towards public service, such as health and fitness, good nutritional choices, preserving the environment, anti-racism, and so on.

### Extension Activity

Students will be divided into teams of three or four. Each team member will present his or her poster design to the other team members. After completing the presentations, the team will discuss ideas for developing a public-service campaign based on the posters. How can the poster designs be used to promote an issue that the team cares about? This might involve choosing one of the posters and writing a text presentation to accompany it. If useful, the campaign can be storyboarded to provide a visual template or guideline. Or, the campaign may involve designing something completely new that reflects the needs and the interests of the team. For example, if the team is interested in the issue of global warming, they may wish to portray a skier on a hill with no snow and write accompanying text discussing the issue and why is it important. The team will need to decide who is responsible for writing, drawing, and presenting. Later, each team will present their completed campaign to the class.

# Intermediate Level Activity

## The Games: The Public Face of Sport

### Duration

Three to five class periods

### Equipment Required

art supplies, pencils, pens, paper, markers, computers with Internet access



2008 Beijing Olympic Mascots



Amik, the beaver mascot of 1976



Olympic mascots, Hidy and Howdy, Calgary, 1988

### Outcomes / Expectations

Students will:

- research the history of the Olympic games;
- understand the political aspects of the Olympic movement;
- research the concept of a mascot: what it is, and what it represents;
- choose their own mascot for the 2010 Winter Olympic Games in Vancouver;
- make a presentation to the rest of the class;
- work cooperatively in teams; and
- hone critical thinking and analytical skills.

### Resources

[www.olympic.org/uk/games/ancient/index\\_uk.asp](http://www.olympic.org/uk/games/ancient/index_uk.asp)  
[archives.cbc.ca/IDD-1-41-1344/sports/olympics\\_summer/](http://archives.cbc.ca/IDD-1-41-1344/sports/olympics_summer/)  
[www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&Params=A1ARTA0001319](http://www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&Params=A1ARTA0001319)  
[http://en.wikipedia.org/wiki/International\\_Olympic\\_Committee](http://en.wikipedia.org/wiki/International_Olympic_Committee)  
[www.solarnavigator.net/olympic\\_games.htm](http://www.solarnavigator.net/olympic_games.htm)  
[http://archives.cbc.ca/IDD-1-41-597/sports/sports\\_funding/](http://archives.cbc.ca/IDD-1-41-597/sports/sports_funding/)  
[www.hickoksports.com/history/olmascots.shtml](http://www.hickoksports.com/history/olmascots.shtml)  
[http://sportsillustrated.cnn.com/more/news/2003/07/10/mascot\\_timeline/](http://sportsillustrated.cnn.com/more/news/2003/07/10/mascot_timeline/)  
[www.aboutface-mascots.com/whats.htm](http://www.aboutface-mascots.com/whats.htm)  
<http://en.wikipedia.org/wiki/Mascots>  
[www.mapsofworld.com/olympic-trivia/olympic-motto.html](http://www.mapsofworld.com/olympic-trivia/olympic-motto.html)

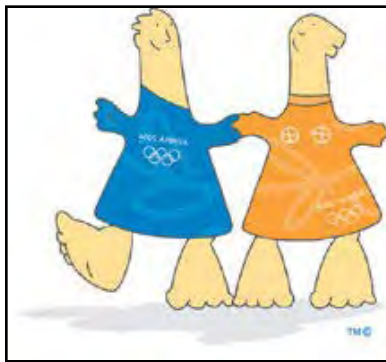
### Introduction

The Olympic Games involve many countries around the world that send representative athletes to compete in a range of sports. On one level, the Olympic Games celebrate the pursuit of excellence in sport. On another level, the Olympic Games are global entertainment for millions of spectators. Every athlete wants to win. Every country wants their teams to excel. The Olympic Games are governed and controlled by the International Olympic Committee (IOC), based in Lausanne, Switzerland. The IOC was created in 1894 with the goal of resurrecting the Olympic Games, which it accomplished in 1896 when the first modern Olympic Games were held, appropriately enough, in Athens, Greece. Since 1972, each Olympic Games has had a mascot or character representative of the spirit of the competition and the theme selected by the host country.





*Misha the Bear, from the 1980 Olympics, in Moscow.*



*Brother and sister, Athena and Phevos, were the mascots for the 2004 Olympics, in Athens.*



*Ollie the kookabury; Syd the platypus; and Millie the echidna, from the 2000 Olympics, in Sydney, Australia.*

### **Discuss**

Have a general discussion with the class about the Olympic Games as a high-profile event that showcases pageantry, pomp, and theatricality in the opening and closing ceremonies. To set the context for the class, particularly for those who may never have seen the Olympic Games, provide video highlights from past Olympic Games. What does the class think about the symbols associated with the Olympic Games? For example, what do the five rings represent? Or, what does the Olympic motto, “Citius, Altius, Fortius” (Faster, Higher, Stronger) mean? Challenge students to list every Olympic mascot since 1972.

### **Form**

Divide the class into teams of three or four.

### **Research**

The teams will use the resource list above to research the history of the ancient and modern Olympic Games and the International Olympic Committee. This is for background information. Referring to the same resource list, the teams will also research the histories of mascots in general and mascots of the Olympic Games.

### **Write**

The teams will provide a summary of their research findings. Maximum length: one page for each topic, two pages in total.

### **Brainstorm**

The teams will brainstorm ideas for mascots for the Vancouver Winter Olympic Games in 2010. Please note: Teams must be realistic in their options and think about what materials are easily accessible in creating their own mascot.

### **Draw**

The teams will come up with two or three concept drawings for their designated mascot.

### **Finalize**

After some discussion, the teams will finalize the concept they prefer.

### **Create**

After putting the finishing touches to the mascot design of their choice, the teams will now create their mascot by bringing it to life as completely as possible, using available materials.

### **Present**

Each of the teams will introduce their mascot to the class and describe its meaning and significance.

## Extension Activity

Each team will take the newly created mascot and use it as the official spokesperson for a promotional campaign. The campaign may include posters, radio, television, Internet, and/or a PowerPoint presentation. Students, who want to include television commercials in their campaign but who lack access to video equipment, may want to present storyboards instead. This will involve conceptualizing the theme of the campaign, its purpose, intended audience, and the rationale. Teams will determine the most appropriate medium for their campaign. They must justify their choices. A written strategy of one to one-and-a-half pages must accompany the campaign. Each team will then present their Olympic mascot campaign to the rest of the class.



*Posters depicting Misha, the mascot, from the 1988 Olympics, in Moscow.*  
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# Senior Level Activity

## The Games: Let the Games Begin

### Duration

Six to ten class periods

### Equipment Required

pens, paper, computers with Internet access



*The 2006 Lucky Loonie of the Winter Olympic Games  
Photo: Courtesy the Royal Canadian Mint*



*Canadian \$5 Coin commemorated the 1976 Olympics in Montreal  
Photo: Courtesy the Royal Canadian Mint*

### Outcomes / Expectations

Students will:

- research the history of the ancient and modern Olympic Games;
- gain insight into how an event, like the Olympic Games, is organized and administered;
- understand how coins or medals are made;
- design a series of Olympic coins or medals;
- Put together a strategy for marketing the Olympic coins they design;
- gain insight into the cost of organizing an event like the Olympic Games;
- conduct high-level research using the Internet;
- work cooperatively in teams; and
- hone critical thinking and analytical skills.

### Resources

[www.olympic.org/uk/games/ancient/index\\_uk.asp](http://www.olympic.org/uk/games/ancient/index_uk.asp)  
[http://archives.cbc.ca/IDD-1-41-1344/sports/olympics\\_summer/](http://archives.cbc.ca/IDD-1-41-1344/sports/olympics_summer/)  
[www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&Params=A1ARTA0001319](http://www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&Params=A1ARTA0001319)  
[http://en.wikipedia.org/wiki/International\\_Olympic\\_Committee](http://en.wikipedia.org/wiki/International_Olympic_Committee)  
[www.solarnavigator.net/olympic\\_games.htm](http://www.solarnavigator.net/olympic_games.htm)  
[www.mint.ca](http://www.mint.ca)  
[http://archives.cbc.ca/IDD-1-41-597/sports/sports\\_funding/](http://archives.cbc.ca/IDD-1-41-597/sports/sports_funding/)  
[www.olympic.ca/EN/games/olympic/winter/turin/2.shtml](http://www.olympic.ca/EN/games/olympic/winter/turin/2.shtml)  
[www.waybacktimes.com/Col\\_Coins.html](http://www.waybacktimes.com/Col_Coins.html)  
[www.hickoksports.com/history/olopenclose.shtml](http://www.hickoksports.com/history/olopenclose.shtml)  
[www.torino2006.org/ENG/OlympicGames/gare\\_e\\_programma/cerimoniae.html](http://www.torino2006.org/ENG/OlympicGames/gare_e_programma/cerimoniae.html)  
[http://en.wikipedia.org/wiki/2004\\_Summer\\_Olympics](http://en.wikipedia.org/wiki/2004_Summer_Olympics)  
[www.caslt.org/research/olympics.htm](http://www.caslt.org/research/olympics.htm)  
[www.vancouver2010.com/en/CultureEducation/Ceremonies/OpeningAndClosingCeremonies](http://www.vancouver2010.com/en/CultureEducation/Ceremonies/OpeningAndClosingCeremonies)

### Introduction

Organizing a large event like the Olympic Games requires tremendous planning, a large, active organization, and a great deal of money. Cities wishing to bid on the Olympic Games spend years and millions of dollars working on their presentations to the International Olympic Committee. Winning a bid brings enormous prestige and an opportunity to





*Montreal 1976 Olympic Logo*

celebrate the offerings of the host city and country. Canada has hosted the Olympics twice: in 1976, at the summer Olympic Games in Montreal and in 1988, at the the Winter Olympic Games in Calgary. Canada will again host the Winter Olympic Games in Vancouver in 2010.

**Discuss**

Have a general class discussion on the Olympic Games as a significant and complex event, one that takes many years of planning and organization. If feasible, show the class some video clips or, at least, some photographs from the opening and closing ceremonies. Ask students what they think of the Olympic Games. In particular, what do they think distinguishes a successful event from an unsuccessful event?



*"Ilaanaq" the Inukshuk, a native american symbol. Inuktitut for 'friend'*

**Divide**

Split the class into teams of four or five students.

**Research**

Using the resource list above, ask the teams to research the background and history of the Olympic Games. Have them focus on the organizational and logistical aspects of the Olympic Games, with a view to understanding how the games are organized, what is required, and the various facets that make up the Olympic Games.

**Write**

The teams will summarize their research in point form. Maximum length: two pages.

**Brainstorm**

A new series of Olympic coins is to be designed for the 2010 Winter Olympics in Vancouver. The teams will brainstorm ideas and concepts for this new coin set.

**Research**

The teams will research the methods and processes used in designing and manufacturing coins.

**Write**

The teams will summarize their research on minting coins. Maximum length: two pages.

**Design**

The team will draft a few design concepts for the Olympic coin series.

**Write**

The team will write a summary of the design concept, including what the series signifies and why the particular design was selected.

**Discuss**

Each team will discuss and decide upon the design concepts they like best.

**Finalize**

The team will finalize the design concept, for their coin series.

**Produce**

The teams will produce a finished design for the coin series. The finished designs may be illustrated or rendered by computer, or mocked up.

**Present**

The teams will present the designs of their coin series to the rest of the class.

**Extension Activity**

1. The teams will plan, develop and create the components of a promotional/marketing campaign for their coin series. They will devise a media strategy, figuring out the target market and the best way to reach this audience. The teams will also create a budget for their media plan. The plan should be very specific. For example, if the team thinks television is the best medium to use, they should put together a schedule and note the following: the stations and programs on which they wish to advertise, the number of commercials they will run, and the time period during which their commercials will appear. Teams will storyboard the campaign by illustrating the various components. They may choose to run an integrated media campaign including elements such as television, radio, print, Internet, and Podcasts. Once they finalize their campaign and determine its elements and budget, the team will make a professional presentation to the class, who will represent a larger, more powerful audience. The “audience” will then provide feedback on the presentation.
2. The teams will revisit the research they conducted on the logistics, planning and organization of an Olympic Games competition. Each team will be given a budget of \$10 million. They will allocate this budget to either the opening or closing ceremonies of the 2010 Vancouver Winter Olympics. The teams will provide a detailed plan and budget on how this money will be spent on the ceremony they select. The budget should include items such as the venue, the entertainment, performers, music, technical requirements, security, concessions, set design and construction, lighting, maintenance, and so on. The teams will make a PowerPoint presentation to the class on their plans for these ceremonies. The presentation should be as realistic as possible, conveying images of the various elements of the chosen ceremony.