



# **Financial Literacy :**

**Integrated Units which Connect to the Ontario Curriculum  
Social Studies/History/Geography, Grades 4 - 8**

**A collaboration between the Ministry of Education, OESSTA and OAJE  
the Ontario Elementary Social Studies Teachers Association  
the Ontario Association of Junior Educators**

# The Influence of Mail-order Catalogues on Canadian Consumers

## Grade 8 – History: Canada: A Changing Society Description of Lesson Series

This unit explores the products, purchasing processes, and consumer influences available to Canadians in the early 1900s through the lens of early mail-order catalogues.

Students are invited to develop their own research questions, and to gather evidence, and organize and analyze information using an inquiry-based learning model.

Each lesson guides students through the process of conducting historical inquiry by being aligned to the four steps of the inquiry process:

- developing questions (lesson one);
- gathering evidence (lesson two);
- analyzing data (lesson three); and
- communicating learning (the culminating task).
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The Culminating Task allows students to explore their own questions about products, advertising, and social roles and values in the 1900s. Students choose a historical perspective from a class-created list, and communicate their findings by choosing one of three formats from a choice board.

## Curriculum Development Team:

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## Social Studies Lesson Series which focuses on Financial Literacy

### **Lesson 1:** **Developing Questions**

In this lesson, students develop questions about products available today, and apply their questions to products from the early 1900s. Online catalogues are used to allow students to explore the types of products available; students then develop research questions and use class-created criteria to evaluate their questions.

#### **Guided Inquiry:**

What products were available in 1900, and how did people purchase them?

How do purchasing processes in the early 1900s compare with practices today?

#### **Learning Goals:**

- Students become familiar with products and purchasing practices in 1900, and how they compare with products and purchasing practices today.
- Students begin to develop research questions by categorizing products in 1900, creating criteria, and applying criteria to their own questions.

### **How does this lesson link to Financial Literacy?**

Students develop an understanding of the economy by focusing on how products are promoted and sold, and how these economic practices have an impact on social values and equity.

## Social Studies Curriculum Expectations

### **Grade 8 – History** **Canada: A Changing Society**

#### **Overall Expectations**

- Describe key characteristics of Canada between 1885 and 1914, including social and economic conditions (consumer patterns, social trends);
- Compare living and working conditions, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada.

#### **Specific Expectations**

- Describe the factors contributing to change in Canadian society (consumer and marketing patterns);
- Formulate questions to facilitate research on particular topics (products available in 1900 and similar products today);
- Use primary and secondary sources to locate relevant information (using catalogues, artefacts, videos and internet sources);
- Formulate questions to guide and analyze research on economic influences and relationships (How did mail-order catalogues affect the promotion and purchasing practices of consumers and sellers?).

## Cross-Curricular Expectations

#### **Language Arts: Reading**

- Read a variety of increasingly complex or difficult texts from diverse cultures, including print and online resources.

## Language Arts: Writing

- Sort, classify and organize ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data (e.g., graphic organizers);
- Gather information to create support and evaluate ideas for writing, using a variety of strategies and a wide range of print and electronic sources (e.g., use a Q-chart to create and evaluate research questions).

## Prior Knowledge and Skills

Prior to this lesson, students should have:

- familiarity with contemporary products and purchasing practices;
- familiarity with catalogues;
- familiarity with Q-Charts.

## Relevant Terminology

product, mail-order catalogues, criteria

## Materials

- Use of technology/Internet
- Large blank index cards, one for every student

## BLM

Product Categories (BLM 1.1)

Research Question Q-Chart (BLM 1.2)

Research Question Criteria (BLM 1.3)

## Resources and References

### Websites

- Before E-Commerce: A History of Canadian Mail-order Catalogues  
<http://www.civilization.ca/cmc/exhibitions/cpm/catalog/cat0000e.shtml>
- Websites regarding the history of department stores:

<http://departmentstoremuseum.blogspot.com>

<http://www.departmentstorehistory.net/>

<http://www.eatons.com>

<http://www.cbc.ca/news/background/hbc/>

<http://woodpensclub.com/Catalogue.htm>

### References

Ministry of Education. A Sound Investment: Financial Literacy Education in Ontario Schools, 2010.

Ministry of Education. Financial Literacy Scope and Sequence of Expectations, Grades 4-8, 2011.

Ministry of Education. The Ontario Curriculum, Grades 1-8, Language, 2006.

Ministry of Education. The Ontario Curriculum, Grades 1-6, Social Studies, 2004.

## Minds On: Activating Prior Knowledge

### Favourite Presents (approx. 15 minutes)

- Ask students about some of the gifts or products that they have given or received recently.
- In groups of five or six, students create a list of their favourite gifts.
- Distribute index cards to each student.

- After a few minutes, ask students what they would like to know about the choices of other groups.
- Have them write down questions that they could ask the other groups. Sample questions could include:
  - What do they like about the gifts?
  - What makes them good gifts?
  - Where did the gifts come from?
  - How much did they cost?
  - How did they find out about them?
- Students should write down their questions on a card.
- Students take three minutes and rotate around the room to survey peers about their gifts using the questions generated.
- After three minutes, students return to their groups and note the questions which provided the most interesting responses.
- Ask volunteers to share their best questions, and record them on chart paper with the title, “product questions”.

## Assessment Strategies

### *Assessment as Learning:*

- students compare questions and choose the most effective, considering:
  - open-ended questions are better than simpler, ‘who’, ‘what’, and ‘where’ questions

## Introduction to Mail Order Catalogues (approx. 10 minutes)

- Direct students to the online catalogues at the following site:  
<http://www.civilization.ca/cmc/exhibitions/cpm/catalog/cat0000e.shtml>
- Alternatively, you could distribute sample pages from the catalogues.
- Ask students to think about what types of products they find in the historical catalogues, and what types of products they would like to know more about.
- Have them create five or six categories, using the Product Categories graphic organizer (BLM 1.1).
- Sample categories may include:
  - fashion/clothing
  - tools/hardware
  - furniture
  - music/entertainment
  - transportation
  - toys
- Circulate and record common categories. (You will need this information for the next activity.)

## Creating Research Questions (approx. 10 minutes)

- Post the names of various categories of products in different places in the room.
- Ask students to join the group that interests them the most.
- Groups should be no larger than four or five, although different groups could focus on a similar type of product.
- Distribute the “Research Question Q-Chart” (BLM 1.2) to each group.
- Students brainstorm questions about the type of product they have selected. They may expand or modify the questions that they developed earlier about contemporary products.
- Direct students to the ‘product questions’ chart paper which contains a list of good sample questions.
- Explain that students should vary types of questions and can categorize them in the appropriate cells of the Research Question Q-Chart.

## Think Aloud (approx. 10 minutes)

- Suggest to students that you are going to help them to further develop their research questions about the type

of product they have chosen.

- Model/demonstrate how you would develop a research question. Talk out loud as you go from specific questions (such as, "What did bicycles cost in 1900?" and "How did you find out about purchasing bicycles?") to more general, open-ended questions (such as, "What do historical ads about bicycles tell us about the social role of boys or girls in the year 1900?" or "Why did bicycle producers use these ads to sell their products?").

If possible, use one of the students' questions instead and show how to develop it into more general ones.

- Students 'popcorn' their ideas (speak without prompting) on why questions which are more general are better research questions. Sample responses may include:

- they require an understanding of more things
- they are open-ended (they can have a variety of answers)
- they are engaging or interesting
- they encroach deeper, moral issues
- they look into deeper causes and connections between events

- Students record the class-generated criteria on the "Research Question Criteria" worksheet (BLM 3.1) .

### **Refining the Question (approx. 5 minutes)**

- Students discuss within their group which questions in their Q-Chart would work better as research questions. Circle possible questions for research.

### **Assessment Strategies**

*Assessment as Learning:*

- students develop their own criteria for research questions
- students compare their questions and rank them according to student-determined criteria

## **Consolidation and Debrief**

### **Product Reflections (approx. 10 minutes)**

- Ask students to pick the best question from their group and write it at the top of "Research Question Criteria."
- Partnering with a student from a different group, students provide descriptive feedback relating their partners' question to the class-determined criteria.
- Students reflect and revise their question, based on peer feedback.
- Students use their new question as an exit card.
- Before the next class, provide feedback on each student's research question. Record your comments on the bottom of the "Research Question Criteria" worksheet.

### **Assessment Strategies**

*Assessment for Learning:*

- provide descriptive feedback on students' Exit Card

## **Extended Learning Opportunities**

### **Independent Research/Inquiry**

Students conduct independent research on urbanization, or a particular department store, such as Eaton's, Sears, Woodward's, or the Hudson Bay Company.

## Social Studies Lesson Series which focuses on **Financial Literacy**

### **Lesson 2:** **Gathering Evidence**

In this lesson, students develop strategies and construct criteria for conducting meaningful research about historical products and consumer practices.

#### **Guided Inquiry:**

What types of products were available in the early 1900s, and how were they purchased and advertised?

How do products and consumer practices in the early 1900s compare to products and consumer practices today?

What are the criteria for conducting meaningful historical research?

#### **Learning Goals:**

Students will learn strategies and construct criteria for conducting meaningful historical research about products and consumer practices in the early 1900s.

### **How does this lesson link to **Financial Literacy**?**

- Students develop an understanding of the economy by focusing on which products were promoted and sold in the early 1900s, how they were purchased, and how they compare to products and consumer practices today.
- Students conduct research on historical products and the purchasing practices of consumers in the early 1900s. Students are encouraged to think about what tools are used to promote and sell products today.

## **Social Studies Curriculum Expectations**

### **Grade 8 – History** **Canada: A Changing Society**

#### **Overall Expectations**

- Compare living and working conditions, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada.

#### **Specific Expectations**

- Use a variety of primary and secondary sources to locate relevant information (using catalogues, artefacts, videos and internet sources).

## **Cross-Curricular Expectations**

#### **Language Arts: Reading**

- Read a variety of increasingly complex or difficult texts from diverse cultures, including print and online resources.

## **Prior Knowledge and Skills**

Prior to this lesson, students should have:

- familiarity with internet research and on-line archives;
- familiarity with citing resources.

### **Relevant Terminology**

citation, primary and secondary sources

## **Materials**

- Use of technology/Internet

### **BLM**

Research Criteria (BLM 2.1)

Research Planner (BLM 2.2)

## **Resources and References**

### **Websites**

- Online catalogues from 1890 to 1914  
<http://www.civilization.ca/cmc/exhibitions/cpm/catalog/cat0000e.shtml>

### **References**

Ministry of Education. A Sound Investment: Financial Literacy Education in Ontario Schools, 2010.

Ministry of Education. Financial Literacy Scope and Sequence of Expectations, Grades 4-8, 2011.

Ministry of Education. The Ontario Curriculum, Grades 1-8, Language, 2006.

Ministry of Education. The Ontario Curriculum, Grades 1-6, Social Studies, 2004.

## **Minds On: Activating Prior Knowledge**

### **Independent Work (approx. 10 minutes)**

- Suggest: We are going to look at products that were available around the year 1900.

- Direct students to the Mystery Objects game found at the site:

<http://www.civilization.ca/cmc/exhibitions/cpm/catalog/cat5304e.shtml>

Alternatively, print the worksheets for students to complete, or bring in your own historical objects.

- After a few minutes, go over student responses and present the answers.

- Suggest that students made connections by using prior knowledge of the inquiry process.

- Ask students to reflect on the questions they asked when they completed the task.

- Students describe the questions that they used. Sample questions could include:

- What does it do?
- Who would use it?
- Where might you find it?
- Why would they make it?

- Record responses on chart paper under the title, "Inquiry Process Questions".

### **Assessment Strategies**

*Assessment as Learning:*

- Students reflect on their use of strategies.



### **Creating Research Criteria (approx. 10 minutes)**

- Suggest we are going to examine what makes good, meaningful historical research.
- Students work in strategic ability groups of five or six to develop success criteria for good historical research. If students are experiencing difficulty, prompt students to consider the ways that history is different from other subjects (such as science or language arts). Alternatively, ask what students would hope to gain from research in order to create a museum exhibit, i.e., an exhibition at the ROM.)
- Groups share one or more points of criteria with the rest of the class and record them on chart paper.
- Modify criteria so that similar responses become one criteria.
- Suggest additional success criteria, as needed. Sample criteria might include:
  - accuracy
  - reliable sources
  - breadth of information to cover the topic
  - multiple sources and formats
  - relevance of information to the topic
- Students record their responses on “Research Criteria” (BLM 3.1).

### **Product Research (approx. 20 minutes)**

- Students choose one of their questions and conduct research about a product, how it was purchased, and what influences it had on consumers in the early 1900s. Students will also be comparing their research results with a similar product or process used today.
- Remind students of the need to cite all of their sources. They may use the “Research Planner” (BLM 3.2) to guide their inquiry.
- Circulate and conference with students to ensure that they are on task and that their inquiry question is in accordance with the task requirements.

### **Assessment Strategies**

*Assessment as Learning:*

- students develop their own criteria for research questions

## **consolidation and Debrief**

### **Research Reflection (approx. 10 minutes)**

- Suggest students partner with someone who they have not collaborated with before.
- Students exchange research planners, and evaluate each other’s research using “Research Criteria”.
- Students submit both the criteria worksheet and their planners at the end of the class.
- Provide descriptive feedback.

### **Assessment Strategies**

*Assessment as Learning:*

- students reflect on their own work

*Assessment for Learning:*

- descriptive feedback, provided by Teacher

## Social Studies Lesson Series which focuses on Financial Literacy

### **Lesson 3:** **Analyzing Data**

In this lesson, students identify various forms of advertising from the early 1900s and their influence on social roles and values at the time. They compare those influences with advertising today, and explore questions about the extent to which they can draw inferences and conclusions about the past based on historical examples of advertising.

#### **Guided Inquiry:**

- What were some of the social and economic factors that promoted change in fashion and consumer behaviour in Canada between 1885 and 1914?
- How efficient were mail-order catalogues, and how do they compare to purchasing options available today?
- How are girls and boys depicted in early catalogues, and to what extent did this influence or reinforce gender roles and stereotypes?
- What values are portrayed in mail-order catalogues and advertising?

#### **Learning Goals:**

- Students will explore and evaluate the purchasing process and the consumer influences of mail-order catalogues in the year 1900, and apply their findings to the processes and influences involved in the purchase and advertising of their own product.
- Students will develop an ability to analyze their information according to cause and consequence and/or change and continuity.

### **How does this lesson link to Financial Literacy?**

- Students consider the influence of mail-order catalogues and advertising on consumers in the early 1900s, and compare their findings to the influences of contemporary advertising on consumer practices today.
- Students learn how advertising can be used to influence the consumer choices of children, and learn to be aware of and to ask questions about various forms of advertising.

## Social Studies Curriculum Expectations

### **Grade 8 – History** **Canada: A Changing Society**

#### **Overall Expectations**

- Compare living and working conditions, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada.

#### **Specific Expectations**

- Describe the factors contributing to change in Canadian society (consumer and marketing patterns);
- Formulate questions to facilitate research on particular topics (products available in 1900 and similar products today);
- Use a variety of primary and secondary sources to locate relevant information (using catalogues, artefacts, videos and internet sources);
- Analyse, synthesize, and evaluate historical information about social roles (as found in catalogues)
- Compare family roles at the beginning of the twentieth century to family roles today (e.g., responsibilities and roles of men, women, and children).

## Cross-Curricular Expectations

### Language Arts: Media Literacy

- Demonstrate an understanding of historical and current forms of advertising;
- Identify who produces advertisements and determine the commercial and social interests or perspectives that advertising may involve.

## Prior Knowledge and Skills

Prior to this lesson, students should have:

- knowledge of stereotypes, including examples;
- familiarity with current advertising techniques.

### Relevant Terminology

stereotype, advertising, persuasion, gender, and gender roles, equity

## Materials

- Use of technology/Internet, or if unavailable : Carrier, Roch. The Hockey Sweater Tundra Books: Canada. (1985)
- Sample catalogues or newspaper ads
- Chart paper

### BLM

Advertising Fishbone (BLM 3.1)

Hockey Sweater Jigsaw (BLM 3.2)

The Ideal Boy and Girl in 1900 (BLM 3.3)

Advertising Exit Pass" (BLM 3.4)

## Resources and References

### Websites

- "The Sweater".National Film Board \_  
[www.nfb.ca/film/sweater](http://www.nfb.ca/film/sweater)
- Before E-Commerce: A History of Canadian Mail-order Catalogues  
<http://www.civilization.ca/cmc/exhibitions/cpm/catalog/cat0000e.shtml>
- Catalogues and Women's Fashion  
<http://www.civilization.ca/cmc/exhibitions/cpm/catalog/cat2103e.shtml>
- Hold onto Your Hats!  
<http://www.civilization.ca/exhibitions/hist/hats/hat00eng.shtml>
- Timeless Treasures: The Story of Dolls in Canada  
<http://www.civilization.ca/cmc/exhibitions/hist/dolls/doint01e.shtml>

### References

Ministry of Education. A Sound Investment: Financial Literacy Education in Ontario Schools, 2010.

Ministry of Education. Financial Literacy Scope and Sequence of Expectations, Grades 4-8, 2011.

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Ministry of Education. The Ontario Curriculum, Grades 1-6, Social Studies, 2004.

## Minds On: Activating Prior Knowledge

### The Purpose of Advertising (approx. 10 minutes)

- Students work in groups of three or four to determine different types of advertising available today.
- Using the “Advertising Fishbone” (BLM 3.1) graphic organizer, students write “advertising” in the head of the fish and write examples between the bones.
- After a few minutes, students ‘popcorn’ their responses.
- Students write examples, including examples from other groups into their Fishbone.
- With a partner, students discuss the purpose(s) of advertising.
- Students write down their responses on chart paper. Possible responses may include:
  - to sell and to promote products;
  - to support the development of inventions;
  - to inform people of their options, etc.
- Students consider consequences of no advertising, and provide comments (in a different colour) on the bottom of the chart paper.

### Hockey Sweater Jigsaw (approx. 20 minutes)

- Divide students into four ‘Expert Groups’.
- Provide index cards with one of the following questions to each group member (each group has one question):
  1. What messages did Roch receive about the sweater from the catalogue?
  2. What other messages (other than those from the catalogue ads) had Roch received about the sweater? Where did those messages come from?
  3. What messages can we infer about the role of children in society from the way that the sweater was purchased and advertised?
  4. How might Roch’s experience have been different if he had purchased a hockey sweater today? Where would he get it from? What advertising would have been used?
- Show students the video or read the story, “The Hockey Sweater,” by Roch Carrier.
- Within Expert Groups, students discuss an answer to their group’s question, for five minutes. Each student writes the answer on the back of their card.
- Groups disperse and reintegrate so that new groupings are formed with at least one member from each of the original four ‘Expert Groups’.
- Students share their questions and answers with new group members.

### Catalogues and Gender (approx. 10 minutes)

- Suggest to students that catalogues can also reinforce gender roles and stereotypes.
- Discuss the term “stereotype”, and ask students to provide examples.
- Students search for gender-based roles and stereotypes found in early forms of advertising.
- Students browse “Before E-Commerce” website, and/or other online resources suggested, along with historical newspapers and catalogues.
- Students use “The Ideal Boy and Girl in 1900” graphic organizer (BLM 3.3) to record their responses.

### Analyzing Data (approx. 10 minutes)

- Ask students to reflect on the important ideas that they have learned about product advertising through the hockey sweater story and the depiction of boys and girls in catalogues.
- Students volunteer responses. Sample responses could include:
  - Catalogues can sometimes influence cultural preferences (like hockey teams);
  - Catalogues can sometimes influence gender roles and abilities;
  - Catalogues sometimes made it difficult for children to determine their own values;
- Students record responses on “Advertising Exit Pass” (BLM 3.4).

## Assessment Strategies

*Assessment as Learning:*

- students determine the big ideas

## Consolidation and Debrief

### Gender Roles: Think/Pair/Share (approx. 10 minutes)

- Students share their research on gender-based roles and stereotyping in early advertising and its impacts with a peer.
- Students discuss whether their information addresses any or all of the questions recorded on the Exit Pass.
- Students record new ideas/responses on their Exit Pass.

## Assessment Strategies

*Assessment as Learning:*

- students share their responses

## Extended Learning Opportunities

### Article

Students write a review of the article "Catalogues and Women's Fashion", by Shirley Lavertu, available at:  
<http://www.civilization.ca/cmc/exhibitions/cpm/catalog/cat2103e.shtml>.

## Social Studies Lesson Series which focuses on Financial Literacy

### **Culminating Task:**

#### **Communicating Learning**

The Culminating Task allows students to explore their own questions about products, advertising, and social roles and values in the 1900s. Students choose a historical perspective from a class-created list, and communicate their findings by choosing one of three formats from a choice board.

#### **Guided Inquiry:**

- What are some of the historical perspectives involved in the use of mail-order catalogues?
- How did the use of mail-order catalogues affect consumer choice in Canada in the early 1900s?
- How does advertising affect the lives and choices of boys and girls in the early 1900s?
- How does the impact of advertising on children in the early 1900s compare to the impact of advertising on children today?

#### **Learning Goals:**

- Students will draw conclusions and communicate their findings in an appropriate format.
- Students will demonstrate their understanding of products and purchasing practices in the early 1900s and compare their findings to similar products and practices today.

### **How does this lesson link to Financial Literacy ?**

- Students consider the influence of mail-order catalogues and advertising on consumers in the early 1900s, and compare their findings to the influences of contemporary advertising on consumer practices today.
- Students learn how advertising can be used to influence the consumer choices of children, and learn to be aware of and to ask questions about various forms of advertising.

## Social Studies Curriculum Expectations

### **Grade 8 – History**

#### **Canada: A Changing Society**

##### **Overall Expectations**

- Compare living and working conditions, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada;
- Use a variety of resources and tools to gather, process, and communicate information about the factors that shaped Canada as it was entering the twentieth century.

##### **Specific Expectations**

- Describe the social and working conditions of Canadians around the beginning of the twentieth century (e.g., social life, roles and values);
- Use a variety of primary and secondary sources to locate relevant information (using catalogues, artefacts, and on-line resources);
- Analyse, synthesize, and evaluate historical information (as found in catalogues, regarding social roles, and the promotion of products in the year 1900);
- Communicate the results of inquiries for specific purposes and audiences, using media works and oral presentations (by choosing one of the three formats from the choice board).

## Cross-Curricular Expectations

### Language Arts: Media Literacy

- Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques (create an advertisement for a classroom catalogue);
- Produce a media text for a specific purpose and audience, using appropriate forms, conventions, and techniques, identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers.

## Prior Knowledge and Skills

Prior to this lesson, students should have:

- knowledge of the format chosen for the culminating activity;
- familiarity with the role of different perspectives in interpreting historical events.

### Relevant Terminology

historical perspective

## Materials

### BLM

Culminating Task Choice Board (BLM 4.1)

Project Checklist (BLM 4.2)

Reflection Exit Card (BLM 4.4)

Choice Board Rubric (BLM 4.3)

## Resources and References

### References

Ministry of Education. A Sound Investment: Financial Literacy Education in Ontario Schools, 2010.

Ministry of Education. Financial Literacy Scope and Sequence of Expectations, Grades 4-8, 2011.

Ministry of Education. The Ontario Curriculum, Grades 1-8, Language, 2006.

Ministry of Education. The Ontario Curriculum, Grades 1-6, Social Studies, 2004.

## Minds On: Activating Prior Knowledge

### Many Perspectives (approx. 10 minutes)

- Prior to completing their final project, students are invited to consider another aspect of analysis: the historical perspective.
- In groups of three or four, students brainstorm various perspectives regarding the products they have chosen to research and the advertising used to sell them in the 1900s.
- Groups share their responses with the class. Sample perspectives may include:
  - child consumer (female and male perspectives)
  - parent of consumer
  - department store manager
  - inventor
  - newspaper reporter
  - Students record their answers on chart paper.
  -

## Assessment Strategies

### *Assessment for Learning:*

- list of historical perspectives, considering a variety of relevant perspectives

## Choosing a Historical Perspective (approx. 40 minutes)

- Suggest that students reconsider the information surrounding their product based on one of the historical perspectives discussed earlier.
- Suggest: In the Culminating Task, students will be researching and comparing a product from the early 1900s (including, how it was purchased, consumer influences, etc.) with a similar product of today. Students will be required to examine both contemporary and historical perspectives.
- Distribute Culminating Task Choice Board (BLM 4.1).
- Students are asked to choose a historical perspective from the list created earlier. Based on that perspective, they are to choose one of the options from the choice board to communicate their findings.
- Options include:
  - WRITE A STORY similar to Roch Carrier's story, about a person's experience with the advertising and purchase of a product in the early 1900s. Present the story to the class as a think-aloud, in which you pause and reflect on the story from the perspective of a consumer today. The story should take about 5 minutes to present.
  - WRITE AND PERFORM A POEM OR SONG about a person's experience with the purchase and advertising of a product in the early 1900s, with at least one verse (12 lines) from the chosen historical perspective, and another verse from the point of view of a consumer today. (You could also have the two perspectives respond to each other throughout the song, like a debate or duel.)
  - DRAW A STORY-BOARD for a short documentary video or animated film about a person's use of mail-order catalogues in the early 1900s. Include sections in which contemporary 'experts' or 'critics' reflect on the person's experience throughout the video.
- Students will require substantial time to complete a draft copy of their projects.
- Circulate and conference regularly, providing oral descriptive feedback. Use the Project Checklist (BLM 4.2) to provide any written descriptive feedback.

## Assessment Strategies

### *Assessment for Learning:*

- Project Checklist (BLM 4.2)

## Consolidation and Debrief

### Rehearsal (approx. 20 minutes)

- Students work in groups of five or six to present their projects.
- Students use the "Presentation Checklist" (BLM 4.2) to comment on each other's performance.
- Allow time for revisions.

### Final Presentations (approx. 25 minutes)

- Students present completed projects to the whole group.
- Use the "Choice Board Rubric" (BLM 4.3) to assess students' work.
- Display projects, including Learning Goals and Success Criteria.
- If possible, invite other classes to watch the presentations.



**Exit Card - Reflections (approx. 5 minutes)**

- Students complete and submit the Reflection Exit Card (BLM 4.4).

**Assessment Strategies**

*Assessment as Learning:*

- Reflection Exit Card (BLM 4.4)

*Assessment for Learning:*

- student comments on peers' presentations

*Assessment of Learning:*

- Choice Board Rubric (BLM 4.3)

## Extended Learning Opportunities

**Advertisements**

Students can create a variety of advertisements, using traditional print or digital technologies, to promote their presentations. These ads can be placed strategically throughout the hallway, or presented to other classrooms.

## Suggested methods for Differentiated Instruction

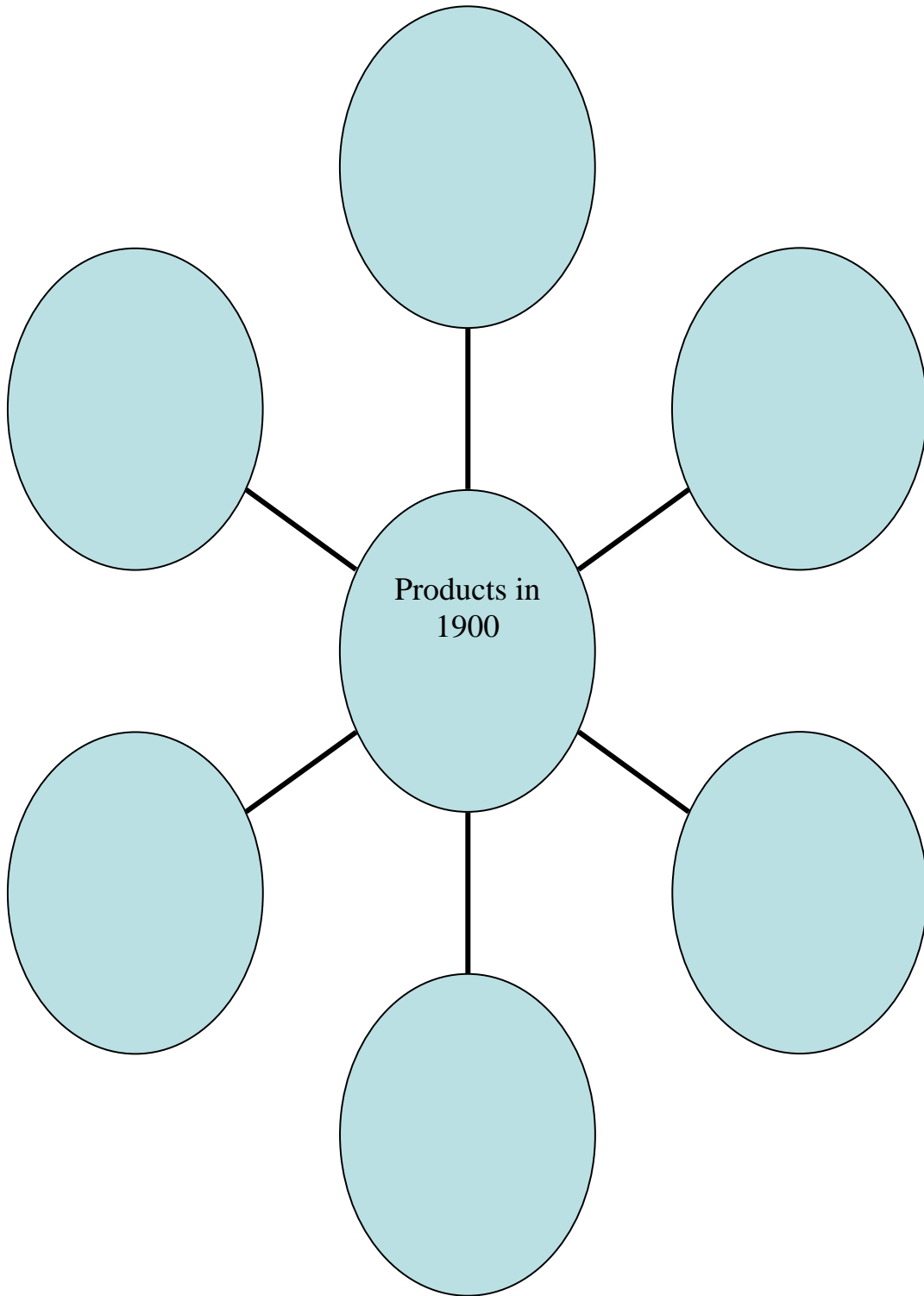
- Allow for think and wait time during class discussions;
- Give students opportunities to share their opinions orally or in writing;
- Use guided discussion questions to support the sharing of ideas and opinions;
- Use graphic organizers to guide thinking and organization of ideas;
- Use of “Thumbs Up and Thumbs Down” to determine students’ understanding of task expectations;
- Allow students choice in the format they decide to use to present their learning;
- Teacher facilitates discussions in groups to guide learning and support students;
- Allow extra time to complete tasks, as needed;
- Pre-teach new vocabulary and terminology;
- Students given choice of presenting their thinking in the format most suitable to their learning style.

## Accommodations for Instruction, Environment, Assessment

- Break tasks into small steps;
- Simple instructions with monitoring to ensure understanding;
- Use of visual aids, artifacts whenever possible;
- Repeat, rephrase questions as needed;
- Allow students to work in first language;
- Summarize important ideas throughout lessons and activities;
- Extended thinking and response time;
- Strategic ability groupings, partnering;
- Use of assistance technology/software;
- Scribing, as needed;
- Interactive Whiteboard lessons using the same instructional/differentiated instruction strategies;
- Checklists/tracking sheets for individual assignments, group work;
- Opportunities to complete work in various areas of the classroom, i.e., corner with minimized distractions;
- Opportunities to demonstrate understanding through alternative formats which incorporate student strengths;
- Co-create/model success criteria so that students are aware of expectations prior to initiating tasks;
- Reference co-created success criteria throughout tasks;
- Ongoing descriptive feedback, both orally and in writing.

## BLM 1.1 – Product Categories

Brainstorm possible categories for products found in mail-order catalogues from the year 1900.



## BLM 1.2 – Research Questions Q-Chart

Write down questions that you would like to ask about the products.  
Place them in the appropriate cell of the chart.

	is/are	did	Can	would	will	might
Who						
What						
Where						
Why						
When						
How						

## BLM 1.3 – Research Question Criteria

1. Write your proposed research question below:

---

2. Write the class-determined criteria for a good research question in the left column. In the remaining columns, explain how your question meets each criterion.

Class-determined Criteria	The question meets the criterion because it ...	The question might meet the criterion better if it ...

3. Write your new question below before leaving and submit to your teacher:

---

4. Teacher comments:

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## BLM 2.1 – Research Criteria

1. Write your proposed research question below:

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2. Write the class-determined criteria for meaningful historical research in the left column. At the end of the class, have another student complete the rest of the chart.

Class-determined Criteria	The question meets the criterion because it ...	The question might meet the criterion better if it ...

3. Suggested changes to research:

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4. Teacher comments:

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## BLM 2.2 – Research Planner

**Name:** \_\_\_\_\_

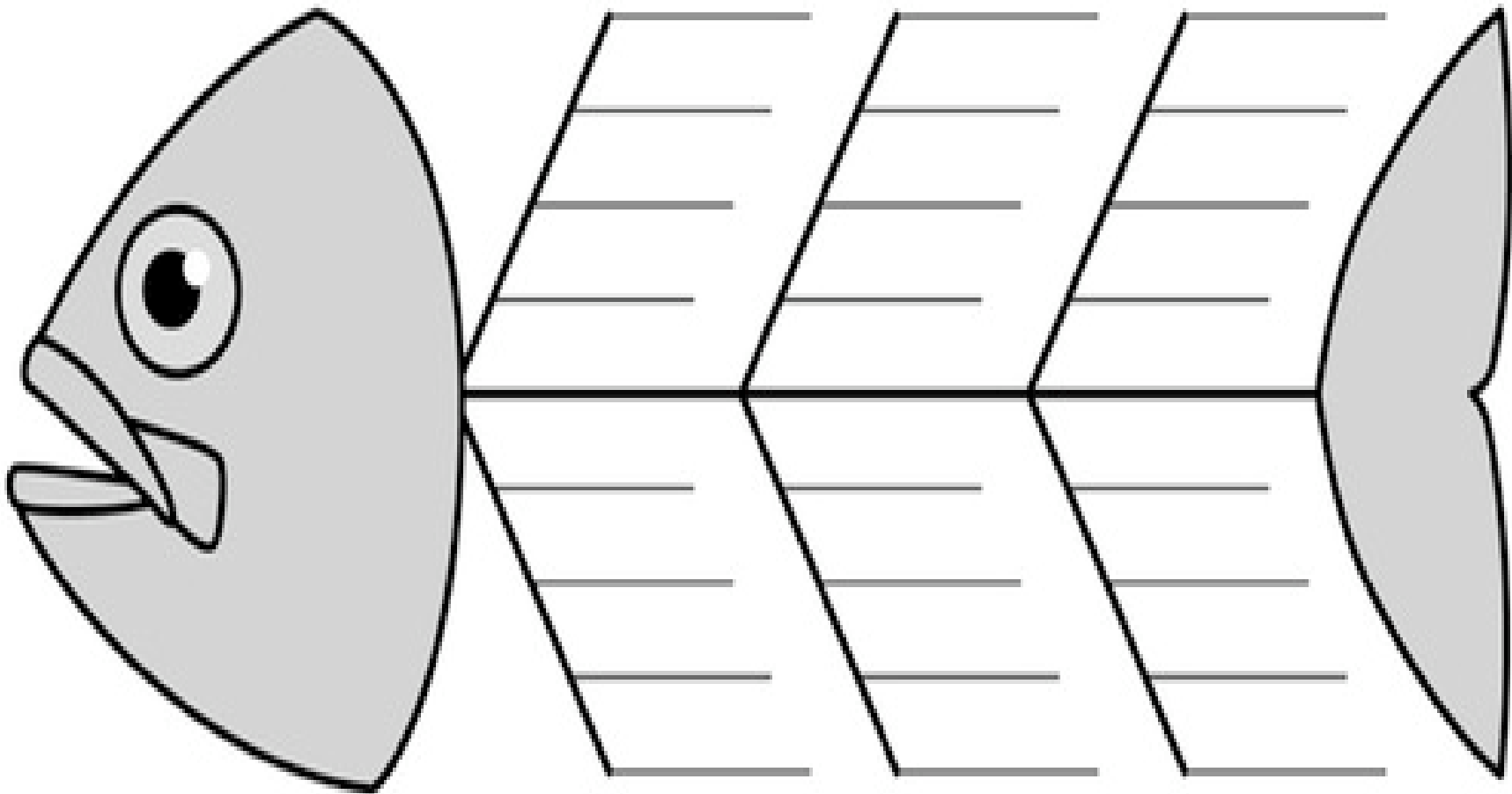
**Research Question:**

<b>Product in 1900:</b>	<b>Contemporary Product:</b>
<b>Product Details:</b>	<b>Product Details:</b>
<b>Sources:</b>	<b>Sources:</b>
<b>Product Advertising:</b>	<b>Product Advertising:</b>
<b>Sources:</b>	<b>Sources:</b>
<b>Values suggested by product advertising:</b>	<b>Values suggested by product advertising:</b>
<b>Provide reasons for your inferences:</b>	<b>Provide reasons for your inferences:</b>
<b>Sources:</b>	<b>Sources:</b>



## BLBLM 3.1 – Forms of Advertising

- Write “advertising” in the head of the fish.
- Between the bones, write some of the different types of advertising today.

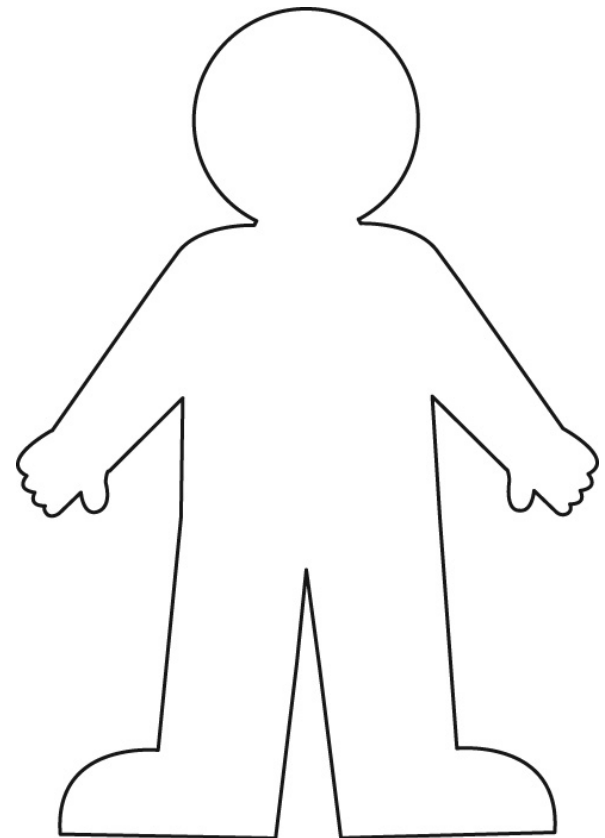
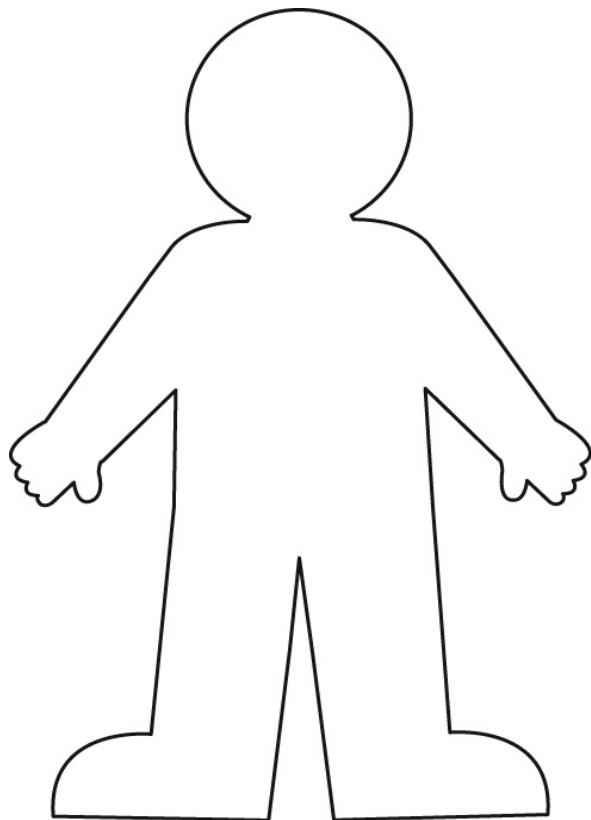


## BLM 3.2 – Hockey Sweater Jigsaw

<p><b>1. What messages did Roch receive about the sweater from the catalogue?</b></p>	<p><b>2. What other messages (other than those from the catalogue ads) had Roch received about the sweater? Where did those messages come from?</b></p>
<p><b>3. What messages can we infer about the role of children in society from the way that the sweater was purchased and advertised?</b></p>	<p><b>4. How might Roch's experience have been different if he had purchased a hockey sweater today? Where would he get it from? What advertising would have been used?</b></p>

## BLM 3.3 – The Ideal Boy and Girl in 1900

- Provide words, images and symbols for the ideal boy (left) and girl (right) as depicted in catalogues and other media from the early 1900s.
- Around the outside of the figures, note messages/ideals for boys and girls which were presented in the catalogues of the early 1900s.



## BLM 3.4 – Advertiing Exit Pass

**1. What are some questions that you have regarding advertising and gender in the early 1900s?**

**2. Which questions do you think are the most interesting?**

**3. How can you address these questions in your own research?**

## BLM 4.1 – Catalogue Choice Board

**Choose one of the following formats to communicate your research information. You will need to describe in detail the experience of advertising or purchasing a product in the early 1900s from one of the historical perspectives discussed in class, and then comment on that perspective from a contemporary vantage point.**

<b>WRITE A STORY</b> , similar to Roch Carrier's story, about a person's experience with the advertising and purchase of a product in the early 1900s. Present the story to the class as a think-aloud, in which you pause and reflect on the story from the perspective of a consumer today. The story should take about 5 minutes to present.	<b>WRITE AND PERFORM A POEM OR SONG</b> about a person's experience with the purchase and advertising of a product in the early 1900s, with at least one verse (12 lines) from the chosen historical perspective, and another verse from the point of view of a consumer today. (You could also have the two perspectives respond to each other throughout the song, like a debate or duel.)	<b>DRAW A STORY-BOARD</b> for a short documentary video or animated film about a person's use of mail-order catalogues in the early 1900s. Include sections in which contemporary 'experts' or 'critics' reflect on the person's experience throughout the video.
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## BLM 4.2 – Presentation Checklist

1. My research question was: \_\_\_\_\_

2. My project was: \_\_\_\_\_

3. My project was assessed by: \_\_\_\_\_

My project was ...	Yes, because ...	Not yet, but it can be if I ...
... relevant to my topic.		
... believable for the time period.		
... effective in portraying the character's point of view.		
... organized in a clear and logical format.		
... engaging and interesting.		
... detailed enough to answer the question.		

4. Changes that I will make:

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## BLM 4.3 – Choice Board Rubric

	Level 1	Level 2	Level 3	Level 4
<b>Knowledge</b>	-demonstrates minimal understanding of historical products and perspectives -provides limited and often inaccurate historical details	-demonstrates some understanding of historical products and perspectives -provides some historical details that are sometimes accurate	-demonstrates a good understanding of historical products and perspectives -provides sufficient and accurate historical details	-demonstrates a thorough understanding of historical products and perspectives -provides extensive and consistently accurate historical details
<b>Thinking</b>	-organizes information with minimal effectiveness -meets few to no project criteria (relevant, believable, point of view, logical, engaging, detailed)	-organizes information with some effectiveness -meets some project criteria (relevant, believable, point of view, logical, engaging, detailed)	-organizes information with considerable effectiveness -meets most or all project criteria (relevant, believable, point of view, logical, engaging, detailed)	-organizes information with a high degree of effectiveness -meets all project criteria (relevant, believable, point of view, logical, engaging, detailed)
<b>Communication</b>	-expresses and organizes information with minimal clarity, and multiple errors -uses little appropriate vocabulary	-expresses and organizes information with limited clarity, with some errors -uses a limited range of appropriate vocabulary	-expresses and organizes information logically and clearly, with few to no errors -uses a range of appropriate vocabulary	-expresses and organizes information that is thorough and clear, with no errors -uses an extensive range of appropriate vocabulary
<b>Application</b>	-applies techniques of chosen format and assumes historical perspective with with limited effectiveness	-applies techniques of chosen format and assumes historical perspective with some effectiveness	-applies techniques of chosen format and assumes historical perspective with considerable effectiveness	-applies techniques of chosen format and assumes historical perspective with a high degree of effectiveness

