

The Royal Canadian Mint Timeline Activities

www.mint.ca/teach

The following set of activities are connected to the Royal Canadian Mint Time Line. The activities explore a range of topics that are currency and money-related.

Master of the Mint

Students will undertake research online to determine the role of the Master of the Mint, what it is he/she does and its importance.

Barter

Before Canada, or any country had a formal system of currency, barter or trading goods for goods or goods for services, came into being. That is, beaver pelts for grain, sacks of corn for tools and so on. Students will research the history of barter and write a short report one page in length.

www.pbs.org/wgbh/nova/moolah/history.html,
www.ex.ac.uk/~RDavies/arian/barter.html,
www.funsocialstudies.learninghaven.com/articles/bartering.htm,
<http://esty.ancients.info/numis/index.html>

Credit

We hear a lot about the availability of credit but many of us really don't understand what it means or how to use credit in a responsible manner. Students, using the Web resources directly below, will research the history of credit. They will make a presentation to the class that clearly demonstrates how credit works within our economy.

www.pbs.org/wgbh/pages/frontline/shows/credit/,
www.didyouknow.cd/creditcards.htm,
http://en.wikipedia.org/wiki/Credit_history,
<http://inventors.about.com/od/mstartinventions/a/money.htm>

Debit

Just as credit is an important economic tool in our society, the use of debit cards has mushroomed in Canada. Students will research online the issue of debit and debit cards and report their findings to the class.

http://en.wikipedia.org/wiki/Debit_card



Math and coins

Please see the resources below for some fun and informative activities involving mathematics and coins.

www.aaamath.com/B/mny.htm,
www.lessonplanspage.com/MathDistinguishingCoinsAndTheirValue2.htm,
<http://tiger.towson.edu/~mlackn1/mathwebsitestudent.htm>,
<http://school.discovery.com/brainboosters/numberplay/pocketfull.html>,
www.illinoisearlylearning.org/tipsheets/coins.htm,
www.cyberbee.com/probability/mathprob.html

Coin Production

Coins have been made in various forms for thousands of years. Over the centuries, the processes and technologies have improved dramatically. The Royal Canadian Mint is among the most innovative manufacturers of quality coins in the world.

Students will research the history of coin production and create a presentation documenting how coins from a given period are produced. Younger students may create their own drawings or illustrations while older students may use a presentation program like PowerPoint.

www.mint.ca
www.coin-gallery.com/cgearlycoins.htm,
www.fi.edu/pieces/knox/technology.htm,
www.hameln.com/culture_leisure/culture/museum/coins.htm,
www.worldcoincatalog.com/Contents/Invention/invention.htm
www.thebritishmuseum.ac.uk/worldofmoney/world_making.html

Coin Flipping

Coin tossing or coin flipping has become part of our culture. We see that, on occasion, some large decisions may be based on the flip of a coin. In professional sports, such as football, a coin is tossed to determine who starts the game on offence or defence. Sometimes when we are undecided about certain things, a coin may be tossed to settle a dispute. Students will research the topic of coin tossing and may go through a set of math-based activities involving the coin toss while exploring the field of probability.

http://en.wikipedia.org/wiki/Coin_flipping,
<http://mathworld.wolfram.com/CoinTossing.html>

Value of Money

It is important for everyone to know the value of money but we can and do forget. The Web resources below will give an historical perspective on this issue as well as a means to convert one currency to another. Teachers may wish to try out these activities with their class.

www.ex.ac.uk/~RDavies/arian/current/howmuch.html,
www.investopedia.com/articles/03/082703.asp,
www.coins.nd.edu/ColCurrency/CurrencyIntros/IntroValue.html,

<http://eh.net/hmit>,
www.x-rates.com/calculator.html,
www.vancouver.hm/money.html

Counterfeiting

As we know, coins and money have tremendous allure. So much so, that some enterprising but misguided individuals try to produce fake coins or bills. As technologies become more sophisticated, however, it is sometimes difficult to tell counterfeit banknotes, from the real thing. Have students research the topic of counterfeiting. They should know that the act of counterfeiting is illegal when fake money or coins are used to attempt legitimate transactions. Law enforcement has become more sophisticated in detecting these false items. Students will research the history of counterfeiting and write a short report and present it to the class.

<http://72.14.203.104/search?q=cache:XKDUc8MSXS8J:classes.design.ucla.edu/Fall04/150A/projects/michelle/wok1/counterfeiting.pdf+history+of+counterfeiting&hl=en&gl=ca&ct=clnk&cd=3>,
<http://en.wikipedia.org/wiki/Counterfeit>,
http://72.14.203.104/search?q=cache:B6of2tV8BZwJ:www.bankofcanada.ca/en/dollar_book/1600-1770.pdf+history+of+counterfeiting+in+Canada&hl=en&gl=ca&ct=clnk&cd=4,rg.ancients.info/guide/counterfeits.html,www.cbc.ca/news/background/counterfeit/,www.canadianbusiness.com/shared/print.jsp?content=20040830_61496_61496

Online banking

Not too long ago, anyone with a bank account went into a branch to conduct transactions. Now, all of this can be done electronically. Students will research the phenomenon of online banking to better understand how it evolved. After having completed this preliminary research, the class will be divided into groups of four or five. Each group will discuss both the pros and cons of online banking. For example, online banking provides convenience, you can bank at your leisure late at night or during the day without having to stand in line. On the other hand, it reduces the amount of social interaction a person may have and increases our reliance on technology. The student groups will report the outcome of their discussions to the rest of the class.

www.gahtan.com/alan/articles/ibank-a.htm,
<http://bankwatch.wordpress.com/2005/05/06/banks-to-launch-debit-for-online-shopping>

Identity Theft

One of the consequences of having a banking system online is the potential for fraud and other criminal activities. An illegal activity that has been mentioned in the media is identity theft. What is it? How does it occur? How can it be prevented? How do you get your identity back? Students will research this area and list a series of recommendations as to how to safeguard and protect against this illegal activity. Students will be placed in groups of three or four and will storyboard a television commercial that generates awareness about identity theft. Each group will present its story board to the rest of the class

www.privcom.gc.ca/fs-fi/02_05_d_10_e.asp,
www.safecanada.ca/identitytheft_e.asp,
www.rcmp-grc.gc.ca/scams/identity_e.htm,
www.ctv.ca/servlet/ArticleNews/story/CTVNews/20040205/identity_theft_ont_20040205?s_name=&no_ads=,
<http://cmcweb.ca/epic/internet/incmc-cmc.nsf/en/fe00084e.html>

Canadian Money is different

How and why is Canadian money different? Is this a good thing? Is it important to have money that is distinctive? If so, what does it say about the country? Students will have a general discussion on this topic in class.

http://en.wikipedia.org/wiki/Canadian_dollar, freespace.virgin.net/john.cletheroe/usa_can/money/can_cur.htm,
www.reference.com/browse/wiki/Canadian_dollar,
www.sharbean.ca/main/template.php?EntryID=117

Future of money?

Does money have a future? For all of the techno-gadgets that exist in society today and the access to technology, do we actually need hard currency? Is there a better way? The class as a whole will conduct research to flesh out this topic. The class will be given a debating question. There will be two teams, the pro side and the con side. Each side will present its case in a lively, energetic and creative fashion. No holds barred. The rest of the class will sit as judges and vote for the team that made the most compelling and believable case.

www.ukrweekly.com/Archive/1999/279918.shtml,
www.ssga.com/library/mkcm/gregchrispincanadianmktsbrightfuture20060131/page.html,
http://enkipedia.org/wiki/Electronic_money