



# **Financial Literacy & SSHG**

**Integrated lessons that connect to the  
Revised (2013) Ontario Curriculum**

**Social Studies · History · Geography - Grade 8 Lesson 1**

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## Lesson 1 Overview:

This lesson introduces students to the purchasing practices and challenges in the early 1900s with a focus on the mail-order catalogue. Students will explore the impact of industrialization and urbanization on the purchasing practices of people at this time, and, compare those practices and challenges to those of Canadians today. Students will then begin to formulate inquiry questions about changes and continuities in these practices and values between then and now.

### How does this lesson target **Financial Literacy**?

Students formulate questions about products available in the early 1900s, how they were advertised and purchased, and, how those practices influenced social values and consumption. Students will also analyze how these practices and values have changed or stayed the same over time.

# History Lesson with a focus on Financial Literacy

## Lesson 1: Buy This

### Learning Goals

We are learning to:

- use the historical inquiry process to formulate questions about the purchasing practices and consumer values of Canadians in the early 1900s and today;
- apply the concept of continuity and change to the purchasing practices and consumer values of Canadians in the early 1900s and today.

### Success Criteria

When formulating questions for inquiry, students can develop questions that are:

- important and meaningful;
- open-ended;
- debatable;
- answerable with evidence.

When applying the concept of Continuity and Change, students can:

- determine what has changed and stayed the same about purchasing practices and consumer values;
- provide different examples of these changes, using a variety of sources;
- explain why these practices and values have changed or stayed the same;
- evaluate these changes and continuities as signs of progress or regress, and for whom;
- draw conclusions about themes or periods in history based on these changes or continuities.

## Curriculum Expectations: Grade 8

### History - B: Canada, 1890-1914: A Changing Society

#### Overall Expectations

**B1. Application:** Analyse key similarities and differences between Canada in 1890-1914 and in the present day, with reference to the experiences of and major challenges facing different groups and/or individuals

**B2. Inquiry:** Use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1890 and 1914

**B3. Understanding Historical Context:** Describe various significant events, developments, and people in Canada between 1890 and 1914, and explain their impact

#### Specific Expectations

**B2.1** Formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1890 and 1914.

**B3.3** Identify key social and economic changes that occurred in and/or affected Canada during this period.

## Prior Knowledge and Skills

Prior to this lesson, students will have:

- understanding of industrialization, and its impact on the cottage industry;
- understanding of the reasons for urbanization, and the migration of many people to urban areas at the turn of the century;
- some experience in formulating questions;
- developing knowledge of continuity and change.

## Materials and Resources

- index cards and/or sticky notes
- chart paper and markers
- reflection journals
- “Before E-Commerce: A History of Canadian Mail-order Catalogues” at [www.civilization.ca/cmc/exhibitions/cpm/catalog/cat0000e.shtml](http://www.civilization.ca/cmc/exhibitions/cpm/catalog/cat0000e.shtml)
- Roch Carrier’s book, *The Hockey Sweater* (Tundra Books, Canada: 1985), or the video, “The Sweater” (National Film Board of Canada) at [www.nfb.ca/film/sweater](http://www.nfb.ca/film/sweater)

### Optional

To develop a background in historical thinking concepts, teachers can use the following resources:

- <https://tc2.ca/videos.php>
- <http://oessta-teachers.ca/disciplinary-thinking/>
- <https://drive.google.com/folderview?id=0Bzy8XtLWGnRdcGpMN1N0S3BaSWM&usp=sharing&tid=0Bzy8XtLWGnRdcMjJeG56TXjPREU>

### BLM

BLM 1.1

BLM 1.2

BLM 1.3

## Minds On

• Have students work in groups of 3 or 4. Tell students that they will be discussing products that were available in the early 1900s, and how the products were advertised and purchased. By the end of the lesson, they will develop an inquiry questions about a product and how the way that it is advertised, purchased, or used has changed or stayed the same over time.

• Direct students to the online exhibit Mystery Objects game at:  
[www.civilization.ca/cmc/exhibitions/cpm/catalog/cat5304e.shtml](http://www.civilization.ca/cmc/exhibitions/cpm/catalog/cat5304e.shtml)

Alternatively, print pages of the game for students to complete. Distribute several cue cards or sticky notes for each group, and explain that while they complete the game, they are to jot down any questions that they might ask to get more information about the product.

Sample questions may include:

- What does the product do?
- Who was the product made for?
- Where did they get the product from?
- How much did the product cost back then?
- How did they find out about the product?

#### Assessment for Learning opportunity:

Observation and conferencing with students. Look for about 5 or 6 questions per group that include many of the same ideas as the sample questions.

• When groups are done the game, ask each group to share the questions they have and record or attach them to chart paper. Discuss as a class which questions belong together, and try to organize the questions into categories (about 4 to 6 categories is best). Tell students that these are examples of information-seeking questions.

## Action

• Explain to students that one of the important concepts for historians is that of continuity and change; historians explore what changes and stays the same over time, and the reasons and implications of these changes and continuities. Key questions for historian regarding this concept include:

1. What has changed or stayed the same?
2. What are at least 3 examples of these changes or continuities?
3. Why have these changes or continuities occurred?
4. Do these changes or continuities suggest progress or regress, and for whom?
5. What do these changes or continuities suggest about life in Canada today compared to 1900?

- Post these questions as ‘success criteria’ for applying the concept of continuity and change. Then explain that they are going to have an opportunity to look at this concept with respect to mail-order catalogues.
- Explain that before 1890 most gifts and products were created at home rather than purchased, and most people lived in rural areas, far away from stores and factories. Between 1890 and 1914 more and more products were being manufactured in factories, and more and more people started moving to urban areas to find work in factories. To accommodate people in rural areas, many large department stores started sending catalogues and selling products by mail.
- Read the story, The Hockey Sweater, by Roch Carrier, or show students the NFB film based on the book. Instruct students to consider the following question while viewing the film: What are some examples of things that are similar or different today from Roch’s experience in the story?
- Allow groups 5 minutes to discuss the question. They can record the question and their answers on chart paper. Have each group present their responses to the class.
- Ask students to choose one of the things listed that changed or stayed the same and write a response to the following questions:
  - Why have these things changed or stayed the same (provide evidence)?
  - Did these things help people or make things worse for them?
  - What do these things suggest about the values of people in Canada back then compared to now?
- Explain to students that when considering continuity and change, we need to consider reasons for changes, how changes affect different people, and what those changes reflect about people’s values. Give students time to write a response and conference with students to provide them with feedback.

**Assessment for Learning opportunity:**  
Observation and conferencing with students. Look for answers to all five questions, including reasons for their responses to 4 and 5. In a respectful way, compare reasons to 4 and 5 so students can see the importance of providing evidence.

**Assessment for Learning opportunity:**  
Use “Continuity and Change Feedback” (BLM 1.2) to provide feedback to students.

- Now have students consider an inquiry question based on their answers to the continuity and change questions. They can look at the questions developed earlier as well for ideas.

Their questions should meet the following criteria:

- It is interesting and challenging (*it encourages further study*)
  - It is open-ended (*there are many possible answers*)
  - It is debatable (*people can argue for different answers*)
  - It is answerable (*it can be answered by gathering evidence*)
- Have students use “Formulating Questions” (BLM 1.1) to determine if their questions meet these criteria. Introduce the four strategies for formulating questions:
    - combine your question with others to make a richer question?
    - make it about reasons, causes, or procedures (*by adding ‘how’ or ‘why’*)?
    - make it qualitative or evaluative (*by adding ‘best’, ‘good’, or ‘should’*)?
    - make it based on possibility (*by adding ‘could’ or ‘would’*)?
  - Circulate and allow time for students to browse the catalogues and develop their questions using BLM 1.1. Have students record their inquiry question on BLM 1.1 and possibly through a classroom blog or in a reflection journal.

**Assessment for Learning opportunity:**  
Observation and conferencing with students. Look for use of the strategies and explanations for how their questions meet or could meet each of the criteria.

## Consolidation and Debrief

Have students read and provide feedback to the inquiry question of at least 3 other students, using the Met/Not Yet chart on BLM 1.2. They should be able to identify at least two of the criteria for a good question listed above. Then provide time for students to revise their question and resubmit for feedback from the teacher.

**Assessment as Learning opportunity:**

Look for comments about at least two of the criteria for a good question.

Use the rubric portion of BLM 1.3 to provide feedback.

**Assessment of Learning opportunity:**

Rubric (BLM 1.2)

## BLM 1.1: Formulating Questions

Name:

Group:

Class:

1. Look through the sample catalogues and the information-seeking questions that you have created. Write down some ideas for a good inquiry question.

2. Pick one and test if it meets the following criteria for a good inquiry question (give specific details about how it 'meets' or 'does not yet meet' each criterion):

Is my question ...	Met	Not yet
-interesting and challenging? ( <i>it encourages further study</i> )		
-open-ended? ( <i>there are many possible answers</i> )		
-debatable? ( <i>people can argue for different answers</i> )		
-answerable? ( <i>it can be answered by gathering evidence</i> )		
-it addresses things that have changed or stayed the same over time about product advertising, purchasing, or use?		

3. Try some of the following strategies to develop your question. What if you ...

... combine your question with others to make a richer question?

... make it about reasons, causes, or procedures (*by adding 'how' or 'why'*)?

... make it qualitative or evaluative (*by adding 'best', 'good', or 'should'*)?

... make it based on possibility (*by adding 'could' or 'would'*)?

Changes:

Final question:

## BLM 1.2: Continuity and Change Feedback

Name:

Group:

Class:

Does my response ...	Met/Not Yet	Comments
... provide sufficient details about what has changed and what has stayed the same?	Met/Not yet	
... explain why these changes or continuities have occurred, with reasons?	Met/Not yet	
... evaluate the positive or negative impact that these things have had on different groups of people?	Met/Not yet	
... describe what these things say about life in Canada then compared to now?	Met/Not yet	



## BLM 1.3: Formulating Questions Rubric

My Question ...

	Level 1	Level 2	Level 3	Level 4
Understanding	... demonstrates minimal understanding of the topic	... demonstrates a limited understanding of the topic	... demonstrates a good understanding of the topic	... demonstrates a thorough understanding of the topic
Thinking	... shows minimal use of strategies with limited effect	... shows some use of strategies to meet criteria with limited effect	... shows an effective use of strategies to meet criteria	... shows a highly effective use of strategies to meet criteria
Communication	... involves simple word choice and minimal relevant vocabulary	... involves a limited word choice and some relevant vocabulary	... involves an effective word choice and use of relevant vocabulary	... involves a highly effective word choice and use of extensive relevant vocabulary
Application	... applies criteria with minimal effect to a specific content area	... applies criteria with limited effect to a specific content area	... applies criteria effectively to a specific content area	... applies criteria with great effect to a specific content area



# **Financial Literacy & SSHG**

**Integrated lessons that connect to the  
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**Social Studies · History · Geography - Grade 8 Lesson 2**

**Development Team: James Steeves, Louise Robitaille, Byron Stevenson, Marci Becker  
Ontario Elementary Social Studies Teachers Association (OESSTA)**

## Lesson 2 Overview:

This lesson explores the role of advertising on the purchasing practices and consumer values of people in Canada in the early 1900s, with a focus on the role of mail-order catalogues. Students will analyze choices available to children in catalogues at the time, and the gender stereotypes promoted by the catalogues. Comparisons will also be made to various techniques of advertising today, and the role that they continue to play in the proliferation of gender stereotypes and consumer values.

### How does this lesson target **Financial Literacy**?

Students will analyze the role of advertising in establishing gender roles and stereotypes concerning the purchase and consumption of products. They will also consider changes and continuities in the persuasive power of advertising between the early 1900s and today.

# History Lesson with a focus on Financial Literacy

## Lesson 2: Boy or Girl?

### Learning Goals

We are learning to:

- use the historical inquiry process to interpret and analyze information regarding product advertising, purchasing, and use in Canada in the early 1900s and today;
- apply the concept of continuity and change to the use and role of advertising on purchasing practices and consumer values in Canada the early 1900s and today;
- analyze techniques of advertising in Canada in the early 1900s and compare to today.

### Success Criteria

When analyzing sources, students can:

- provide evidence for their inferences;
- identify alternative interpretations of data;
- articulate different points of view regarding their inferences;
- put evidence in their own words.

When applying the concept of continuity and change, students can:

- determine what has changed and stayed the same about purchasing practices and consumer values;
- provide different examples of these changes, using a variety of sources;
- explain why these practices and values have changed or stayed the same;
- evaluate these changes and continuities as signs of progress or regress and for whom;
- draw conclusions about themes or periods in history based on these changes or continuities.

When analyzing advertising techniques, students can:

- identify and compare different techniques from the early 1900s and today;
- make inferences that are based on evidence;
- determine the effects of different techniques on different audiences.

## Curriculum Expectations: Grade 8

### History - B : Canada, 1890-1914: A Changing Society

#### Overall Expectations

**B1. Application:** Analyse key similarities and differences between Canada in 1890-1914 and in the present day, with reference to the experiences of and major challenges facing different groups and/or individuals.

**B2. Inquiry:** Use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and or Canadians between 1890 and 1914.

**B3. Understanding Historical Context:** Describe various significant events, developments, and people in Canada between 1890 and 1914, and explain their impact.

#### Specific Expectations

**B1.1** Analyse key similarities and differences in the experiences of various groups and communities in present-day Canada and the same groups in Canada between 1890 and 1914.

**B1.2** Analyse some of the challenges facing different individual, groups, and/or communities in Canada between 1890 and 1914.

**B2.4** Interpret and analyse information and evidence relevant to their investigations, using a variety of tools.

**B3.3** Identify key social and economic changes that occurred in and/or affected Canada during this period.

## Language Arts: Media Literacy

### Specific Expectations

**1.2** Interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.

**1.4** Explain why different audiences might have different responses to a variety of media texts.

**1.6** Identify who produces various media texts, and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve.

## Prior Knowledge and Skills

To support their learning in Media Literacy, students would benefit from an understanding of stereotypes, where they are found, and why they are used. The teacher should also have created a safe learning environment for discussing issues of discrimination especially with respect to gender stereotypes.

Stereotypes can involve gender, race, sexual orientation, class, age, and so on. These stereotypes are reinforced in advertising through the use of different techniques, such as:

- Product qualities (such as colour) associated with the stereotype (*eg. pink or blue*)
- Examples of people using the product (*eg. a member of a racialized group*)
- Music associated with the stereotype (*eg. music associated with an ethnic group*)
- Celebrity endorsement (*eg. a celebrity from a particular group*)
- Negative association with competing product (*eg. associating it with a marginalized group*)

## Materials

- index cards
- chart paper and tape or glue
- markers
- sample magazine advertisements with examples of stereotypes
- current ads that include examples of gender roles and stereotypes
- “Before E-Commerce: A History of Canadian Mail-order Catalogues” at:  
[www.civilization.ca/cmc/exhibitions/cpm/catalog/cat0000e.shtml](http://www.civilization.ca/cmc/exhibitions/cpm/catalog/cat0000e.shtml)

### BLM

BLM 2.1

BLM 2.2

## Minds On

- Ask students to reconsider their inquiry question about purchasing practices based on the video, “The Hockey Sweater”. Ask students what values or stereotypes they find in the story and write them down using “Values and Stereotypes” (BLM 2.1). Then have them consider the evidence (images, ads, phrases) and what impact the value or stereotype has on different groups of people. Have students share their responses with the whole class, explaining the values and stereotypes and the evidence for their inferences.

### Assessment for Learning opportunity:

Conferencing with students. Look for specific details that provide evidence for their claims, and details of the impact on different groups.

## Action

Tell students that they are continuing what they learned about the historical thinking concept of continuity and change. Have students look at sample catalogues from the virtual exhibit, or print pages from sample catalogues from the website. Ask students to add to their list of values and stereotypes on BLM 2.1.

As a class, discuss some of the items on the list. Ask students which of these values are similar or different today, and how any of these changes impacted the lives of particular people.

Have students return to their inquiry question. What values or stereotypes are involved in their own research topic? What do they suggest about people at the time? How have they changed over time? Students can record answers to these questions on BLM 2.2

### **Assessment for Learning opportunity:**

Conferencing and reflection. Provide feedback on BLM 2.2. Look for the extent to which students provide evidence and specific examples for each question.

## Consolidation and Debrief

Have students consider the inquiry question that they developed in Lesson 1 and to determine any connection that their prior inquiry question has to the topic discussed in this lesson (stereotypes, gender roles, advertising techniques, etc.).

### **Assessment as Learning opportunity:**

Reflection journal. Look for reasons provided for changing or keeping the same inquiry question, and reference to the criteria for a good question provided in Lesson 1.

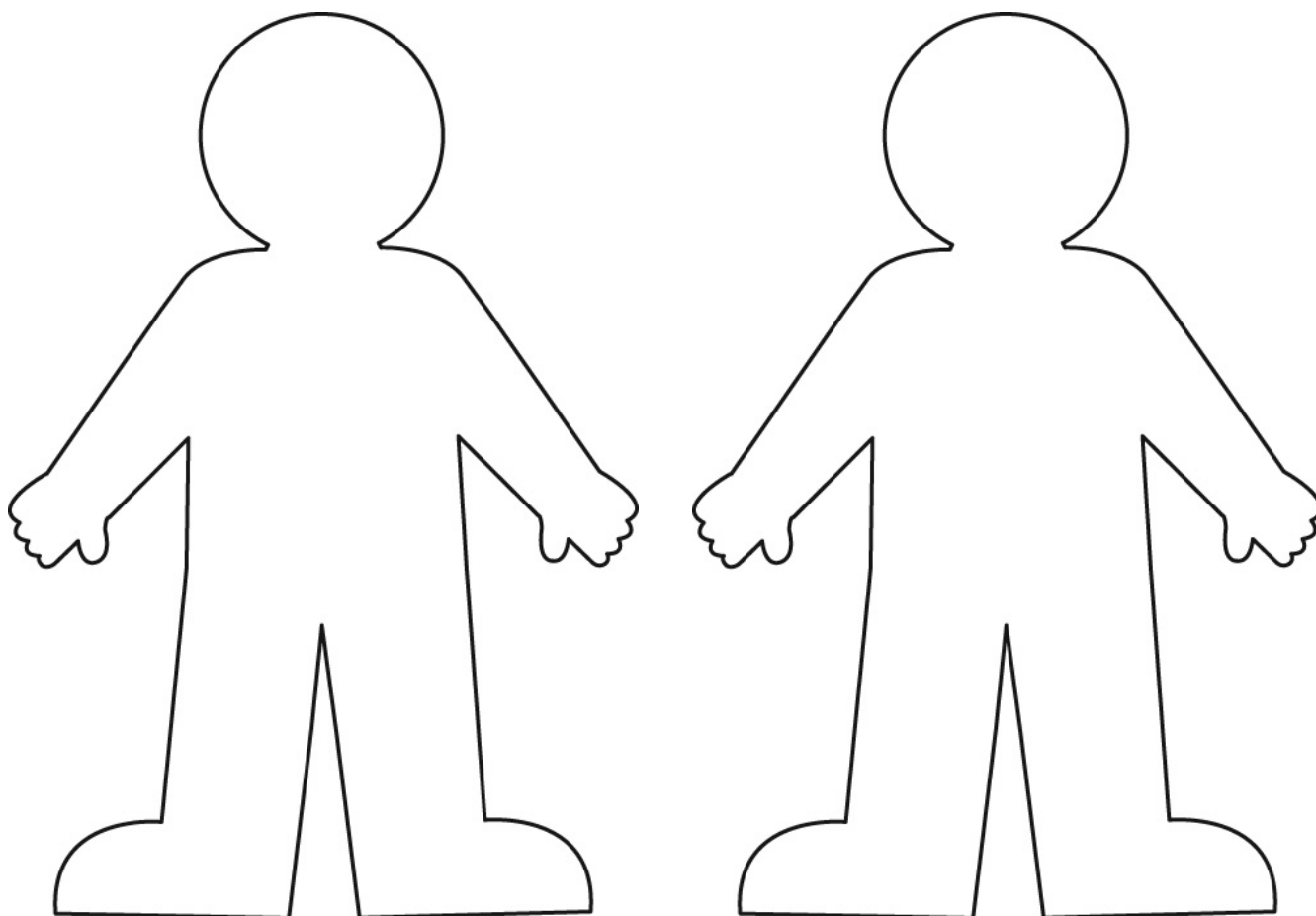
## BLM 2.1: Advertising and Stereotypes

Find an example of each technique in the sample magazines. Explain how the technique is used in each example, and what values it is intended to impose on consumers.

Advertising Techniques	Product	How it uses the technique	Values it imposes on consumers
Product qualities (such as colour) associated with the stereotype ( <i>eg. pink or blue</i> )			
Examples of people using the product ( <i>eg. a member of a racialized group</i> )			
Music associated with the stereotype ( <i>eg. music associated with an ethnic group</i> )			
Celebrity endorsement ( <i>eg. a celebrity from a particular group</i> )			
Negative association with competing product ( <i>eg. associating it with a marginalized group</i> )			

## BLM 2.2: Analyzing Gender Stereotypes

Provide words, images and symbols for the idea boy (left) and girl (right) as depicted by the ads and products available in the catalogues from the early 1900s. Consider the types of products presented, what they are used for, how they are presented, etc. Around the outside of the figures, use text, images and symbols to record the types of products that reinforce the ideals on the inside (eg. *bicycle, baseball glove, etc*).







# **Financial Literacy & SSHG**

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**Social Studies · History · Geography - Grade 8 Lesson 3**

**Development Team: James Steeves, Louise Robitaille, Byron Stevenson, Marci Becker**  
**Ontario Elementary Social Studies Teachers Association (OESSTA)**

## Lesson 3 Overview:

In this lesson, students gather information, draw conclusions, and evaluate their evidence about changes and continuities in the advertising and purchasing of products between the early 1900s and today.

They communicate their conclusions by choosing one of three options:

a monologue,

a song or poem,

or a storyboard for a documentary film.

These options can be differentiated depending on student interests and abilities.

### How does this lesson target **Financial Literacy**?

Students draw conclusions and evaluate evidence about the advertising and purchasing of products in the early 1900s, and changes and continuities in advertising and purchasing practices between the early 1900s and today.

# History Lesson with a focus on Financial Literacy

## Lesson 3: What's New?

### Learning Goals

We are learning to:

- use the historical inquiry process to draw conclusions and evaluate their conclusions about product advertising, purchase, and use in the early 1900s and today;
- apply the concept of continuity and change to the purchasing practices and consumer values of Canadians in the early 1900s and today;
- communicate their conclusions clearly and effectively, using a medium of their choice (monologue, song or documentary script).

### Success Criteria

Students can:

- draw conclusions about their inquiries based on evidence that is clear, logical, and reasonable with respect to the time period;
- evaluate their evidence and determine if it is relevant and detailed and sufficiently supports their conclusions;
- consider the validity of alternative conclusions based on the same evidence.
- determine what has changed and stayed the same about purchasing practices and consumer values;
- provide different examples of these changes, using a variety of sources;
- explain why these practices and values have changed or stayed the same;
- evaluate these changes and continuities as signs of progress or regress, and for whom;
- draw conclusions about themes or periods in history based on these changes or continuities.
- communicate their conclusion and evidence clearly, and with sufficient detail;
- use appropriate vocabulary accurately and effectively;
- use techniques related to the chosen format effectively;
- cite sources accurately and with sufficient detail.

## Curriculum Expectations: Grade 8

### History - B : Canada, 1890-1914: A Changing Society

#### Overall Expectations

**B1. Application:** Analyse key similarities and differences between Canada in 1890-1914 and in the present day, with reference to the experiences of and major challenges facing different groups and/or individuals.

**B2. Inquiry:** Use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1890 and 1914;

**B3. Understanding Historical Context:** Describe various significant events, developments, and people in Canada between 1890 and 1914, and explain their impact;

#### Specific Expectations

**B1.1** Analyse key similarities and differences in the experiences of various groups and communities in present-day Canada and the same groups in Canada between 1890 and 1914.

**B1.2** Analyse some of the challenges facing different individual, groups, and/or communities in Canada between 1890 and 1914.

**B2.2** Gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, using a variety of primary and secondary sources.

**B2.5** Evaluate evidence and draw conclusions about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period.

**B2.6** Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences.

**B3.3** Identify key social and economic changes that occurred in and/or affected Canada during this period.

## Language Arts: Writing

**1.3** Gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources.

**1.5** Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies.

**1.6** Determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more planning and research if necessary.

**2.1** Write complex texts or a variety of lengths using a wide range of forms.

**3.8** Produce pieces of published work to meet identified criteria based on the expectations.

## Prior Knowledge and Skills

If students have not completed lessons 1 and 2, they should have some understanding of stereotypes especially with respect to gender roles and values. They would also benefit from knowledge in citing sources and using databases for research, and experience in writing monologues, songs, or documentary scripts.

Teachers could consider the following sites for resources:

<http://oessta-teachers.ca/>

<http://problembased.blogspot.ca/>

<https://tc2.ca/>

## Materials

### BLM

BLM 3.1

BLM 3.2

BLM 3.3

## Minds On

- Have students return to the inquiry question developed in Lessons 1 and 2. Ask students what basic information questions they will need to ask in order to address their inquiry question. A list of sample information seeking questions was developed in Lesson 1. Students can use “Research Guide” (BLM 3.1) to record their answers.

### Assessment for Learning opportunity:

Conferencing and worksheet (BLM 3.1). Look for a research plan including details of information seeking questions required, and possible sources of information

## Action

- Allow students time to gather information from the online catalogues that is relevant to their inquiries. Student should record information in their own words and cite their sources.
- After students have had a chance to gather information about their topic, ask them to return to their question. Ask them what conclusions they can draw about their inquiry. Remind them to consider which information serves as evidence for their claims.

- As an example, suggest to students that your inquiry question was how the depiction of women in sports has changed from then to now. My claim might be that in 1900 contact sports was considered a male activity, and I would provide as evidence many of the gender-biased ads for sports equipment. I might claim that this has begun to change today by showing some ads with women in them from current times. I might add that there is room for improvement by showing the greater number of ads from current times with male role models in them instead of female role models.

- Have students return to their inquiry questions and information and draw conclusions about their inquiries. They can use “Conclusions and Evidence” (BLM 3.2) to help them to evaluate their conclusions. They will need to consider the following:

- Is my conclusion clear, logical, and reasonable with respect to the time period?
- Do I have sufficient evidence for my conclusion that is relevant and detailed?
- Do I consider the validity of alternative conclusions based on the same evidence?
- Do I cite my sources, and are the sources reliable?

- Provide students with feedback using the teacher part of BLM 3.2.

- Have students complete one of the three Communication Tasks on “Culminating Task” (BLM 3.3). The three tasks that they can choose from include:

**Assessment as Learning opportunity:**  
Worksheet. Look for details provided by the student for how they meet or could meet each of the criteria.

- **WRITE A STORY**, similar to Roch Carrier’s story, about a person’s experience with the advertising and purchasing 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 point of view of a consumer today. The story should take about 5 minutes to present. Your inquiry conclusions and evidence should be clear based on the reflections of the consumer today.
- **WRITE AND PERFORM A POEM OR SONG** about a person’s experience with the purchase of the product in the early 1900s, with at least one verse (12 lines) from the time period, and another verse from the point of view of a consumer today. Your inquiry conclusions and evidence should be clear based on the reflections of the consumer today.
- **DRAW A STORY-BOARD** for a short documentary or animated film about a person’s experience of purchasing the product in the early 1900s. Include sections in which contemporary ‘experts’ or ‘critics’ reflect on the person’s experience. Your inquiry conclusions and evidence should be clear based on the reflections of the consumer today.

- Have students perform or share their stories with the whole class. You could invite parents and other classes to a class Film and Drama Festival with the theme: “Advertising and Mail-order Catalogues in the 1900s”. Use the “Culminating Task Rubric” (on BLM 3.3) to assess student performances.

**Assessment of Learning opportunity:**  
Rubric.

## Consolidation and Debrief

Have students complete a reflection in a reflection journal or on an index card. Students should use the 3 2 1 format:

- 3 things that I learned about changes and continuities in the purchasing processes or consumer values in the early 1900s;
- 2 different groups that benefited or were impacted by these changes or continuities;
- 1 question I still have about purchasing processes or consumer values in the early 1900s.

**Assessment as Learning opportunity:**  
Exit Card or Reflection Journal. Look for details about changes and continuities and their impact on different groups.

**Follow Up:**

Students requiring more direction could be asked to focus specifically on gender stereotypes then and today, or on challenges in purchasing products then and today. As an extension, students could consider different types of media involved in advertising then and today, and determine to what extent changes in media or technology has affected gender stereotypes and gender roles then and today. Students could also consider the value of products then and today and explain why prices have increased so much over time.

## BLM 3.1: Research Guide

Name:

Group:

Class:

1. What is my inquiry question?

2. What other questions must I ask in order to gather information about my inquiry? (Refer to the list of questions developed in Lesson 1.)

3. What sources might I consider to find information to these questions?

4. Which of these sources are more reliable? How do I cite them?

## BLM 3.2: Conclusions and Evidence

Name:

Group:

Class:

1. What is my inquiry question?	(teacher comments)
2. What conclusions have I drawn?	(teacher comments)
3. Is my conclusion clear, logical, and reasonable with respect to the time period?	(teacher comments)
4. Do I have sufficient evidence for my conclusion that is relevant and detailed?	(teacher comments)
5. Do I consider the validity of alternative conclusions based on the same evidence?	(teacher comments)
6. Do I cite my sources, and are the sources reliable?	(teacher comments)



## BLM 3.3: Culminating Task

Name:

Group:

Class:

1. Have students choose one of the following formats to communicate their conclusions:

**WRITE A STORY**, similar to Roch Carrier's story, about a person's experience with the advertising and purchasing 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 point of view of a consumer today. The story should take about 5 minutes to present. Your inquiry conclusions and evidence should be clear based on the reflections of the consumer today.

**WRITE AND PERFORM A POEM OR SONG** about a person's experience with the purchase of the product in the early 1900s, with at least one verse (12 lines) from the time period, and another verse from the point of view of a consumer today. Your inquiry conclusions and evidence should be clear based on the reflections of the consumer today.

**DRAW A STORY-BOARD** for a short documentary or animated film about a person's experience of purchasing the product in the early 1900s. Include sections in which contemporary 'experts' or 'critics' reflect on the person's experience. Your inquiry conclusions and evidence should be clear based on the reflections of the consumer today.

2. Use the following rubric to assess student performances:

	Level 1	Level 2	Level 3	Level 4
Understanding	... demonstrates minimal understanding of the topic	... demonstrates a limited understanding of the topic	... demonstrates a good understanding of the topic	... demonstrates a thorough understanding of the topic
Thinking	... draws conclusions and evaluates evidence with limited effect	... draws conclusions and evaluates evidence with some effect	... draws conclusions and evaluates evidence effectively	... draws conclusions and evaluates evidence with a high degree of effectiveness
Communication	... uses appropriate techniques of chosen format to communicate ideas with limited effect	... uses appropriate techniques of chosen format to communicate ideas with some effect	... uses appropriate techniques of chosen format to communicate ideas effectively	... uses appropriate techniques of chosen format to communicate ideas with a high degree of effectiveness
Application	... applies the concept of continuity and change to new situations with minimal effect	... applies the concept of continuity and change to new situations with some effect	... applies the concept of continuity and change to new situations effectively	... applies the concept of continuity and change to new situations with a high degree of effectiveness

