MIDDLE SCHOOL · AGES 11 TO 14

The Grand River Dollar

One Grand River dollar is one Canadian dollar. Always. Backed in full, and proven every day.

Read

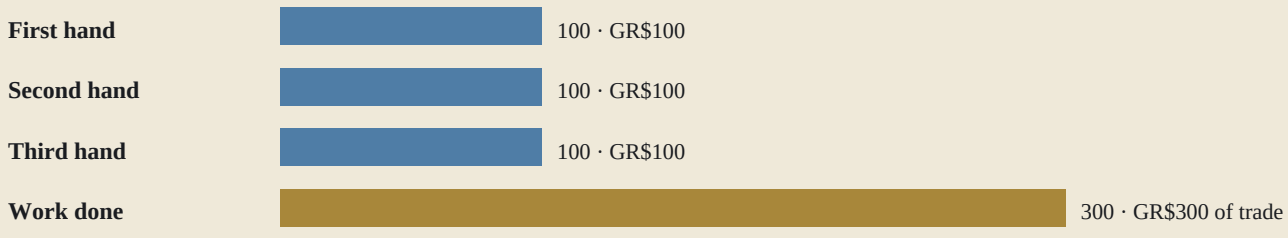
The Grand River dollar (GR$) is the Mohawk Nation of Grand River's own money for paying inside the Nation. One Grand River dollar is always worth one Canadian dollar. For every GR$ in use, a Canadian dollar sits on deposit at two institutions, and is never lent out.

You can pay a Nation shop by phone, at once and free, using a one-time code, your PIN and a daily limit. The shop can pay its staff in GR$, and the staff can spend them at other Nation businesses. Each time a dollar changes hands inside the Nation, it does more work there.

Every night, the day's payments are sealed together and anchored in a public record; every day the amounts owed, held and issued are published and must agree. Anyone can turn GR$ back into Canadian dollars at par, up to GR$1,000 the next business day. The Nation names the main risk first: it works only if enough businesses take it.

Look

How to read it: one dollar going round; the same GR$100 spent three times inside the Nation does the work of GR$300 (an example, not a forecast).



an example, not a forecast

Words to know

Word	What it means here
Currency	Money used in a place.
At par	Exactly equal in value: one for one.
Reserve	Money kept safe to back what is issued.
Redeem	Turn back into the original money.
Circulate	Go round from hand to hand.
Ledger	A record of every payment.
Risk	Something that could go wrong.

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Work with a primary source

> *“One Grand River dollar is one Canadian dollar. Always.”*
>
> The Grand River Dollar poster, from Book XXIII of the National Books.

Ask the source	Your answer
What promise does the source make?	
How does the Nation say it keeps that promise?	
Why might people need to trust it?	
What can the source not tell us?	

Three points of view

What a community’s own dollar can do, described three ways. Read each, then explain why they differ.

Who	What it can do
A shopper	A quick, free way to pay at Nation businesses.
An economist	A way to keep spending circulating locally, if enough businesses accept it.
The Mohawk Nation of Grand River	A step toward the Nation’s own economy, proven every day.

Claim, evidence, reasoning

Choose one claim the poster makes, for example “backed in full, and proven every day”. Then fill in the table.

Claim	Evidence	Reasoning

Answer

1. **Historical significance.** Why might a Nation want its own currency?

2. **Evidence.** What does the Nation publish every day to prove the dollar is backed?

3. **Cause and consequence.** What happens if only a few businesses accept the GR$?

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4. **Continuity and change.** How is the GR$ like a Canadian dollar, and how is it different?

5. **Historical perspective.** Why might a shop owner be cautious at first?

6. **Ethical dimension.** What does a currency owe the people who hold it?

Think about it. When you spend money at a local shop, where does it go next? Follow one dollar as far as you can.

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Performance task: Explain the Grand River dollar to a shop owner

Show what you have learned by explaining it to someone else. Your work should help a reader who has never seen the poster understand it.

Choose one

A letter	Write a one-page letter to your Member of Parliament or to the King explaining how the Grand River dollar works, how it is backed and proven, and what it could do for a business and for the Nation.
An infographic	Design a one-page poster that explains how the Grand River dollar works, how it is backed and proven, and what it could do for a business and for the Nation, with a drawing that puts a person in the picture.
A short talk or podcast	Record or give a two-to-three-minute talk explaining how the Grand River dollar works, how it is backed and proven, and what it could do for a business and for the Nation to someone your age.

What your work must include

- At least three facts with their dates.
- One quotation from the primary source, The Grand River Dollar poster, from Book XXIII of the National Books, in quotation marks.
- At least three of the “Words to know”, used correctly.
- One point of view other than the Mohawk Nation of Grand River’s, explained fairly (A shopper, An economist).
- Your own claim, with the evidence and reasoning behind it.
- A list of the sources you used.

Steps

- Day 1: reread the poster and this sheet; choose your format; write your claim in one sentence.
- Day 2: gather your facts, your quotation and the other point of view; plan your work.
- Day 3: make a first draft; trade with a partner and give each other one compliment and one suggestion.
- Day 4: improve your draft, check the success criteria, and hand it in.

Success criteria: check before you hand it in

☐	My claim is clear.
☐	My facts and dates are correct.
☐	I quoted the source exactly and said where it is from.
☐	I explained another point of view fairly.
☐	I used at least three new words correctly.
☐	I listed my sources.

Due: About four class days from the start. Marked with the Achievement Chart on the teacher’s page.

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For the teacher: standards met

Universal competencies	Identify key facts and claims; Understand perspective and point of view; Make connections, personal to community to larger systems; Analyse and evaluate evidence. The same everywhere, whatever the curriculum.
Curriculum	Ontario Mathematics, Grades 7 and 8, Strand F, *Financial Literacy* (2020), and Grade 10 Civics (CHV2O).
Specific expectations	Teachers choose which specific expectations to assess. The sheet supports the overall expectations named above.
Historical thinking	Each question names its concept: significance, evidence, cause and consequence, continuity and change, perspective, ethical dimension.
Reading level	Flesch–Kincaid grade 8.2 (reading ease 68)
Plain language	Written to ISO 24495-1; new words taught in “Words to know”.
Balance	Three views of the currency, side by side; the sheet names the main risk.
Time and materials	Two periods of 40 to 50 minutes.
Accommodations	Use play money to act out three hands; read aloud or in pairs.

Assessment: the Achievement Chart

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	Names some facts with help	Names the main facts and dates	Explains them accurately	Explains them and how they connect
Thinking	Answers with little use of the source	Uses the source in part	Uses the source to support answers	Weighs the points of view against the source
Communication	Ideas are unclear	Some ideas are clear	Clear, with the new words	Clear, precise, new words used well
Application	Makes few connections	A simple connection to today	Connects the past to today	Explains why it still matters

Answer key

	A good answer includes
1	To keep trade and value circulating inside the Nation, and as a step toward its own economy.
2	The amounts owed, held and issued, which must agree, at /reserves/.
3	It does little extra work; people redeem quickly and the benefit stays small.
4	It is worth the same; it is the Nation’s, used inside the Nation, proven daily.
5	Fear of not being able to spend it, or of extra work.
6	A reasoned view: full backing, honesty about risk, and free conversion.

Sources: Book XXIII, The Grand River Dollar; the Nation’s published reserves at /reserves/. This sheet explains the Mohawk Nation of Grand River’s position beside others.

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