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| **Teacher Led** | **X** | **Requires Computer** | **X** | **Requires myBlueprint.ca** | **X** |

This history lesson will help students improve their financial literacy by helping them compare the economic conditions of the 1920s and 1930s in Canadian history. Students will examine and interpret Canadian statistics from families in the 1920s and 1930s to help them compare and contrast the economic conditions in both decades. Students will begin with a discussion of financial literacy, budgets, and create a family budget for both decades using myBlueprint, and then reflect back on how the economic conditions of the 1920s compare with those of the 1930s.

**LEARNING GOALS:**

1. Students will compare economic conditions of the 1920s and 1930s, and describe the impact of those conditions on Canadians, individually and collectively.
2. Students will identify strategies for making the most of an income—understanding spending, meeting financial commitments, and obligations.
3. Students will come to understand and appreciate some of the economic and social hardships experienced by many Canadian during the Great Depression.
4. Students will learn to create a family budget and appreciate the concepts of limited resources and unlimited needs and wants in setting up budgets.

**MATERIALS:**

* Computer, tablet or mobile device
* **Handout [A] - KWL Charts and Discussion**
* **Handout [B] - Family Profiles**
* **Handout [C] - myBlueprint Creating Family Budgets worksheet**

**GETTING STARTED:**

1. Have students visit [www.myBlueprint.ca](http://www.myBlueprint.ca), and enter their email and password to log in.

* ***Forgotten password?*** *Students can reset their passwords by clicking on the ‘Forgot your password?’ link in the green* ***Existing User*** *box.*
* ***Forgotten email?*** *As a teacher/counsellor, you can reset your students’ emails and passwords in your* ***Student Manager*** *or* ***My Classes****.*

**INSTRUCTIONS:**

*Before the activity*

1. Small group discussion: Divide students into small groups and give them KWL Charts and Discussion (Handout A). Have students fill in the KWL charts for each topic. They will return to this later to fill in the last column. Ask students to share their KWL charts with the class or other groups.
2. Make a chart on the board and brainstorm events/problems that families faced during the 1920s and the 1930s.
3. Make a chart on the board and pose the question: What is the difference between needs and wants? Have Students list definitions and examples of needs in one column and wants in the other.
4. Have Students complete the rest of Handout A in groups for the needs/wants chart, then independently for the questions

*During the activity*

1. Give students **Handout [B] - Family Profiles** as well as the **Handout [C] - myBlueprint Creating family budgets worksheet**.
2. Have students carefully read over the instructions and complete the worksheet using the myBlueprint Financial Planner and My Portfolio tools.
3. Ask students to hand in **Handout [C]** once completed all tasks and fill in the last column of the KWL chart in **Handout [A]**.

*After the activity*

1. Small group discussion: Divide students into small groups invite them to share their portfolio via email or personalized URL to their peers. Ask them to give a short 3 minute presentation of the artefacts they chose to include in their portfolio.

**EXTENSION ACTIVITY:**

1. Once students have created their history Portfolio and written a journal entry pretending to be a teenager in one of the decades studied, invite students to create a resume for this particular individual using the **Resumes** tool. Students will have to take into considering the type of job a teenager would be applying to in the 1920s or 1930s as well as the type of experience/skills they would add to their resume. This could also be a great opportunity to compare social and economic conditions of Canadians in the 1920s and 1930s with current conditions.

**HANDOUT [A] - KWL CHART AND DISCUSSION**

A KWL chart describes what you want to know (K), would like to know (W), and have learned (L) about a topic. In small groups, fill in the following KWL charts for each topic. You will fill out the LEARNED column at the end of the lesson.

**Topic 1: Financial Literacy**

|  |  |  |
| --- | --- | --- |
| **KNOW** | **WOULD LIKE TO KNOW** | **LEARNED** |
|  |  |  |

**Topic 2: Budgeting (expenses, income, etc.)**

|  |  |  |
| --- | --- | --- |
| **KNOW** | **WOULD LIKE TO KNOW** | **LEARNED** |
|  |  |  |

**Make a list of the main events/problems families faced during the 1920s and the 1930s.**

|  |  |
| --- | --- |
| **1920s** | **1930s** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Make a list of a family’s needs and wants in the 1920s and 1930s:**

|  |  |
| --- | --- |
| **Needs** | **Wants** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
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**Answer the questions below:**

1. How do the needs and wants of families in the 1920s and 1930s differ from your family’s needs and wants?

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**HANDOUT [B] - FAMILY PROFILES**

You want to compare the economic conditions of a family in 1926 to a family in 1933. Using the data provided in the profile, do some calculations to complete the fields and chart below.

**FAMILY PROFILE A**

*The Tremblay Family (1933)*

|  |  |  |
| --- | --- | --- |
| **Family Characteristics** | **Details** | **Data for budget ($)** |
| **Residence** | Montreal, Quebec |  |
| **Family members** | Father, mother and five children aged 9, 11, 13, and 15 years old, and a 75-year old grandmother |  |
| **Occupations** | Father has gone out west to look for work, with no luck.  Mother works as a clerk 48 hours per week at a retail store.  Grandmother looks after the house and children |  |
| **Amount of weekly family income** | Mother allowance weekly: $10.50  Grandmother’s old age pension (monthly): $14.46 |  |
| **Rent** | Rent: $27.80 per month |  |
| **Staple foods** | $10.96 per month |  |
| **Fuel and lighting** | $16.06 per month |  |

|  |  |  |
| --- | --- | --- |
| **Challenges and problems** | One of the children needs surgery and will have to be in the hospital for two weeks.  Public ward charges: $2.04 per day  Operating room charges: $8.26 (for one surgery) |  |

**FAMILY PROFILE B**

*The Klein Family (1926)*

|  |  |  |
| --- | --- | --- |
| **Family Characteristics** | **Details** | **Data for budget ($)** |
| **Residence** | Vancouver, British Columbia |  |
| **Family members** | Father and mother with four children, ages 9, 11, 13, and 15 |  |
| **Occupations** | Father is a carpenter.  Mother is at home with children. |  |
| **Amount of weekly family income** | 44 hours per week  Wage per hour: $0.55 |  |
| **Rent** | Rent: $30 per month |  |
| **Staple foods** | $15.99 per month |  |

|  |  |  |
| --- | --- | --- |
| **Fuel and lighting** | $17.04 per month |  |

**HANDOUT [C] - CREATING FAMILY BUDGETS**

In this activity, you will create two family budgets. First, you will use the myBlueprint **Budgets** tool to create both family budgets. Second, you will use the myBlueprint **Portfolios** tool to create a history portfolio to showcase the unique economic and social conditions a chosen decade.

**A) Budgets**

1. Go to **Money** located in the Navigation Menu on the left hand side of your screen.
2. Click on **+ Add New** and enter a budget name for each family budget.
   1. NOTE: You should have two (2) family budgets!
3. Using the *Family Profiles* worksheet, click on **+ Add Income/Expense** to add the family’s income and expenses to each family’s budget.
   1. NOTE: When adding an income or expense, make sure to select the right frequency (i.e., Is it an annual income or monthly income?)
4. Compare and contrast both budgets to answer the reflection questions below.

**REFLECTION QUESTIONS:**

1. What surprised you most about each family budget (e.g., income, expenses)?

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1. Explain with examples from the budgets and your class notes how the economic conditions of the 1920s differed with those of the 1930s.

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1. Using your examples from question 2, why did the economic conditions of the 1920s differ with those of the 1930s (Hint: what major events took place and what were the consequences/benefits)?

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1. Reflecting back on the Family budget from 1930, what financial concerns could arise for this family if the father doesn’t find his job? Provide a list of potential problems.

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1. Could a situation similar to the Great Depression happen again today?

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1. Which additional expenses would a family in today’s day and age need to include in their budget?

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**B) Portfolios**

After having created both family budgets, choose one of the decades that you are most interested in.

*Which decade are you most interested in?* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Go to **Home** located in navigation menu, and select **Portfolios**.
2. Click **+ Add Portfolio** and name your portfolio according to the decade you selected (e.g., ‘The 1920s’).
3. Click **+** **Add Box** and select **Add Recent +.** Under the ‘Activity Feed’ tab, select **Budget.** Click on

**+ Add** box to the right of the family budget you previously created (i.e, if you chose the 1920s, select the budget you made for the 1920s family) and add it to your Portfolio.

* 1. At the bottom of the Budget Artefact box you recently added to your portfolio, click

**+ Reflections (0)** and answer the following question in the ‘What have you learned?’ field: *What did you learn about this decade’s economic situation by creating a family budget?*

* 1. When you are done writing your reflect, click **+ Add Reflection**.

1. Add a journal entry to your history Portfolio and write a journal entry pretending to be a teenager living in the decade you selected. Think of the daily activities, challenges, and events this individual may have been a part of.
   1. Click on **+** **Add Box** and select the **Add** **Journal +** option.
   2. Add a title (e.g., ‘Letter to a friend’), description (i.e. content of the letter), and a relevant media piece (e.g., image or video).
2. Add a journal entry to answering the following question: *How would living in the Great Depression OR the Roaring Twenties have affected your dreams and goals in life?*
   1. Click on **+** **Add Box** and select the **Add** **Journal +** option.
   2. Add a title, description, and a relevant media piece (e.g., image or video) to your journal entry
3. Add ten (10) artefacts (i.e., boxes) to your history Portfolio. These may include pictures, files, video, or links that showcase the unique economic and life conditions of the decade you selected.
   1. Click on + **Add Box** and select the **Add** **Media +** option.
   2. Select the **Picture**, **Video**, **File**, or **Link** tab depending on the type of artefact you wish to upload.
   3. Include a title and description for each of the artefacts you upload!