



Chalk Talk

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PLEASE SHARE CHALK TALK WITH YOUR COLLEAGUES!!!**Letter from the Editor**

Dear Subscribers,

They say that money 'talks', but in the case of currency, it actually 'teaches' a country's history, culture and values. Fittingly, therefore, a country that defines itself as bilingual and multicultural produces bank notes that boast two languages and are tinted in a multitude of hues and shades, in contrast to the "melting pot" approach reflected in the American single tone "greenback".



I grew up with the series of Canadian paper money that featured Queen Elizabeth II on the front of every denomination. The reverse side of this series, produced from 1954 to 1966, featured iconic Canadian images of forests, mountains, valleys, and country roads from every region of our beautiful country. I always thought that our bank note design held the best of both worlds — colourful like many international currencies and yet it was uniform in size like its United States counterpart. Being teased as a kid by my American relatives about our "funny money", I was compelled to point out that at times their monotone bills made it difficult to differentiate one denomination from the other.



Sometimes I miss the one and two dollar bills that I fondly remember from my childhood. What a thrill to find one tucked into a Christmas stocking or inside a birthday

card! I keep the salmon coloured fifty-dollar bill from the year of my birth — a gift from my mother — in a safe place along with a deeper red coloured one from my son's birth year.

This week's **Chalk Talk** provides information and useful links on the treasure trove of teaching resources available through the Bank of Canada and Currency Museum.

CoEd Communications is dedicated to supporting the important work of teachers by providing resources on a range of topics for the classroom. We invite you to visit our website at www.4edu.ca to view the many free teachers' resources on offer.

As always, your feedback is important to us

Currency Museum of the Bank of Canada

"Money makes the world go 'round," as the old song goes. But can you help your students find the right instruments to play in harmony in the orchestra that is our Canadian economy?

The Currency Museum of the Bank of Canada offers teaching tools to help students connect to "real world" economic issues. Whether you are trying to teach pre-schoolers about money as a concept of exchange, second language students about the impact of counterfeiting on public confidence in currency, or high school students about how inflation influences what they can buy, the Museum offers products and services that teach students of all ages about money, the central bank, and the economy in English or in French...while having fun too!

With advice from teachers and bank note experts, with today's curricula and interactive learning methods in mind, the Currency Museum offers the following **FREE** teaching tools, off-site and on-site in the Bank of Canada building (245 Sparks Street) in downtown Ottawa:

Off-Site Products and Services:

- **Counterfeit Detectors** school curriculum module for teaching about good citizenship as well as how to tell a real bank note from a fake.
- **Inflation Busters** interactive DVD for learning about the Bank of Canada, monetary policy and inflation.
- **What is Money?** teacher's kit for teaching students about money as a concept.
- **The Currency Museum web site**, www.currencymuseum.ca offers on-line selections from the National Currency Collection, virtual Museum tour and other interactive programs.

On-Site Products and Services:

- **Currency Museum Education Tours** on counterfeiting, economics, the Bank of Canada and other topics.
- **Inflation Busters simulation game sessions** for learning about the Bank of Canada, monetary policy and inflation.
- **Pre-school and School Programs** to help students of all ages learn about money (i.e. *Curious Currency Chests* for children aged three to six; *Dig It!* for the eight to 14 age group; *Money Matters* for students aged 10 to 14; *Second Language Programs* for students of all ages).

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[As always, your feedback is important to us.](#)

Mary Kovack

Help your students stay in tune ... from an economic view, of course! Order teachers' resources now at museum-musee@bankofcanada.ca or if you prefer, call 613-782-8914.

Did you know that —

Today's bank notes are printed on 100% cotton paper which is more durable and more resistant to fading than wood pulp paper and that the approximate life of a bank note ranges from one to two years for a \$5 bill to seven to nine years for a \$100 bill?

Money—The Genuine Article

The Bank of Canada has great tips to help you check your currency to ensure that it is genuine.

1. FEEL the note — Touch the raised surfaces and you'll find that the ink feels thicker on the large denomination numeral, the words *Bank of Canada/Banque du Canada*, the Coat of Arms and the Portrait.
2. LOOK AT and LOOK THROUGH the note — In the case of the current 'Canadian Journey' series, you can hold the notes to the light to see a watermark, a windowed security thread, and the see-through number.
3. TILT the note — Look for the changing colours and images of the holographic stripe and windowed security thread on all the notes or of the iridescent maple leaves on the original \$5 and \$10 notes.

For more counterfeit detection information, [click here](#).



Facts & Figures — The Colour of Money



- The Bank of Canada was created by an act of Parliament in 1934 to regulate the country's money supply and to "promote the economic and financial welfare of Canada."
- Bank note artwork has featured a variety of portraits and themes including kings, queens, prime ministers, birds, historic buildings, tributes to our military, children playing hockey and the centennial logo on 1967's one-dollar bill.
- The portraits were moved from the middle of the bank note to the side in 1954 to make them less susceptible to the wear and tear from the bills being folded in half.
- The 1954 series, also known as the "[Devil's Head](#)" series, was modified in 1956 to eliminate the appearance of a grinning devil in highlights of the Queen's hairdo, just behind her ear.
- The last \$1,000 bill was produced in 1988.
- Unique to the 1935 series were a special \$25 bill to commemorate the Silver Jubilee of King George V and a \$500 bank note.
- Due to growing concern over counterfeiting, the Bank of Canada introduced a new series of bank notes in 1969, 'Scenes of Canada', featuring colourful, wavy patterns.

[Source: [The Bank of Canada/Currency Museum online](#)]

Education News

[Meet the contrarians; Risking their reputations, these three academics buck the general consensus on three contentious current issues](#) — Léo Charbonneau, *University Affairs Magazine*, December, 2006

"Universities, with their culture of academic freedom, civil debate and the open exchange of ideas, should celebrate the mavericks, the dissenters, the iconoclasts and the naysayers. But some in academe argue that universities today tend more towards group think, political correctness and intolerance of unconventional views. To explore this issue, we introduce you to three academic contrarians: the global-warming denier, the gun booster and the feminist critic. All three hold views that arguably place them outside the mainstream of academe. The reactions they've received from their peers have ranged from polite acceptance to near ostracism. Despite this, all three feel grateful for the opportunities academia has provided them to pursue their ideas – whether others wish to follow or not. Here are their stories."

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[Mom was right: TV, homework don't mix; Distractions make learning less effective, study suggests](#) —
Randolphe E. Schmid, *The Associated Press*, July 25, 2006

“Your parents were right, don't study with the TV on. Multitasking might be a necessity in today's fast-paced world, but new research shows distractions affect the way people learn, making the knowledge they gain harder to use later on. The study, in Monday's Proceedings of the National Academy of Sciences, also provides a clue as to why it happens. "What's new is that even if you can learn while distracted, it changes how you learn to make it less efficient and useful," said Russell A. Poldrack, a psychology professor at the University of California, Los Angeles. That could affect a lot of young people. A study by the Kaiser Family Foundation last year found third-graders through 12th-graders devoted, on average, nearly 6 1/2 hours per day to TV and videos, music, video games and computers. As Poldrack explains it, the brain learns in two different ways. One, called declarative learning, involves the medial temporal lobe and deals with learning active facts that can be recalled and used with great flexibility. The second, involving the striatum, is called habit learning.”

[Girls beat boys in school readiness: In response, educators say they're changing way they teach 5-year-old boys — and that means action and more blocks](#) – Tess Kalinowski, Education Reporter, *The Toronto Star*, November 28, 2006.

“Turn *The Three Little Pigs* into an action adventure, stash the crayons and bring out the blocks if you want your boys to do well in school. That's the advice teachers are giving parents of pre-schoolers in light of a new study that shows 5-year-old boys are far less ready for school than girls. The study comes amid increasing concerns about boys' lagging academic performance and a growing awareness among educators that males comprise the majority of high school dropouts, and now a slight minority of university undergraduates. Even by age 3, girls outstrip boys' communication skills and are better at dressing themselves independently. And although boys and girls have similar attention spans at age 3, by the time they're 5, girls develop far greater self-control ... Boys at either age are "more curious" than girls, according to the research released yesterday by Statistics Canada. The study does not say why boys are less prepared for school than girls, but experts say it's mostly a matter of brain development and the sexes maturing at different rates. The problem has been that the curriculum, teaching methods and classroom expectations have traditionally been geared to girls' strengths in the all-important early grades.”

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