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Roll A Coin Through the Curriculum

Unit 2: Confederation

www.mint.ca/teach

Introduction

Scenario

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

Sub-themes

People
Provinces/Territories
Problems
Confusion
Railroads

Curriculum Links

Evaluation and Assessment

Rubric

See the above documents
posted at www.mint.ca/teach

Activities

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

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

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

This resource was produced for the Royal Canadian Mint by TEACH Magazine. For more information about this educational program, please visit www.teachmag.com or email us at info@teachmag.com



ROYAL CANADIAN MINT
MONNAIE ROYALE CANADIENNE



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Problems

As a result of a number of difficulties they continued to face, the four original provinces considering Confederation saw distinct advantages in uniting.

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 did not agree on how to make things work. Politicians thought that by joining together with the other colonies, these problems could be solved.



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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 and won a war of independence against Great Britain. 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 believed that if Canada became an independent country, there would be less chance of an American invasion.

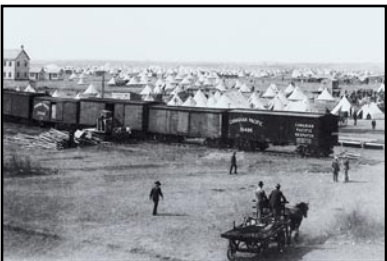


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Railroads

The colonies had invested in building railway lines but had run into money troubles. It was clear to the politicians that a national railway running coast-to-coast was a top priority. Individually, however, the colonies could not afford it. The provincial politicians believed that a united Canada could finance the national railroad initiative.

Conferences

Leaders from the colonies organized a series of conferences at which 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 participated in the discussions, they elected not to join Confederation at that time.



*The Fathers of Confederation
at the London Conference, 1866*
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Canada/C-006799

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, approved by the British Parliament, became known as the British North America Act. Canada was now a country.

July 1, 1867

Canada officially became a country with four original provinces. Two of these provinces—Ontario and Quebec—were formed when the Province of Canada split into two. It would take a long time before all provinces and territories joined the nation. Canada became a country, but a reluctant one.

General Outcomes/Expectations

Students will:

- understand how Canada became a nation and what conditions led 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 will 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 ; and
- relate historical and contemporary events to determine how one may have influenced the other.

Key Concepts and Issues

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

Junior Level Activity

Confederation: Creating the Currency

Duration

Two to three class periods

Equipment Required

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

Outcomes / Expectations

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; and
- support the coin designs with text that sustain their recommendations.



Photo:© ablestock.com

Resources

www.collectionscanada.ca/2/2/h2-1250-e.html

www.currencymuseum.ca/eng/index.php

www.wikipedia.org (search history of Canadian currency)

www.mint.ca

Introduction

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? List some of the key discussion points on the board.

Introduce

Specifically, introduce the topic of currency. How important are coins? Do they have a practical value? Tell the class, it will work in teams to design original sets of coins. As part of the work involved in designing these new coins, teams must research the use and history of coins in Canada. Inform the class that the designs it selects for their coins should be symbolic of an important idea or theme. For example, the sets of coins may have themes relating to nature, the environment, 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 student teams research the history of coins in Canada. They should discover how coin making evolved in the country and how coins are produced today by the Royal Canadian Mint.

Assign

Within each group, decisions must be made about who will do what. The group needs to figure out what coins they will design, coin denominations, and the kinds of tools required to complete the designs: markers, paper or, if desired, more sophisticated computer-based tools. It is up to the group to decide. Text explaining the importance of the design and what it represents must accompany each coin design.

Present

Each team will present their coin designs to the rest of the class, and 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 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 are those created by the teams. Team members will work together to set themselves up as their merchant of choice. They will select what wares they wish to sell. Those who come to their “stall” must negotiate the price of a particular item. Team members must decide prices ahead of time. If it happens that a buyer and seller have different currencies, they must negotiate the relative value and figure out the rate of exchange. (For example, two shekels may equal three zlotys and so on.) Have team members take turns as buyers and sellers of the wares. Please note: the –“wares”– do not have to be real items. They can be virtual items or articles depicted in a drawing or model made from clay, play doh, popsicle sticks, pipe cleaners, and so on.

Intermediate Level Activity

Confederation: Connecting the Country

Duration

Four to six class periods

Equipment Required

Paper, pens, pencils, markers, various art supplies, Computers with Internet access, drawing software optional

Outcomes / Expectations

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; and
- use appropriate media tools.

Resources

www.cprheritage.com/history/CPRTimeline.pdf

www.cprheritage.com/history.htm

www.railways.incanada.net/candate/candate.htm

www.dfait-maeci.gc.ca/kualalumpur/canada-timeline-en.asp

www.discoverbanff.com/FeaturesReviews/AccommodationGuide/8-267.html

www.cprheritage.com/index.htm

www.collectionscanada.ca/confederation/023001-580-e.html



First Legislative Council of the United Colony of British Columbia, 1867

Source: National Archives of Canada

Introduction

Have students review the information above in the introductory section to Confederation. At the time of Confederation, regional railroads existed. While recognizing the importance of a national railroad, the provinces could not afford to build a railroad from coast-to-coast. This was another reason that the original four provinces united in Confederation. The railroad helped convince the Western provinces, that they too, should join Confederation. They joined some years after 1867. Alberta and Saskatchewan, for instance, joined the Dominion of Canada in 1905. This was 28 years after the original four provinces formed the basis for the country. Alberta and Saskatchewan recently celebrated their centenary. To mark the occasion, the Royal Canadian Mint produced special commemorative coins. The government of Saskatchewan gave away 30,000 of their centennial coins to students.

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 timeline depicting the development of Canada's national railroad from 1836 to the last spike driven into the Canadian Pacific Railway (CPR) in 1885. Along with a simple text narrative, each group will storyboard their timeline. Please see *Resources in Community Life in New France* for storyboarding techniques.

Write

Each group member will write a story about the completion of the CPR. Students will write from the perspective of journalists covering the event of the last spike. Remember to include background information about the railway scandal and why it brought down Sir John A. Macdonald's government. Some group members may prefer illustrating the story to writing 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 given 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 meaning, significance, and the reasons for the design.

Present

Each team will present its medallions to the rest of the class. Students will talk about the designs, how they came up with the ideas and concepts, and what the medallions represent. 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 stories written about the last spike, adapt the storyboard for the railway timeline, or build a presentation around the commemorative medallion. Each team will show their PowerPoint presentation to the class.

Senior Level Activity

Confederation: Politics and other Things

Duration

Six to ten class periods

Equipment Required

pens, paper, computers with Internet access

Outcomes / Expectations

Students will:

- research the history of Confederation;
- gain a sense of the major political players in each province and territory;
- be exposed to both the positive and negative aspects of politics;
- understand how to deal with adversity through the examples of historical figures;
- get a sense of how their own province/territory responded to the invitation to join the Dominion of Canada;
- bring historical personalities to life through the creation of a one-act play;
- work cooperatively in teams; and
- hone critical thinking and analytical skills.

Resources

www.collectionscanada.ca/confederation/kids/index-e.html

www.collectionscanada.ca/confederation/jeunesse/index-f.html

www.histori.ca (search Confederation)

www.cbc.ca (search Confederation)

Introduction

Discuss

First, set the context for the class. Refer to the background information in the main introduction that lays out the groundwork leading up to Confederation, the political players involved in forming Canada, and the conditions and events leading up to Confederation. Next, have a general discussion around the topic of Confederation. Determine how students think and feel about it. What, if anything, does Confederation mean to them? Why is it or is it not important? How would the formation of Canada as a country compare to that of the United States for example? Draw examples from current events. For instance, new countries and political systems are forming in places like Iraq, the Ukraine, and Afghanistan. How important is the ability to have a participatory democracy to the people in these countries? Do we, in Canada, take our democracy for granted?



The Fathers of Confederation at the London Conference, 1866
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Select

Have students select one of the provinces and territories.

Research

Each student will research their history of the selected province or territory and the circumstances leading up to its joining Confederation.

Write

Students will each write a summary of their research findings. Maximum length: two pages.

Select

From the list above, each student will select one of the personalities who influenced the move to Confederation.

Research

Each student will research the personality selected.

Write

Each student will write a summary of the research they've compiled on the person they selected. Maximum length: one page.

Form

The teacher will divide the class into groups of three or four. Groups will be asked to create a one-act play based on the research they've undertaken so far.

Share

Each member of the group will share the information they've compiled on the provinces/territories and people.

Discuss

Group members will discuss ideas for a one-act play based on their shared information.

Research

The group will research one-act plays using the resources below and any other resources they wish:

<http://pappy.tw3k.net/theatre-and-drama/how-to-write-a-one-act-play>

www.lazybeescripts.co.uk/OneActPlays/Index.htm

www.playwriting101.com/chapter01

www.suite101.com/article.cfm/playwriting/72788

Assign

Team members will decide who does what. For instance, who will write the one-act play? Will it be a collaborative effort? Who will act in it? The play should be no more than five to seven minutes in length and should illuminate an aspect of Confederation based on the previous research.

Write/Rehearse

Team members will write and then rehearse their one-act play. A minimum of five rehearsals is required.

Perform

Each team will perform its one-act play for the class.

Extension Activity

The Currency Summit
(www.mint.ca)

From information presented earlier in these lesson plans, we know that for many years, Canada and its preceding provincial entities struggled to be consistent with the coins that circulated. Many different types of coins and systems of currencies were used. This made trading confusing and unreliable. The ongoing scarcity of coins also affected the economy. Local economies improved and stabilized once a solution was found. The solution addressed what currency was to be used in day-to-day transactions by buyers and sellers.

We also know that Canada came together as a country for practical reasons: to strengthen the economies of each of the founding provinces; to complete a national railway; and to strengthen defence when viewing the potential for invasion and other military incursions. The men who met to discuss the creation of a country were practical and knew that forming a country made sense for many reasons. Confederation then, the making of Canada, may be viewed in one context as a large, commercial transaction—a business deal.

Scenario

The four founding provinces have just come together as the new country known as Canada. Students now become members of the newly-formed Ministry of Finance, as created by one of the first acts of Parliament. The first significant task given to this new ministry is to convene a Currency Summit and develop a Canadian currency. Divide the class into teams and assign each team or a group of teams, projects to complete. Teams will report to the Summit on their research. Project teams will be given their tasks from the following list of assignments:

- A team will be required to determine what metals to use in the production of coins. They should research which metals are best, determine which metals to use, identify the source of the metals, and decide how the new mint will collect these metals. How can the ministry assure the Mint that there will be no shortage of appropriate metals? The project team will make a presentation on the above to the Summit.
- Once the metal supply has been determined, the next project team will need to determine and outline in detail how the coins will be made. What are the processes involved? The project team will create a PowerPoint presentation to report on the results. They will make recommendations on resources required, processes, methodologies and technologies to be employed.
- Given that the metal supply has been established and the minting process studied, the next project team will need to determine how the newly-minted coins will be circulated. They must also determine the relative value of these coins so consumers can decide what they can buy with their new coins. A system of denomination must be established and it must correspond to goods for sale in the marketplace. The team will report their findings to the Summit.
- Slowly, the infrastructure for the new coin system is being established, at least in theory. The next project team will determine how consumers, everyday people in the community, will find out about the new coins as they are issued. Will they hear a town crier in the marketplace? Will a proclamation or discreet communication be issued? The team must determine how many coins to produce and how to circulate these coins. In other words, they need to develop a distribution system.
- The new government of Canada wishes to replace all of the old coins with new ones. That means, it must convince people to give up their old coins. This last project team will create a plan to communicate to people that the new coins are superior and should be used while the former coins will be discontinued and redeemed by the government. The project team must develop a way to promote the new coins and reacquire all of the old ones. The team will present its plan to the Summit.