

MAD SS 9/10

Economic Policies: Inflation Conversation: Part C

Original project start date: Sept 28, 2022

Name: _____

How this works: the assignment is actually a four-part project that is designed to create an informed conversation about inflation, economics and the reality of the cost of doing business and cost of living.

Part C: In this section, we're trying to trace how things have changed in the relationship of goods, services, worth, cost, buyers and sellers as it relates to trade, private business, corporations, stocks, commodities on the timeline between 1750 to today.

Social Studies 10 (1914-Present)		
Standards	Re-write	Assignment
Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)	You can show why people, places, events and developments matter when you compare their different perspectives	1. Inflation Conversation B: What things affect cost of living?
Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)	You can show and compare how different groups can change or remain the same, over time	1. Inflation Conversation A: table of data
Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)	You can explain and give a good prediction of what the perspective is about people, places, issues or events by looking at what everyone considered normal, their values, views on the world and beliefs- now or in the past	1. Inflation Conversation C1 The very British conversation
Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgement)	You can decide what is right and wrong about actions in the past, as well as the present and find appropriate ways to remember and respond to them effectively in your work	1. Inflation Conversation C2 The Right and Wrong of the Economy through history

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Economic Policies: Inflation Conversation: Part C

Assigned: Oct 5, 2022 - Due: Oct 10, 2022

Standards	Exceeding	Proficient	Developing	Emerging
Part A Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)	You are able to make a highly-effective propaganda poster or radio commercial that is convincing and draws on themes and ideas of today in the messaging to convince the viewer/listener	Your efforts to make your project lacked real polish or had small errors in what you are trying to do to reach your audience	There are serious issues with the final project, in terms of polish , and lacking elements detailed in the final product that were required	This final project is rushed, incomplete, or misses the point entirely
Part B Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgement)	You are fully able to explain the ethics of the <i>manipulation</i> you have used to <i>convince</i> the viewer/listener	You have some errors in your argument for what manipulation you used to convince the viewer/listener	The explanation here does not mesh well with the project	There is either a lack of explanation, or the explanation is too short to explain the position of your argument

What are we learning?

Things are expensive. Money doesn't go as far as it used to (cost of living). Everything is costing more and more compared to what we make (inflation). Now we are learning about the Cost of War. This is where the money won't buy as much, because everything is needed for the war effort, including the money. This is the cost of living, and the inflation brought on by a country's expenses during a war in resources and cash.

1. We'll look at propaganda posters from Canada, Britain, France, US, Italy, Russia and Germany both for WW1 and WW2
2. We're looking for themes of what the cost of war is to the people, and how that might affect their lives compared to before the war, and afterwards
3. Finally, you have a choice to *either* create a **WW1 propaganda poster for Canada** if you are 9's and a **WW2 propaganda poster for Canada** if you are 10's, or **create a radio commercial**, asking for everyone to 'do more for the war effort'.

The Assignment: Part A

Propaganda Poster rules:

- Your poster will ask people to do something like save up or give up something that they have for the war
- Make sure that the poster is on regular sized computer paper (8.5"x11")
- This poster can only use one colour outside of black, white and grey

- Cannot be done electronically
- There must be a half-inch border around the edge
- There must be your own slogan, based on giving up food, money or something they own 'for the war effort'
- Canadian themes, but can use other countries in the piece
- Can be cartoonish
- 9's use the info of WW1, the 10's use WW2
- The images and the language used to convince the viewer are **appropriate for the era and not modern**

Radio Commercial rules:

- Make a 30-second radio commercial
- Announcer voice that is really over the top
- Sound effects
- Theme involves giving up food or money or something they own to do more 'for the war effort'
- 9's are mimicking WW1, 10's WW2
- The language and the sounds/music used to convince the viewer are **appropriate for the era and not modern**

The Assignment: Part B

Explain the ethics below of what you've done to convince them to do, and why it is important when there is a war going on.
