

Financial Realities and Economic Factors Affecting British North America at the Time of Confederation

Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 (2004) History, Grade 8, Confederation
The Arts: Grades 1–8 (2009) Grade 8, Drama

Overview

Students explore concepts related to 19th century investments, trade relationships, and the effects of financial decision making and their roles as factors leading to Confederation. Students research images that they use to create a series of tableaux that portray the personalities, factors, implications and consequences of financial issues facing the British North American (BNA) colonies prior to Confederation. Through monologues, students show their understanding of financial challenges faced by the colonies and an understanding of the economy at the time.

Connections to Financial Literacy

Economic situations: Students investigate the financial reality (e.g., colonies wanted to grow and expand) and goals of their selected colony (e.g., wanted economic development, inter-colony railroad for trade, the need for trade markets)

Financial decisions, planning for the future: Students identify various financial matters facing the colonies (e.g., building a national railroad, demise of the Reciprocity Treaty, debt from the Grand Trunk Railway project, cost of canal building) and how they were connected to their future.

Understanding economy: By exploring trade relationships of that time (e.g., trading partners: Britain with its colonies; the colonies with the United States; the United States with Britain; amongst other colonies) as well as the role of duties and tariffs, students gain an understanding of how trade is related to the economy of nations.

Connections to Curriculum

Students understand the financial concepts related to external and internal trade and other economic issues facing Canada at the time of Confederation. The content focus is on the strand *History: Confederation*, specifically identifying key economic, social, and political characteristics and factors at the time of Confederation and *The Arts: Drama*, specifically examining multiple perspectives.

The curriculum expectations addressed in each lesson are identified within the lesson plan. The curriculum expectations, including examples and other supporting information, can be accessed through a hyperlink within the lesson.

Considerations for Planning

The financial factors and events that created the country of Canada in 1867 had different effects on the people living in the British North American colonies during the 19th century.

To engage deeply in the learning and to experience success, students must have background knowledge about the social and economic issues of the time just before Confederation. The lessons start with an in-depth review of students' previous learning and proceed to have them apply that learning through drama activities.

Resources that reflect the diversity of the population and include many perspectives in addition to those of the British or French majority should be available for students' reference.

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Economic Realities and Goals Lesson 1

Students explore concepts related to 19th century investments, intercolonial and external trade relationships, and the effects of financial decision-making. They research pictures and paintings and use them to create a series of tableaux that portray the issues, personalities, factors, implications and consequences of financial issues facing the BNA colonies prior to Confederation. Through these tableaux, students show their understanding of financial and political decisions faced by the colonies and an understanding of intercolonial and external trade and the economy at the time.

Connections to Financial Literacy

Economic situations: Students investigate the financial reality (e.g., colonies wanted to grow and expand) and goals of their selected colony (e.g., economic development, inter-colony railroad for trade, the need for trade markets)

Financial decisions, planning for the future: Students identify various financial matters facing the colonies (e.g., building a national railroad, demise of the Reciprocity Treaty, debt from the Grand Trunk Railway project, cost of canal building) and how they were connected to their future.

Curriculum Expectations

[Click here](#) to access expectations in full, with examples.

History: Confederation

- describe the internal and external political factors, key personalities, significant events, and geographical realities that led to the creation of the Dominion of Canada in 1867, and to the growth of Canada as other provinces and territories joined Confederation

Knowledge and Understanding

- identify key social, political, economic, and physical characteristics of the British North American colonies between 1850 and 1860

Inquiry/Research and Communication Skills

- describe and analyse conflicting points of view about a historical issue or personality

The Arts: Drama

B1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives.

- B1.1** engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities

Learning Goals

Students will:

- use visual images to learn more about and explain the economic and trade factors that led to confederation
- use tableaux to demonstrate their understanding of the economic factors

Sample Success Criteria

I can identify economic factors and the financial decisions that led to Confederation.

I can use tableaux to represent different perspectives on the financial issues of that time.

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Economic Realities and Goals Lesson 1		
Considerations for Planning		
<p>Readiness</p> <p>The student should know:</p> <ul style="list-style-type: none"> • the social (e.g., social composition), political (e.g., political leader), and physical (e.g., industry, resources) characteristics of each colony • some of the factors and events leading up to Confederation 	<p>Terminology</p> <ul style="list-style-type: none"> • Confederation • Corn Laws • Factors • Fenians • Inter-colonial trade • Manifest Destiny • Political cartoons • Political deadlock • Reciprocity • Responsible government • Tariffs 	<p>Materials</p> <ul style="list-style-type: none"> • A selection of images that depict factors leading to Confederation <p>(Note: Some appropriate images could come from History textbooks.)</p>
<p>Further Considerations</p> <p>Websites for picture walk photos and visuals:</p> <ul style="list-style-type: none"> • Library and Archives Canada (Gallery): A variety of photos showing debates, key political figures; one image about militia of 1862 • Canada's Got Treasures (Fathers of Confederation) • History of Canada Online (Causes of Confederation) • Collections Canada: Trains • History of Canada Online: The Road to Confederation • The Canada Encyclopedia: Reciprocity • Repeal of the Corn Act 1846 • Gold Rush Fever in B.C. 1858-63 • Canada's Rail Legacy • The Reciprocity Treaty 1854 		

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Economic Realities and Goals Lesson 1	
Minds On	Connections
<p>Whole Class → Grand Conversation Organize a class discussion, using the Grand Conversation strategy, to review and determine students' understanding of life in the British North American colonies just prior to Confederation.</p> <p>Questions to Guide Discussion</p> <ul style="list-style-type: none"> • What was the economic, social, and political life like in the British colonies in the decades immediately preceding Confederation? • Why was trade important? • Describe the difference between the intercolonial and external trade relationships at the time? • What was the relationship between trade and resources (e.g., the timber trade and trade in wheat)? • What was the relationship between trade and transportation? • What did the leaders of the colonies want for the respective colonies? • What did citizens in Canada West, citizens in the Maritime colonies, black loyalists, farmers, and timber traders want for themselves? 	

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Economic Realities and Goals Lesson 1	
Action!	Connections
<p>Small Groups → Picture Walk</p> <p>Prepare sets of photos depicting factors that lead to Confederation, for example:</p> <ol style="list-style-type: none"> take-over threats (e.g., Fenian raids, American invasion) political deadlock trade issues (e.g., repeal of the Corn Laws, Sugar Act) the need for a railroad changing colonial attitudes <p>Deconstruct the photos using the following questions as guides:</p> <ul style="list-style-type: none"> - Who took the photo and who was the intended audience? - What are your first impressions of the photo? - What is being depicted in the photo? - Are there any subtle details in the photo that change your impressions or that lead you to ask more questions? - What are some other possible interpretations of the photo? <p>Working in small groups, students examine one set of photos to:</p> <ul style="list-style-type: none"> • Identify perspectives represented in each factor, e.g., changing colonial attitudes: British wanted less responsibility for BNA colonies while colonies wanted more power to govern themselves • Relate the factors and perspective to an economic issue: <ul style="list-style-type: none"> - Trade Relationship (e.g., BNA colonies lost preferential trading with Britain) - Financial Decision (e.g., consequences of the repeal of the Corn Laws) <p>Review or describe the process of developing a tableau.</p> <p>Each group creates a series of 3-5 tableaux that depict the factors, relationships, and perspectives based on information found in each set of visuals. The group chooses one tableau to present to the class.</p> <p>Each group presents its chosen tableau to one other group to gain feedback about the accuracy/clarity of the message before performing it for the class.</p>	<p>Tip</p> <p>You may wish to have students use paintings and search on their own for images at www.collectionscanada.gc.ca. Suggest what they should look for, such as searching by colony (Canada West, New Brunswick, etc...)</p> <p>A for L In roving conferences with the groups, ask probing questions to guide students' thinking and provide feedback to move the learning forward.</p> <p>Tips</p> <p>Students could look at pictures of the debates of the repeal of the corn laws or Lord Elgin negotiating the reciprocity treaty or political cartoons and then recreate a series of tableau based on the photographs of the debates that took place. The students could research pictures or paintings from these debates.</p> <p>A tableau is a group of actors, carefully posed who not speak or move throughout the duration of the display. The approach connects the art forms of the stage with those of painting/photography.</p> <p>A for L Groups use the feedback to refine their tableaux.</p>
Consolidation	Connections
<p>Whole Class → Sharing Perspectives</p> <p>Guide a general discussion in which students respond to the question: What were the economic realities facing the colonies just prior to Confederation?</p> <p>Volunteers provide a rationale for their perspective.</p> <p>Record their responses for reference during the study.</p>	

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Understanding Perspectives Lesson 2

Students explore the concepts related to 19th century investments, trade relationships, and the effects of financial decisions from the perspective of one group of people (e.g., farmer, wife of landowner, Black Loyalist, American merchant, First Nation community member). Through monologues, students show their understanding of financial and trade decisions faced by the colonies and an understanding of the economy at the time.

Connections to Financial Literacy

Understanding economy: By exploring trade relationships of that time (e.g., trading partners: Britain with its colonies; the colonies with the United States; the United States with Britain; amongst other colonies) as well as the role of duties and tariffs, students gain an understanding of how trade is related to the economy of nations.

Curriculum Expectations

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Knowledge and Understanding

- identify key social, political, economic, and physical characteristics of the British North American colonies between 1850 and 1860

Inquiry/Research and Communication Skills

- describe and analyse conflicting points of view about a historical issue or personality

The Arts: Drama

B1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives.

- B1.1** engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities

Learning Goals

Students will:

- analyse the economic and trade factors that lead to Confederation in mid 1800s
- use monologues to demonstrate their understanding of the economic and trade relationships at the time

Sample Success Criteria

I can connect ways the financial and economic matters linked to the social, political lives of the citizens in the colony, using historical information.

I can present historical information in a monologue.

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Understanding Perspectives Lesson 2		
Considerations for Planning		
<p>Readiness</p> <p>The student should know:</p> <ul style="list-style-type: none"> • the social (e.g., social composition), political (e.g., political leaders), and physical (e.g., industry, resources) characteristics of each colonies • some of the factors and events leading up to Confederation 	<p>Terminology</p> <ul style="list-style-type: none"> • Reciprocity • Free trade 	<p>Materials</p> <ul style="list-style-type: none"> • Props for monologues

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Understanding Perspectives Lesson 2	
Minds On	Connections
<p>Whole Class/Individual → Brainstorm and Categorizing</p> <p>Brainstorm and list categories of citizens who lived just prior to Confederation, (e.g., farmer, wife of landowner, Black Loyalist, American merchant, First Nation community member).</p> <p>Individually, students identify issues or concerns individual citizens may have faced, based on the factors, relationships, situations and perspectives discussed in the previous lesson. They write each issue/concern on a separate sticky note and post the notes under the appropriate categories.</p> <p>As a class, review the issues posted under each heading and note the ones that present the same idea.</p>	<p>Tip</p> <p>It would be helpful to represent these groups in the images selected: Gold rush miners, railway builders, farmers, landowners, politicians, First Nations people, Métis</p> <p>A or L Observe to determine whether students understand the issues.</p>
Action!	Connections
<p>Whole Class → Brainstorm</p> <p>Review characteristics of a good monologue and record on a graphic organizer.</p> <p>Individual → Drama Monologue</p> <p>Students select one person whose perspective they wish to represent in a monologue, using some of the points mentioned on the sticky notes. They prepare or write in role about their perspective on Confederation, focusing on economic situations and financial decisions facing the colonies and how these decisions would affect their lives. Monologues could be presented in person, recorded or written.</p>	<p>An effective monologue should:</p> <ul style="list-style-type: none"> • Present relevant information • Be concise • Catch the audience's attention <p>Tip</p> <p>Provide students with sentence starters for presenting their monologue, if necessary, based on the co-constructed criteria used to assess the learning.</p>

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Understanding Perspectives Lesson 2	
Consolidation	Connections
<p>Individual/Small Groups → Monologue Presentation</p> <p>When students complete their monologue, they self-assess their work using a checklist prepared from the class organizer. They present their monologues in small groups.</p> <p>Using these co-constructed criteria, group members make positive comments on the presentations and give one suggestion for improvement.</p> <p>Individual → Reflection</p> <p>Students prepare an Exit Card using one of the following:</p> <p>What are some questions you would ask one of the characters from today's monologues?</p> <p>Star - One thing I liked Wish - One thing I wish I could learn more about Lightbulb - One idea that I learned</p> <p>3-2-1 3 things I learned 2 things I like 1 question I have</p>	<p>A of L First students and then peers use the success criteria to make sure the monologues contain the historical information (e.g., life in colonies), financial literacy (e.g., economic situations of the colonies) and drama criteria (e.g., requirements of a monologue)</p> <p>A of L Teacher gives feedback using the same checklist criteria.</p>

Economic Realities and Goals Lesson 1

Curriculum Expectations

Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 (2004)	
History: Confederation	
Overall Expectations	Specific Expectations
<ul style="list-style-type: none"> describe the internal and external political factors, key personalities, significant events, and geographical realities that led to the creation of the Dominion of Canada in 1867, and to the growth of Canada as other provinces and territories joined Confederation 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> identify key social, political, economic, and physical characteristics of the British North American colonies between 1850 and 1860 (e.g., British, French, First Nation, and Black communities); <p>Inquiry/Research and Communication Skills</p> <ul style="list-style-type: none"> describe and analyse conflicting points of view about a historical issue or personality (e.g., British versus Canadian points of view about trade and defence; Queen Victoria, Sir John A. Macdonald, Joseph Howe, Louis Riel)

The Arts, Grades 1–8 (2009)	
Drama	
Overall Expectations	Specific Expectations
<p>B1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives.</p>	<p>B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities (e.g., <i>identify significant perspectives related to an issue and assume roles to give voice to the different perspectives; use improvisation to communicate insights about life events and relationships; develop and present anthology dramas, short scripts, or multi-role plays for a single actor</i>)</p> <p>Teacher prompt: “How could you use drama conventions such as conversations, mapping, or role on the wall to dramatize two opposing views on a community issue (e.g., consumerism, landfills, bike lanes)?”</p>

Understanding Perspectives Lesson 2

Curriculum Expectations

Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 (2004)	
History: Confederation	
Overall Expectations	Specific Expectations
<ul style="list-style-type: none"> describe the internal and external political factors, key personalities, significant events, and geographical realities that led to the creation of the Dominion of Canada in 1867, and to the growth of Canada as other provinces and territories joined Confederation 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> identify key social, political, economic, and physical characteristics of the British North American colonies between 1850 and 1860 (e.g., British, French, First Nation, and Black communities); <p>Inquiry/Research and Communication Skills</p> <ul style="list-style-type: none"> describe and analyse conflicting points of view about a historical issue or personality (e.g., British versus Canadian points of view about trade and defence; Queen Victoria, Sir John A. Macdonald, Joseph Howe, Louis Riel)

The Arts, Grades 1–8 (2009)	
Drama	
Overall Expectations	Specific Expectations
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