

# CURRICULA

## Roll A Coin Through the Curriculum Unit 2: Confederation

### Introduction

#### Scenario

It took 132 years for Confederation to be completed. This occurred with the creation of the newest territory, Nunavut in 1999. Prior to that, Newfoundland was the last province to finally join Confederation in the year 1949. Not all provinces were created in 1867 when the British North America Act was written. Most came into being after that date and subsequently joined Confederation later on.

#### Provinces and Territories and the year they joined Confederation

Alberta—1905  
 British Columbia—1871  
 Manitoba—1870  
 New Brunswick—1867  
 Newfoundland—1949  
 Northwest Territories—1870  
 Nova Scotia—1867  
 Nunavut—1999  
 Ontario—1867  
 Prince Edward Island—1873  
 Quebec—1867  
 Saskatchewan—1905  
 Yukon Territory—1898

#### Prime Movers and Shakers in Confederation by Province/Territory

Alberta—Frederick William Alpin Gordon Haultain  
 British Columbia—Amor De Cosmos  
 Manitoba—Louis Riel  
 New Brunswick—Samuel Leonard Tilley  
 Newfoundland—Joseph Roberts Smallwood  
 Northwest Territories—David Laird  
 Nova Scotia—Joseph Howe, Charles Tupper  
 Nunavut—Paul Okalik



### Sub-themes

People  
 Provinces/Territories  
 Problems  
 Confusion  
 Railroads

### Curriculum Links

### Evaluation and Assessment

### Rubric

See the above documents posted at [http://teachmag.com/Teach\\_mint.html](http://teachmag.com/Teach_mint.html)

### Activities

Junior (grades 4-6),  
 intermediate (grades 7-9) and  
 senior (grades 10-12)

See the above documents posted at [http://teachmag.com/Teach\\_mint.html](http://teachmag.com/Teach_mint.html)



Photo: © ablestock.com

Ontario—John Alexander Macdonald  
 Prince Edward Island—James Colledge Pope  
 Quebec—George-Étienne Cartier  
 Saskatchewan—Frederick William Alpin Gordon Haultain  
 Yukon—Samuel Benfield Steele

## Problems

The four original provinces joining Confederation saw distinct advantages in joining together as a result of a number of difficulties they continued to face.

### Politics

Ontario and Quebec were known as the province of Canada. The split came later. The provincial government didn't operate smoothly because the English in Ontario and the French in Quebec didn't agree on how to make things work. Politicians thought that by joining together with the other colonies, these problems could be solved.

### Economics

Markets within the colonies were limited. Joining together would allow the colonies to market and sell goods to each other.

### Military

The United States fought a war of independence against Great Britain and won. Great Britain also supported the south against the north during the American Civil War. After the civil war ended, many Americans were angry with Britain and wanted to invade the territory that is now part of Canada. Great Britain thought that if Canada became an independent country, there was less chance of an American invasion.

### Railroads

Although the colonies had invested in building railway lines but had run into money troubles. It was also clear to the politicians that a national railway running from coast-to-coast was a top priority but the colonies individually couldn't afford it. The provincial politicians figured that a united Canada would be able to finance the national railroad initiative.

## Conferences

Leaders from the colonies organized a series of conferences where the idea of confederation was discussed.

### Charlottetown Conference, September 1864

Politicians from the province of Canada, New Brunswick, Nova Scotia and Prince Edward Island met to discuss the idea of a political union.

**Quebec Conference, October 1864**

The leaders met once again to work out more of the details of running a country. Although the leaders from Newfoundland and Prince Edward Island took part in the discussions, they elected not to join confederation at that time.

**London Conference, December 1866-January 1867**

The leaders from New Brunswick, Nova Scotia and the Province of Canada met in London, England to formulate a final draft of their resolutions from the Quebec Conference. The final document became known as the British North America Act. It was approved by the British Parliament. Canada was a go.

**July 1, 1867**

Canada officially became a country with four original provinces and with the Province of Canada split into two: Ontario and Quebec. It would take a long time before all provinces and territories joined in. Canada became a country but a reluctant one.



*The Fathers of Confederation  
at the London Conference, 1866*  
© J.D. Kelly, National Archives of  
Canada/C-006799

**General Outcomes/Expectations**

Students will:

- Understand how Canada became a nation and what conditions led up to this event
- Gain insight into the key individuals who played a role in Canada becoming its own nation
- See how the country evolved geographically as other provinces and territories joined Confederation
- Research the building of the Canadian Pacific Railroad and determine its significance and impact on the country
- Understand how the fundamentals of the economy worked in a brand new nation
- Hone critical assessment and evaluation skills
- Work cooperatively in teams
- Relate historical and contemporary events to determine how one may have influenced the other

**Key Concepts and Issues**

Students will explore why and how Canada became a country, who was involved and the economic factors that led to Confederation.

*This resource was produced for the Royal Canadian Mint by TEACH Magazine, for more information about this educational program please visit [www.teachmag.com](http://www.teachmag.com) or email us at [info@teachmag.com](mailto:info@teachmag.com)*



*First Legislative Council of the United Colony of British Columbia, 1867*  
 Source: National Archives of Canada

## Junior Level Activity

# Confederation: Creating the Currency

### Key Concepts

Students will:

- Research the history of the banking system in Canada
- Understand the importance of the banking system to the economic well-being of the country
- Design a set of original coins to be used as currency
- Use appropriate visual tools in the creation of the coin sets
- Work together cooperatively in teams
- Hone critical thinking and analytical skills
- Support the coin designs with text that supports their recommendations

### Duration

Two to three class periods

### Equipment Required

paper, pens, markers, computers with Internet Access, drawing software (optional), media tools like PowerPoint (optional)

### Resources

[www.collectionscanada.ca/2/2/h2-1250-e.html](http://www.collectionscanada.ca/2/2/h2-1250-e.html),  
[www.currencymuseum.ca/home/about](http://www.currencymuseum.ca/home/about)  
[www.wikipedia.org](http://www.wikipedia.org) (search history of Canadian currency),  
[www.mint.ca](http://www.mint.ca)

### Intro

#### Discuss

Have a general discussion in class about money and its role in society. Why do we have it? What is it used for? What would happen if we didn't have money? How would people buy things if there wasn't any money? Are there alternatives to money? If so, what are they? Jot some of the key discussion points on the board.

#### Introduce

Introduce the topic of currency specifically. How important are coins? Do they have a practical value? Tell the class, they will be designing an original set of coins in groups. As part of the work involved in designing these new coins, they must take on some research to understand how coins are used and the history of coins in Canada. Inform the class that the designs they select for their coins should be

symbolic of something, that they need to represent an important idea or theme. For example, the coins may have a nature theme or relate to the environment or make some connection to Canadian history and so on.

### Divide

Divide the class into teams of three or four students.

### Research

Referring to the Web sites listed above, have the student teams research the history of coins in Canada. They should discover how coin making evolved in the country and also see how coins are actually produced today by the Royal Canadian Mint.

### Assign

Within each group, decisions need to be made about who is going to do what. The group needs to figure out what coins they will design, the denominations of these coins and what tools are required to complete the designs. Markers and paper are fine or if desired, more sophisticated computer-based tools may be used. It is up to the group to decide. Each coin design must be accompanied by some text that explains the importance of the design and what it represents.

### Present

Each team will present their coin designs to the rest of the class. They will explain the significance of the designs and what they represent.

## Extension Activity

If the student teams have access to PowerPoint and are familiar with this presentation software, they may adapt their class coin presentation using this technology. This will allow students to integrate the use of images, text, audio and even video if applicable, to create a more professional presentation while taking advantage of media tools. Students should storyboard their presentation first before entering it into PowerPoint.

Now that students have created their currencies, why not put them to work? What good is money unless it is spent? As a class, set up a market or bazaar where the currencies in use consist of what the teams have created. Each team will set themselves up as a merchant of their choice and they will select what wares they wish to sell. Those who come to their “stall” have to negotiate the price of a particular item which means that each team has to figure this out beforehand. In the case where a buyer had a different currency than the seller, they must negotiate between them the relative value and figure out the rate of exchange (for example, two shekels may equal three zlotys and so on). Have the team members take turns as the buyers and sellers of the



*Photo: © ablestock.com*



## Duration

Four to six class periods

## Equipment Required

Paper, pens, pencils, markers, various art supplies, Computers with Internet access, drawing software (if available)

wares. Please note: the “wares” don’t have to be real items necessarily, they can be virtual items or items depicted in a drawing or made out of art supplies (clay, play doh, popsicle sticks, pipe cleaners etc.)

## Intermediate Level Activity

# Confederation: Connecting the Country

## Key Concepts

Students will:

- Research the history of the railroad in Canada
- Understand the importance of the railroad to Canada’s sovereignty and economic well-being
- Investigate why the government of Sir John A. Macdonald was defeated
- Write a series of articles analyzing the Canadian Pacific Railway bribery scandal
- Design a commemorative medallion that represents the completion of the railroad
- Present their projects to the class
- Hone critical thinking and analytical skills
- Work cooperatively in groups
- Use appropriate media tools

## Resources

[www.cprheritage.com/history/CPRtimeline.pdf](http://www.cprheritage.com/history/CPRtimeline.pdf),

[www.cprheritage.com/history.htm](http://www.cprheritage.com/history.htm)

[www.railways.incanada.net/candate/candate.htm](http://www.railways.incanada.net/candate/candate.htm),

[www.discoverbanff.com/FeaturesReviews/](http://www.discoverbanff.com/FeaturesReviews/)

[AccommodationGuide/8-267.html](http://AccommodationGuide/8-267.html)

[www.cprheritage.com/index.htm](http://www.cprheritage.com/index.htm)

[www.collectionscanada.ca/confederation/023001-580-e.html](http://www.collectionscanada.ca/confederation/023001-580-e.html)

## Intro

Have students review the information above in the introductory section to Confederation. At the time of Confederation, regional railroads existed but the individual provinces, while recognizing the importance of a national railroad, could not afford to foot the bill to build one from coast-to-coast. This was a further reason,

the original four provinces joined together in Confederation and the railroad helped convince the Western provinces, in particular, they should also join. Which they did over a period of some years after 1867. Alberta and Saskatchewan joined the Dominion of Canada in 1905, for example, 28 years after the original four provinces formed the basis for the country. These provinces recently celebrated their centenary and the Royal Canadian Mint produced special commemorative coins to mark the occasion. The government of Saskatchewan gave away 30,000 of their centennial coins to students in school.

**Introduce**

Introduce the topic of isolation versus unity into a classroom discussion. Have students imagine a vast territory where each region, territory or province was self-contained because there was no physical connection between them. Are there advantages to a region being isolated? If so, what might they be? What advantages, if any, are there in having a relatively rapid mode of transport between long distances. What are the economic advantages? What are the political advantages? Make a list on the board based on student suggestions.

**Form**

Form the class into teams of three or four students each. Using the resources listed above, have each team research the history of Canada’s national railroad.

**Storyboard**

Each group will develop a chronological time line depicting the development of Canada’s national railroad from the 1836 to the last spike driven to finish the Canadian Pacific Railway (CPR) in 1885. Along with a simple text narrative, each

group will storyboard their time line. Please see resources above for storyboarding techniques.

**Write**

Each member of the group will write a story about the completion of the CPR as if they were a journalist covering the event of the last spike. Don’t forget to include background information about the railway scandal and why it brought down the government of Sir John A. Macdonald. A member(s) of the group may illustrate the story in their own way rather than write it. Remember to include some text about the importance of this story and what it meant to the country. Why should anyone care about the completion of this railway line? Stories will be handed in to the teacher for evaluation.

**Design**

Each team will work together to design and, if possible, produce a commemorative medallion depicting an interpretation of the Last Spike and what it symbolizes or represents to Canada. Include a short, narrative description of the medallion explaining its mean-

ing, significance and the reasons for the design.

**Present**

Each team will present their medallions to the rest of the class talking about the design, how they came up with the idea and concept and what the medallion represents. Each presentation should last no more than five minutes.

**Extension Activity**

Each team may be given the opportunity to adapt one aspect of the previous activities to a PowerPoint presentation. The team may opt for the stories written about the Last Spike, adapt the storyboard for the railway time line or build a presentation around the commemorative medallion. After working on the PowerPoint presentation, then show it to the class.



# FIELD TRIPS : what's on

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**W**elcome to the latest installment of Field Trips: What's On where we present ideas for a future field trip. In this, the January/February edition, the spotlight subject is PhysEd. A day excursion for PhysEd class is great because many of the destinations provide students with educational activities that keep them active and require teamwork while providing them with a hands-on learning experience.



## FIELD TRIP LOCATIONS

### British Columbia

#### Glacier National Park of Canada and Mount Revelstoke – Revelstoke

Glacier National Park of Canada protects a portion of the Columbia Mountains Natural Region found in the interior wet belt of British Columbia. The park protects unique stands of old-growth cedar and hemlock and is a critical habitat for threatened and endangered wildlife species such as the mountain caribou, mountain goat and grizzly bear. The steep, rugged mountains, warm, moist climate and wide variety of plant and animal life are typical of this natural region.

Mount Revelstoke National Park is a place of contrasts. It has dense, old-growth rainforest of

giant cedar and pine, while further north is found subalpine forest, and finally alpine meadows and tundra.

### PHYS ED SCHOOL PROGRAMS:

#### Predator Prey

(Grade 7 PE or Science, available in fall or spring)

In this large group activity, students take on the role of an animal in the local forest. Students collect food and water tokens to keep their animal alive, and find hiding spots (shelter) to protect them from predators. The game introduction and debrief sessions examine predator-prey relationships and food webs.

Location: Mount Revelstoke Chalet

#### Snowshoeing

(Grades 5-12 PE and Science, available in winter)

For PE classes, safe winter travel and preparedness are the main focus. It will include travel on