

Social Studies

Canadian History 1201

Interim



Curriculum Guide
September 2011

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Mr. Derek Matthews

Mr. Calvin Strickland

Introduction

Background

The Atlantic Canada social studies curriculum was planned and developed by regional committees whose deliberations were guided by consideration of the learners and input from teachers. The regional committees consisted of teachers, other educators, and consultants with a diverse range of experiences and backgrounds in education. Each curriculum level was strongly influenced by current social studies research and developmentally appropriate pedagogy.

Aims of Social Studies

The vision for the Atlantic Canada social studies curriculum is to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.

An effective social studies curriculum prepares students to achieve all essential graduation learnings. In particular, social studies, more than any other curriculum area, is vital in developing citizenship. Social studies embodies the main principles of democracy, such as freedom, equality, human dignity, justice, rule of law, and civic rights and responsibilities.

The social studies curriculum provides opportunities for students to explore multiple approaches that may be used to analyze and interpret their own world and the world of others. Social studies presents unique and particular ways for students to view the interrelationships among Earth, its people, and its systems. The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of Canada and the world, and to participate in the democratic process to improve society.

In particular, the social studies curriculum:

- integrates the concepts, processes, and ways of thinking drawn from the diverse disciplines of the social sciences (including history, geography, economics, political science, sociology, and anthropology). It also draws from literature and the pure sciences;
- provides the multidisciplinary lens through which students examine issues affecting their lives from personal, provincial, national, academic, pluralistic, and global perspectives.

Purpose of Curriculum Guide

The overall purpose of this curriculum guide is to advance social studies education and social studies teaching and learning, and at the same time, recognize and validate effective practices that already exist in many classrooms.

More specifically, this curriculum guide:

- provides detailed curriculum outcomes to which educators and others can refer when making decisions concerning learning;
- experiences, instructional techniques, and assessment strategies in the social studies program;

- informs both educators and members of the general public about the philosophy and scope of social studies education;
- promotes the effective learning and teaching of social studies.

Guiding Principles

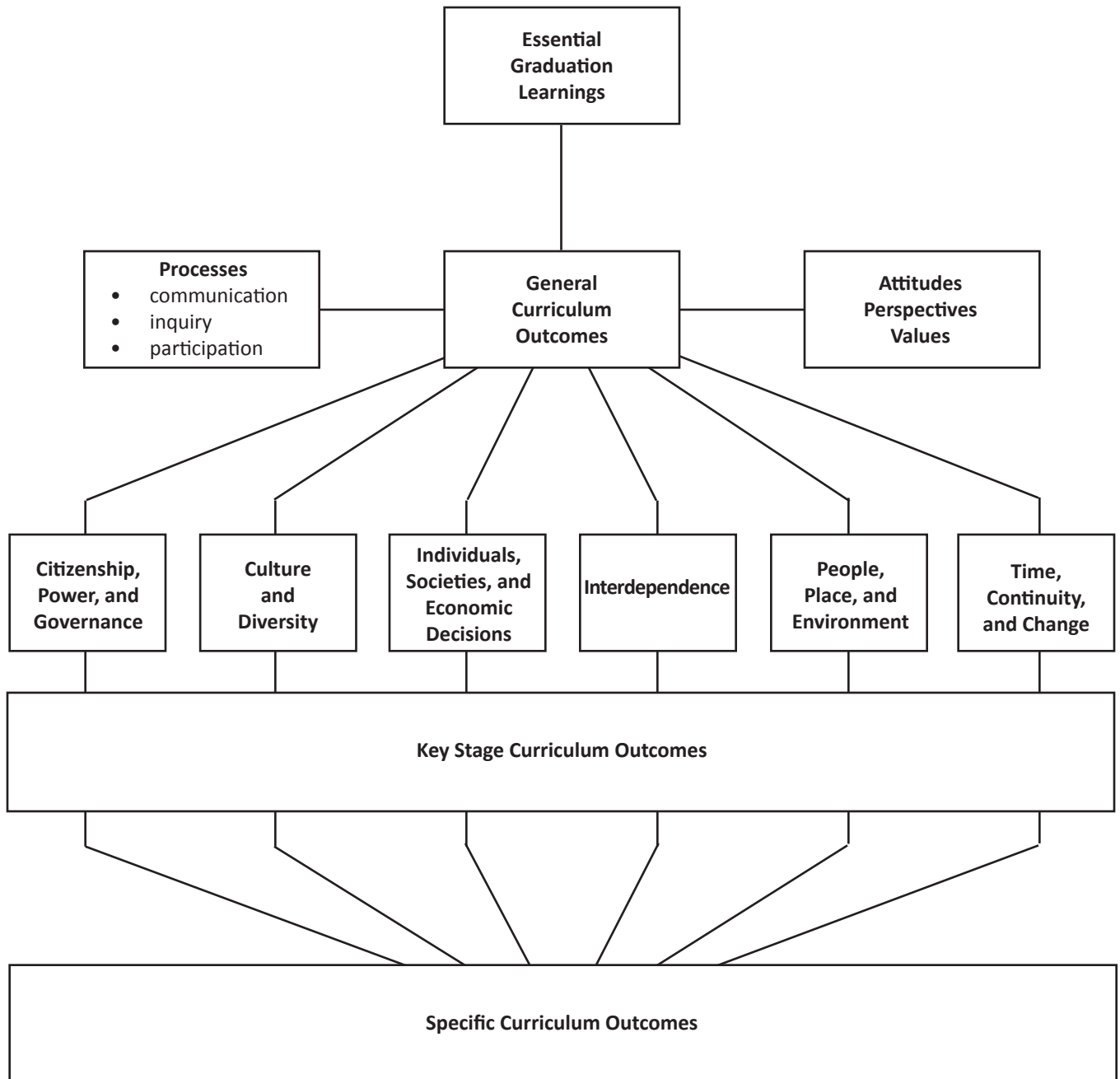
All kindergarten to grade 12 curriculum and resources should reflect the principles, rationale, philosophy, and content of the Foundation for the Atlantic Canada Social Studies Curriculum (1999) by:

- being meaningful, significant, challenging, active, integrative, and issues based;
- being consistent with current research pertaining to how children learn;
- incorporating multiple perspectives;
- promoting the achievement of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), and Key-Stage Curriculum Outcomes (KSCOs);
- reflecting a balance of local, national, and global content;
- promoting achievement in the processes of communication, inquiry, and participation;
- promoting literacy through the social studies;
- developing knowledge, skills, and attitudes for lifelong learning;
- promoting the development of informed and active citizens;
- contributing to the achievement of equity and supporting diversity;
- supporting the realization of an effective learning environment;
- promoting opportunities for cross-curricular connections;
- promoting resource-based learning;
- promoting the integration of technology in learning and teaching social studies; and
- promoting the use of diverse learning and assessment strategies.

Program Design

Overview

This social studies curriculum is based on Foundation for the Atlantic Canada Social Studies Curriculum (1999). Specific Curriculum Outcomes (SCOs) were developed to be congruent with Key-Stage Curriculum Outcomes (KSCOs), General Curriculum Outcomes (GCOs), and Essential Graduation Learnings (EGLs). In addition, the processes of social studies, as well as the attitudes, values, and perspectives, are embedded in the SCOs.



Essential Graduation Learnings

The Atlantic provinces worked together to identify abilities and areas of knowledge considered essential for students graduating from high school. These are referred to as Essential Graduation Learnings (EGLs). Explanation of how the EGLs are expressed in Canadian History 1201 to help students move towards attainment of the EGLs are given below.

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Whether analysing historical artifacts or interpreting music, art and literature, students develop an appreciation of the role the arts play in interpreting their world and the world of others.

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

History plays a prominent role in enabling students to develop as responsible citizens. By their very nature, history and social studies in general, provide numerous opportunities to develop the various elements of citizenship education.

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s), as well as mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.

Communication is implicit in history as students are asked to speak, listen, read, view, think, dramatize, and articulate their thoughts.

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Personal development requires that individuals first know who they are - that they have a sense of identity, and that they know where they fit in the scheme of things. Many of the ethical issues that confront today's students must be examined from the critical perspective provided through history.

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

History helps students to respond as citizens to the problems that confront the world today with reference to their historical, social, economic, political,

and geographic context. Thus, students will be able to act as empowered citizens, making the necessary decisions and solving problems in a critical and creative manner.

Technological Competence

Graduates will be able to use a variety of technologies; demonstrate an understanding of technological applications; and apply appropriate technologies for solving problems.

History is replete with opportunities to study the effect technological development has on society. Recognizing the complex issues raised by old and new technologies is critical to achieving technological competence.

Spiritual and Moral Development

Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

Many of the spiritual and moral issues which confront students today such as human rights, gender issues, and religious freedoms must be examined in light of their historical perspective and the changes which have taken place over time.

General Curriculum Outcomes

The General Curriculum Outcomes (GCOs) for the social studies curriculum are organized around six conceptual strands. These General Curriculum Outcomes statements identify what students are expected to know and be able to do upon completion of study in social studies. Specific social studies concepts are found within the conceptual strands. Examples of Key-Stage Curriculum outcomes by the end of grade 12 are given for each General Curriculum Outcome.

Citizenship, Power, and Governance

Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship, and the origins, functions, and sources of power, authority, and governance.

By the end of grade 12, students will be expected to:

- *identify and evaluate various strategies for influencing public policy*
- *evaluate public issues, taking into account multiple perspectives*

Culture and Diversity

Students will be expected to demonstrate an understanding of culture, diversity, and world view, while recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

By the end of grade 12, students will be expected to:

- *analyse how the function of a group may be influenced by such factors as ethnicity, age, gender, and status*
- *evaluate the policy of multiculturalism and its implication for Canada*

Individuals, Societies, and Economic Decisions

Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

By the end of grade 12, students will be expected to:

- *evaluate factors that influence the distribution of wealth locally, nationally, and internationally*
- *analyse the dynamics of the market in the local, national, and global economy*

Interdependence

Students will be expected to demonstrate an understanding of the interde-

pendent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

By the end of grade 12, students will be expected to:

- *analyse and evaluate the opportunities and challenges of an increasingly interdependent world*
- *evaluate and propose possible solutions to issues resulting from interactions among individuals, groups, and societies*

People, Place, and Environment

Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

By the end of grade 12, students will be expected to:

- *analyse the interactions within and between regions*
- *evaluate the role of perspective, power, and authority in the use of and development of policies to manage Earth's resources*

Time, Continuity, and Change

Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

By the end of grade 12, students will be expected to:

- *apply historical methodology to interpret and understand time, continuity, and change at an age-appropriate level*
- *analyse and compare events of the past to the present in order to make informed, creative decisions about issues*

Processes

The social studies curriculum consists of three major processes: communication, inquiry, and participation. These processes are reflected in the “Suggestions for Learning and Assessment” found in social studies curriculum guides. These processes incorporate many skills—some of which are responsibilities shared across curriculum areas, whereas others are critical to social studies.

Communication

Communication requires that students listen, read, interpret, translate, and express ideas and information.

Inquiry

Inquiry requires that students formulate and clarify questions, investigate problems, analyze relevant information, and develop rational conclusions supported by evidence.

Participation

Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.

Attitudes, Values, and Perspectives

By Conceptual Strand

Listed below are major attitudes, values, and perspectives in social studies that have been organized according to the six conceptual strands and the three processes of the foundation document. Some attitudes, values, and perspectives are embedded in more than one strand or process—this is consistent with the integrative nature of social studies.

Citizenship, Power, and Governance

- appreciate the varying perspectives on the effects of power, privilege and authority on Canadian citizens
- develop attitudes that balance rights with responsibilities
- value decision-making that results in positive change

Culture and Diversity

- recognize and respond in appropriate ways to stereotyping/ discrimination
- appreciate that there are different world views
- appreciate the different approaches of cultures to meeting needs and wants

Individuals, Societies, and Economic Decisions

- appreciate the wide range of economic decisions that they make and their effects
- recognize the varying impact of economic decisions on individuals and groups
- recognize the role that economics plays in empowerment and disempowerment

Interdependence

- appreciate and value the struggle to attain universal human rights
- recognize the varying perspectives on the interdependence among society, the economy and the environment
- appreciate the impact of technological change on individuals and society

People, Place, and the Environment

- appreciate the varying perspectives of regions
- value maps, globes and other geographic representations as valuable sources of information and learning
- appreciate the relationship between attributes of place and cultural values

Time, Continuity, and Change

- value their society's heritage
- appreciate that there are varying perspectives on a historical issue
- recognize the contribution of the past to present-day society

By Process

Communication

- read critically
- respect other points of view
- use various forms of group and interpersonal communication

Inquiry

- recognize that there are various perspectives in the area of inquiry
- recognize bias in others and in themselves
- appreciate the value of critical and creative thinking

Participation

- take responsibility for individual and group work
- respond to class, school, community, or national public issues
- value the importance of taking action to support responsible citizenship

Contexts for Learning and Teaching

Rationale

The word “history” has at least two meanings: it can mean simply “the past” and everything that happened in it; or the disciplined study of human activity in that past. It is the latter with which we are concerned here, since this course aims to introduce students, not only to the history of Canada, but also to how historians go about their work to gain an understanding of the past.

History as a Discipline

History is essential to the search for knowledge. First, if we seek fully to understand the present, we need to know what happened in the past. History orients us in time, and helps to explain why we are living where we are, and the way we behave and are governed. It helps us understand complex current issues of public policy, thus contributing to the development of informed and active citizens.

Second, history is the study of people, both as individuals and in society, and how they behave. In the context of this course, we are studying the people who have lived in Canada for the past century - their achievements and failures, their responses to and adaptations of the natural environment, their beliefs and lifestyles, and how they governed themselves. It is relevant to ask why and how they shaped their legacy, and what we can learn from their experiences. Their history contributes to our identity.

This means that historians do move beyond dates and chronologies to examine how and why things happened in the way they did. It is an historical fact, for example, that Newfoundland and Labrador joined Canada in 1949, but the historian analyses the various factors that were involved in the event in order to explain it. In short, historians provide interpretations which seek to make the past intelligible to us in the present.

Historical evidence comes in a wide variety of forms - for example, material objects, letters, newspapers, photographs, maps, drawings, account books, the memories of older people, stories and songs. The good historian finds as much of this primary evidence as possible, and then begins to ask what it all means, how its parts fit together, and how many gaps must be filled. The end product will usually be a written account which presents an interpretation of the evidence.

Interpretations of the evidence, however, may vary. Accordingly, a final, definitive explanation of any aspect of the past is somewhat elusive.

The relationship between past and present is always changing and so is the evidence available. Also, the historian is a product of a given time and place and has to make judgements about the value of often flawed evidence. Nevertheless, as we find out more and more about the human

past, it becomes more clearly focussed and we begin to see, perhaps, what actually may have happened. Historians are not mere storytellers.

History has one foot in the humanities and the other in the social sciences: that is, it is a hybrid, which borrows from other disciplines whatever theories and methodologies it finds useful. There are, moreover, many varieties of history, a fact which complicates the discussion even further. The traditional, broad categories are political, social and economic history, each of which overlap and have their own subdivisions. This course places primary emphasis on social and economic factors, but recognizes that the study of politics and government is also indispensable. All three areas are obviously interrelated.

Third, the important tasks of teaching history, according to Osborne (2000), are to “first, instill in students an interest in and even a love for the past while at the same time freeing them from blind obeisance to heritage and tradition; second, to give them a sense of connectedness that helps them identify with the whole human story, and to locate the present in the setting of both past and future; third, to help them think historically; fourth, to show them the range of human action and behaviour...; fifth, to show human beings as active agents in the historical process; and, sixth, to help them understand the nature of their country and of the world of which it is a part.” (p. 431)

Such views of history have persuaded many educators and members of the general public that history is an integral part of a balanced curriculum. This course emphasizes the importance of history and heritage in our lives today, and recognizes that Canada’s history is shapes its culture and identity, and points to its future

Principles Underlying the Social Studies Curriculum

Empowering and effective social studies is meaningful, significant, challenging, active, integrative, and issues-based.

Meaningful

Meaningful social studies encourages students to learn through purposeful experiences designed around stimulating ideas, social issues, and themes, and discourages the memorization of disconnected pieces of information.

Significant

Significant social studies is student-centred and age appropriate. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students need to know and be able to apply in their lives.

Challenging

Challenging social studies involves teachers modelling high expectations for their students and themselves, promoting a thoughtful approach to inquiry, and demanding well-reasoned arguments.

Active

Active social studies encourages students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.

Integrative

Integrative social studies crosses disciplinary borders to explore issues and events, while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the physical and cultural environment by making appropriate and meaningful connections to the human disciplines and to the concepts of time, space, continuity, and change.

Issues-based

Issues-based social studies considers the ethical dimensions of issues and addresses controversial topics. It encourages consideration of opposing points of view, respect for well supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.

The Social Studies Learning Environment

With the accelerating pace and scope of change, today's students cannot prepare for life by merely learning isolated facts. Problem solving, critical and creative thinking, and informed decision making are essential for success in the future. The social studies learning environment contributes significantly to the development of these critical attributes to prepare students as lifelong learners.

The Effective Social Studies Classroom

An effective instructional environment incorporates principles and strategies that recognize and accommodate varied learning styles, multiple intelligences, and abilities that students bring to the classroom. Teaching approaches and strategies foster a wide variety of experiences to actively engage all students in the learning process. The nature and scope of social studies provide unique opportunities to do this. To meet these challenges, the social studies program reflects a wide range of elements.

Respectful of Diversity

Students come to the classroom from backgrounds that represent the reality of Canada's diversity, whether it is in terms of social identity, economic context, race/ethnicity, or gender. The social studies learning environment affirms the positive aspects of this diversity. It fosters an understanding and appreciation of the multiple perspectives that this diversity can lend to the classroom. Regardless of backgrounds, students should be given equal access to educational opportunities.

Inclusive and Inviting

The social studies classroom should be a psychologically safe place in which to learn. It should be free from bias and unfair practices that may arise from perceptions related to ability, race, ethnicity, culture, gender, or socioeconomic status. Students come with different attitudes, levels of knowledge, and points of view. These differences should not be obstacles, but opportunities to rise above stereotypes and to develop positive self-images. Students should be provided collaborative learning contexts through which they can become aware of and transcend their own stereotypical attitudes and behaviours.

Engaging and Interactive

If classrooms are to be places where there is respect for diversity and where learning is engaging and interactive, students will be expected to participate in inquiry and problem-solving situations. Students will be provided with direct and vicarious experiences to which they can apply social studies skills, strategies, and processes for purposeful ends. Rather than assume a passive role, students will bring their critical faculties to information and knowledge to shape information into meaningful patterns.

Relevant and Significant

The Canadian History 1201 curriculum should provide learning situations that incorporate student interests and encourage students to question their knowledge, their assumptions, and their attitudes. In so doing, they will come to understand and appreciate their own heritage and culture at a deeper level. Past history and contemporary studies play a key role since they provide the building blocks of social studies. In addition, the students' rational and critical involvement in learning about these plays an integral part in development of the person and citizen.

Instructional Approaches

It is recognized that the most effective instructional approach is one that is eclectic in nature. The classroom teacher employs those instructional strategies deemed most appropriate given the needs of the learner, the learning outcomes, and the resources available. One cannot be prescriptive in favour of any single teaching method in grade nine social studies since (1) students differ in interests, abilities, and learning styles, and (2) components of the course differ in terms of intent, level of conceptual difficulty, and the relative emphases on knowledge, skills, and values. Therefore, the discerning teacher will use a variety of methods in response to a variety of instructional situations.

Effective social studies teaching creates an environment that supports students as active, engaged learners. Discussion, collaboration, debate, reflection, analysis, and application should be integrated into activities when appropriate. Teaching strategies can be employed in numerous ways and combinations. It is the role of the teacher to reflect on the program outcomes, topics, resources, and nature of the class and individual students. They can then select approaches best suited to the circumstance.

In this regard, planning for instruction should be informed by a constructivist approach to learning, where students use prior knowledge as they construct new understanding. Teachers will lead students so that students can question and then search for answers as they move through the curriculum.

The Canadian History 1201 curriculum challenges students to think critically. The course is structured so that students can begin to inquire into why events, ideas, people or places are significant, what has changed over time, and why change occurred. These opportunities for inquiry should be enhanced by a hands-on approach to teaching, learning, and assessment where students use both traditional and non-traditional methods to show their understanding of the concepts.

This program stresses an active approach to learning for students, supporting lifelong learning skills such as problem solving, critical thinking, creative thinking, information analysis, and informed decision making. This program introduces methods and skills for social studies research and provides a context in which students can analyze and evaluate information and make appropriate interpretations.

Inquiry and Analysis

This curriculum guide will provide teachers with questions designed to encourage authentic inquiry and to promote in students the development of higher order and analytic thinking abilities.

Inquiry

Educational research suggests that students learn best when they actively and critically inquire into the subject matter. Teachers can engage students in learning about social studies by involving them in shaping questions to guide their study, giving them ownership over the directions of these investigations and requiring that students critically analyze subject matter and not merely retrieve information. In these ways, classrooms shift from places where teachers cover curriculum to places where students uncover the curriculum.

The uncovering of curriculum occurs only when students investigate questions that present meaningful problems or challenges to address. ‘Critical’ inquiry signals that inquiry is not merely the retrieval of information but requires reaching conclusions, making decisions, and solving problems. Although some students may enjoy gathering information, students’ depth of learning and engagement are enhanced when they are invited to think critically at each step of the investigation.

The following dimensions capture the range of inquiry-related competencies within the social sciences:

1. Ask questions for various purposes
2. Locate and select appropriate sources
3. Access ideas from oral, written, visual, and statistical sources
4. Uncover and interpret the ideas of others
5. Assess options and formulate reasoned opinions
6. Present ideas to others
7. Act cooperatively with others to promote mutual interests

Critical inquiry is embedded into these areas of competence at all grade levels. From kindergarten, students are explicitly taught and then expected to make reasoned decisions, develop interpretations and make plausible inferences based on evidence. See Appendix 1.

Analysis

Recent scholarship in relation to effective teaching and learning in the social sciences confirms the view that there is a positive correlation between student engaged with authentic tasks and achievement. The research of Peter Seixas (see Appendix 8), Roland Case and Mike Denos, Kamilla Bahbahani and Miem Tu Huynh, and others, suggests that the application of second order concepts to an area of inquiry allows for effective and powerful learning. Extending from this body of knowledge, this curriculum articulates a set of six concepts related to analysis which is intended enable students to “think deeply” about the ideas they will encounter in this course:

1. Use Information
2. Make Comparisons
3. Identify Cause and Consequence
4. Consider Perspective
5. Determine Significance
6. Make Value Judgements

These competencies are embedded in the social studies curriculum at all grade levels. Students are explicitly taught how to apply these concepts as part of the inquiry process. See Appendix 1.

Effective social studies teaching and learning actively involves students, teachers, and teacher-librarians in the effective use of a wide range of print, non-print, and human resources. Resource-based learning fosters the development of individual students by accommodating their diverse backgrounds, learning styles, needs, and abilities. Students who use a wide range of resources in various media have the opportunity to approach a theme, issue, or topic in ways that allow for differences in learning styles and abilities.

Resource-Based Learning

Resource-based learning supports students as they develop information literacy: accessing, interpreting, evaluating, organizing, selecting, producing, and communicating information in and through a variety of media technologies and contexts. When students engage in their own research with appropriate guidance, they are more likely to take responsibility for their learning and to retain the information they gather for themselves.

In a resource-based learning environment, students and teachers make decisions about appropriate sources of information and tools for learning and how to access these. A resource-based approach raises the issues of selecting and evaluating a wide variety of information sources, with due crediting of sources and respect for intellectual property. The development of critical skills needed for these tasks is essential to the social studies processes.

The range of possible resources include:

- print – books, magazines, newspapers, documents, and publications
- visuals – maps, illustrations, photographs, pictures, and study prints
- artifacts – concrete objects, educational toys, and games
- individuals and community – interviews, museums, field trips
- multimedia – films, audio and video tapes, laser and video discs, television, and radio
- information technology – computer software, databases, CD-ROMs
- communication technology – Internet connections, bulletin boards, e-mail

Literacy Through Social Studies

Literacy has always been an important component of Social Studies education. In recent years, however, through the promotion of research in critical theory, the meaning of literacy has broadened to encompass all media and forms of communication. In today's Social Studies classrooms, learners are encouraged to examine, compose, and decode spoken, written, and visual texts to aid in their understanding of content and concepts and to better prepare them for full and effective participation in their community. Additionally, the goals of literacy include not only language development, but also critical engagement with text, visuals, and auditory information. These goals have implications for the role of the Social Studies teacher.

The ability to read is critical for success in school. Therefore, it is vital that Social Studies teachers develop and use strategies that specifically promote students' abilities to read, comprehend, and compose text, no matter what form that text might take. Similarly, writing as a process should be stressed as a means that allows students to communicate effectively what they have learned and what further questions they need to ask.

Critical literacy in Social Studies curriculum addresses several goals. Through the implementation of various strategies, teachers will develop students' awareness of stereotyping, cultural bias, author's intents, hidden agendas, silent voices, and omissions. Students are encouraged to be aware that authors construct texts with specific purposes in mind. Further critical literacy helps students comprehend texts at a deeper level by encouraging them to view content and ideas from a variety of perspectives and to interpret the various levels of meaning, both explicit and implicit, in a given text.

In this regard, the level and focus of questioning becomes very important. The depth of student response will often be determined by the depth of questioning and inquiry. Teachers need to pose high-level, open-ended questions that allow students to use their prior knowledge and experiences and provide opportunity for sustained engagement before, during, and after reading or viewing text.

Strategies that promote literacy through Social Studies include helping students comprehend the meaning of words, symbols, pictures, diagrams, and maps in a variety of ways. Students will engage in many learning opportunities designed to challenge and enhance their communication in a variety of modes (such as writing, debating, persuading, and explaining) and in a variety of mediums (such as the artistic and technological). In the Social Studies classroom, all literacy strands are significant: reading, writing, speaking, listening, viewing, and representing.

In the context of Social Studies, literacy also addresses the promotion of citizenship. Literacy for active citizenship involves understanding different perspectives on key democratic struggles, learning how to investigate current issues, and participating creatively and critically in community problem-solving and decision-making. Exercising civic rights and responsibilities is a practical expression of important social values and requires specific personal, interpersonal, and advocacy skills. Through this important focus, the Social Studies program will help students become more culturally sensitive and effective cross-cultural communicators in a world of increasing cultural and linguistic diversity.

Integration of Technology

Technology, including Information and Communication Technology (ICT), plays a major role in the learning and teaching of social studies. Computers and related technologies are valuable classroom tools for the acquisition, analysis, and presentation of information. These technologies provide further opportunity for communication and collaboration, allowing students to become more active participants in research and learning.

ICT and related technologies (digital video and digital cameras, scanners, CD-ROMs, DVD ROMs, word processing software, graphics software, video-editing software, html editors, and the Internet (including the World Wide Web, databases, electronic discussions, e-mail, audio, and video conferencing) afford numerous possibilities for enhancing learning. Computers and other technologies are intended to enhance the learning of social studies. In that context, technological resources can provide a variety of opportunities.

- The Internet increases access to extensive and current information. Research skills are key to efficient use of these resources. Questions of validity, accuracy, bias, and interpretation must be applied to information available on the Internet.
- Interactions and conversations via e-mail, video and audio conferencing, student-created websites, and online discussion groups provide connections between students and people from cultures around the world. This exposure to first-hand information will enable students to directly employ inquiry skills.
- Students present what they have learned in a wide variety of forms (e.g., graphs, maps, text, graphic organizers, websites, multimedia presentations) that fit their learning styles. These presentations can be shared with others, both in their classroom and beyond.
- Students are actively involved in their learning through controlling information gathering, processing, and presentation. For example, Geographic Information Systems (GIS) software enables students to collect data on a community, plot the data using Global Positioning Systems (GPS), and analyze and present their findings by creating maps that demonstrate their learning.

Education for Sustainable Development

Sustainable development is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (World Commission on Environment and Development). Sustainable development is comprised of, or relates to, three integrally connected areas: economy, environment, and society.

Thus, one can not discuss the concept of sustainable development without simultaneously considering all three of these areas. For example, the development of a mining project will have some obvious environmental impacts (e.g., habitat destruction, possible air or water pollution, etc). The mining operation will also provide economic benefits (e.g., increased employment from the surrounding communities, the opportunity to become employed in stable, better paying jobs than might be available in the area, various spin-off economic benefits as those employed at the mine purchase items from the various businesses in the area, etc). Accompanying the economic benefits and possible environmental impacts are a host of potential social impacts. For example, the better paying jobs at the mine would mean that those workers have more money to spend and this might result in rising costs of retail goods, housing, services, etc. This might mean some people could not afford the cost of necessary goods such as food or might not be able to afford good housing. More money in the community might lead to an increase in crime, drug and alcohol abuse, etc. Pollutants from the mine might produce health impacts. As the mine expanded there might be fewer people employed in traditional industries. As the traditional industries are replaced by more modern industries such as the mine and businesses that service the mine, the culture and traditional way of life might be lost. True sustainable development can only occur when both the short and long term environmental, economic and societal considerations are considered and, as much as possible, addressed.

As it is conceived by the United Nations Educational, Scientific and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values and perspectives of sustainable development into all aspects of education and learning. In this way, changes will be made in human behavior that will create a more sustainable future – a future that provides for environmental integrity, economic viability, and results in a just society for both the present and future generations.

The scope of ESD, is a complex and far-reaching undertaking as it involves learning from a social, cultural, environmental, and economic perspective and exploring how these factors are inter-related and inter-dependent. Education for sustainable development is based on ideals and principles that underlie sustainability, such as intergenerational equity, social tolerance, human rights, gender equity, health, poverty alleviation, environmental preservation and restoration, natural resource conservation, as well as just and peaceable societies.

Within ESD, the knowledge component spans such things as understanding the interconnectedness of our political, economic, environmental, and social worlds, to the role of science/technology in the development of societies and their impact on the environment. The skills necessary include such things as being able to assess bias, analyze consequences of choices, ask the right questions, and problem solve. The values and perspectives include an appreciation for the interdependence of all life forms and the importance of individual responsibility and action. ESD values and perspectives also include an understanding of global issues as well as local issues in a global context, the fact that every issue has a history and that many global issues are linked.

ESD is not teaching about sustainable development. Rather, ESD involves teaching for sustainable development – helping students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Assessing and Evaluating Student Learning

Assessment is the systematic process of gathering data on student learning. Evaluation is the process of analyzing patterns in the data, forming judgments about possible responses to these patterns, and making decisions about future actions.

An integral part of the planned instructional cycle is the evaluation of learning and evaluation for learning. Evaluation of learning focuses on the degree to which students have achieved the intended outcomes and the extent to which the learning environment was effective toward that end. Evaluation for learning, given what evaluation of learning reveals, focuses on the designing of future learning situations to meet the needs of the learner.

The quality of assessment and evaluation has a link to student performance. Regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how the results are communicated send clear messages to students and other stakeholders about what is really valued—what is worth learning, how it should be learned, what elements of quality of performance are most important, and how well students are expected to perform.

Assessment

To determine how well students are learning, assessment strategies are used to systematically gather information on the achievement of curriculum outcomes. In planning assessments, teachers should use a broad range of data sources, appropriately balanced, to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. Many sources of assessment data can be used to gather such information. Some examples include, but are not limited to the following:

formal and informal observations	interviews
work samples	rubrics
anecdotal records	simulations
conferences	checklists
teacher-made and other tests	questionnaires
portfolios	oral presentations
learning journals	role play
questioning	debates
essay writing	rating scales
performance assessments	case studies
peer and self-assessments	panel discussions
multimedia presentations	graphic representations

Evaluation

Evaluation is a continuous, comprehensive, and systematic process. It brings interpretation, judgments, and decisions to data collected during the assessment phase. How valid and reliable is the data gathered? What does the data suggest in terms of student achievement of course outcomes? Does student performance confirm instructional practice or indicate the need to change it? Are students ready to move on to the next phase of the course or is there need for remediation?

Teacher-developed assessments and the evaluations based on them have a variety of uses:

- providing feedback to improve student learning
- determining if curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- setting goals for future student learning
- communicating with parents about their children’s learning
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
- meeting goals of guidance and administrative personnel

Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them. The evaluation of a student’s progress may be classified as pre-instructional, formative, or summative—depending on the purpose.

Pre-instructional evaluation is conducted before the introduction of unfamiliar subject matter or when learners are experiencing difficulty. It gives an indication of where students are and is not a measure of what they are capable of doing. The purpose is to analyze the student’s progress to date in order to determine the type and depth of instruction needed. This type of assessment is mostly conducted informally and continuously.

Formative evaluation is conducted throughout the process of instruction. Its primary purpose is to improve instruction and learning. It is an indication of how things are going. It identifies a student’s strengths or weaknesses with respect to specific curriculum outcomes so that necessary adaptations can be made.

Summative evaluation occurs at the end of a designated period of learning. It is used, along with data collected during the formative stage, to determine learner achievement. This assessment is used in order to report the degree to which curriculum outcomes have been achieved.

Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed.

The *Principles for Fair Student Assessment Practices for Education in Canada* (1993)* articulates five basic assessment principles:

- Assessment strategies should be appropriate for and compatible with the purpose and context of the assessment.
- Students should be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviours being assessed.
- Procedures for judging or scoring student performance should be appropriate for the assessment strategy used and be consistently applied and monitored.

- Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a student's performance in relation to the curriculum outcomes for the reporting period.
- Assessment reports should be clear, accurate, and of practical value to the audience for whom they are intended.

These principles highlight the need for assessment that ensures:

- the best interests of the student are paramount
- assessment informs teaching and promotes learning
- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes
- assessment is fair and equitable to all students and involves multiple sources of information

While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what he/she knows and can do.

** The Principles for Fair Student Assessment Practices for Education in Canada was developed by a Working Group guided by a Joint Advisory Committee representing national educational organizations including (but not limited to): Canadian Teachers' Federation, Canadian Council for Exceptional Children, Provincial and Territorial Ministers, and Departments of Education. While there has not been a revision of the Principles since the original date of publication, the Principles are considered current by educational stakeholders and have been published in assessment documents with copyright dates of 2009. These Principles are informing best practice in the 21st century, e.g., the Principles are the foundation of the Student Evaluation Standards published in the United States by Corwin Press in 2003 and are referenced in the Alberta government's student assessment study (2009) to name but two examples. The Principles continue to be cited as their accompanying guidelines are timely and sound.*

Curriculum Overview

Course Summary

Canada is a relatively young nation. As such, many of the issues that it faces today are rooted in the not-too-distant past.

Canadian History 1201 invites students to engage in a range of inquiries that will enable them to develop an understanding of significant historical events from the 20th century, to analyze how those events are shaping Canada today, and reflect on how these events may help Canada achieve a preferred future.

While attention will be drawn to exploring major economic, military and political events, students are asked to consider the consequences of these events in shaping the social history of Canada. In particular, attention should focus on the experiences of Aboriginal peoples, women, recent immigrants, minority groups and the working class.

... we are still a young nation, very much in the formative stages. Our national condition is still flexible enough that we can make almost anything we wish of our nation. No other country is in a better position than Canada to go ahead with the evolution of a national purpose devoted to all that is good and noble and excellent in the human spirit.

Lester B. Pearson
14th Prime Minister of Canada
Nobel Peace Prize Laureate

Course Outcomes and Delineations

Integrated Concepts and Processes

- SCO i.0 – The student will be expected to demonstrate proficiency in utilizing concepts and processes from the social sciences
- i.1 Use an inquiry model to explore and resolve significant questions*
 - i.2 Apply intellectual tools to analyze events, ideas, issues, patterns and trends*
 - i.3 Make reasoned assessments based on appropriate criteria*

Unit One: Canada at the Turn of the 20th Century (1900 – 1914)

- SCO 1.0 – The student will be expected to examine the growth of Canada during the Laurier era
- 1.1 Immigration: government policy, who they were, why they came, where they settled, their experiences*
 - 1.2 The effects of technology: mass production, industry, urbanization, mass media*
 - 1.3 Changes in society: the place of women, children, urban poor, Aboriginal peoples and minorities*
 - 1.4 Canadian nationalism: issues relating to international events and French-English*

Unit 2: Canada in the First World War (1914-1918)

- SCO 2.0 – The student will be expected to demonstrate an understanding of Canada’s involvement in the First World War
- 2.1 Entry into the War: support for Britain, military preparedness, recruitment, attitudes toward war*
 - 2.2 War experiences: trench warfare, tactics and technology, experiences of various groups*
 - 2.3 Canadian contributions: battles and military operations, Aboriginals, women and specific individuals, casualty rates*
 - 2.4 Home front: economic, political and social growth*

Unit Three: Canada in the 1920s

- SCO 3.0 – The student will be expected to demonstrate an understanding of the economic, political and social conditions of post-war Canada
- 3.1 Economic conditions: experiences of returning soldiers, rise of the union movement; urban manufacturing centers; uneven prosperity*
 - 3.2 Post-war society: “Roaring Twenties”, women’s rights, social injustices, right to vote*
 - 3.3 Growing political independence during the interwar period*

**Unit Four:
Canada in the 1930s
– The Depression
Years**

- SCO 4.0 – The student will be expected to demonstrate an understanding of the causes and consequences of the Great Depression in Canada
- 4.1 *Causes of Great Depression: business cycle, contributing factors, stock market*
 - 4.2 *Experiences of people: poverty, unemployment, migration, escapism*
 - 4.3 *Government reaction to the Depression: King’s and Bennett’s response; peoples’ reactions*
 - 4.4 *Emergence of new political parties*

**Unit Five:
Canada in the Second
World War
(1939-1945)**

- SCO 5.0 – The student will be expected to demonstrate an understanding of Canada’s involvement in the Second World War
- 5.1 *Causes of War: Treaty of Versailles, rise of fascism, failure of League of Nations and appeasement*
 - 5.2 *Canada’s contribution: military contribution and operations; contributions of women, Blacks and Aboriginals*
 - 5.3 *Home Front- Social/Political Issues: support for war effort, War Measures Act, treatment of Japanese Canadians and other groups, conscription crisis*
 - 5.4 *Home Front- Economic Issues: wartime production, role of women, paying for the war*

**Unit Six:
Canada Matures:
Growth in the Post-
War Period
(1945-1970)**

- SCO 6.0 – The student will be expected to demonstrate an understanding of the economic, political and social conditions in Canada following the Second World War and Canada’s changing role on the international stage
- 6.1 *Economic changes: growth of primary and secondary industries, infrastructure, Cold War economy, labour relations*
 - 6.2 *Political changes: role of political leaders, civil rights, Aboriginal rights, women’s rights, new social programs*
 - 6.3 *Social changes: immigration, women’s liberation movement, technology and lifestyle, youth culture*
 - 6.4 *Canada’s role on the international stage: emergence as a “middle power”, involvement in international organizations*
 - 6.5 *Rise of Quebec nationalism: leaders, separatist ideologies*
 - 6.6 *Newfoundland and Labrador joins Canada: issues leading to and effects of Confederation*

**Unit Seven: Issues
in Canada (1970 to
Present)**

- SCO 7.0 – The student will be expected to demonstrate an understanding of important contemporary issues in Canada
- 7.1 *Aboriginal rights: legislation, women’s rights, land claims, self-government*
 - 7.2 *Canadian constitution: repatriation, Charter of Rights and Freedoms, effect on French-English relations, constitutional debates*
 - 7.3 *Canadian nationalism: federalism vs. regionalism, multiculturalism, new political parties*
 - 7.4 *Canada- US relations: free trade, defence, media, identity*
 - 7.5 *International issues: peacekeeping, terrorism, environmental issues, humanitarian issues, any other contemporary issues*

Table of Specifications and Pacing Guidelines

When planning for instruction it is critical for evaluation to be aligned with outcomes and instruction. Thus, the relative emphasis on cognitive levels during instruction must be reflected in the assessment of students' work. For the purpose of this guide, cognitive levels are defined as:

- Level 1 (knowledge and comprehension),
- Level 2 (application and analysis) and
- Level 3 (evaluation and synthesis)

The following information is provided to help with instructional planning - for pacing and evaluation purposes.

Pacing Guidelines		
Unit	Percentage of Instructional Time	Completion Date
Integrated Concepts and Processes	<i>Integrated</i>	
Unit One: Canada at the Turn of the 20 th Century (1900 – 1914)	14	
Unit Two: Canada in the First World War (1914-1918)	14	
Unit Three: Canada in the 1920s	9	
Unit Four: Canada in the 1930s – The Depression Years	10	
Unit Five: Canada in the Second World War (1939-1945)	16	
Unit Six: Canada Matures: Growth in the Post-War Period (1945-1970)	20	
Unit Seven: Issues in Canada (1970 to Present)	17	
Total	100	

Students enrolled in Canadian History 1201 may be required to write a district or school level summative examination at mid-year and/or after completion of the course. It is critical, then, that there is a strong correlation between instruction and evaluation. This congruence must be evidenced at two levels:

- The scope of the course in terms of relative emphasis among curriculum outcomes must be reflected on the assessment instrument.
- The relative emphasis among cognitive levels (i.e., thinking skills: Level 1 (knowledge and comprehension), Level 2 (application and analysis) and Level 3 (evaluation and synthesis)) during the instructional phase must be reflected in the assessment instrument.

To help achieve this correlation, the following Table of Specifications is provided. From the Table of Specifications, the examination format may be derived. An analysis of the Table of Specifications provides parameters for ensuring that there is a match between instruction and the assessment.

Table of Specifications				
Unit	Cognitive Levels			
	Level 1	Level 2	Level 3	Total
Integrated Concepts and Processes	<i>Integrated</i>			
Unit One: Canada at the Turn of the 20 th Century (1900 – 1914)	4%	6%	4%	14%
Unit Two: Canada in the First World War (1914-1918)	4%	6%	4%	14%
Unit Three: Canada in the 1920s	3%	4%	3%	10%
Unit Four: Canada in the 1930s – The Depression Years	3%	4%	3%	10%
Unit Five: Canada in the Second World War (1939-1945)	5%	6%	5%	16%
Unit Six: Canada Matures: Growth in the Post-War Period (1945-1970)	6%	8%	6%	20%
Unit Seven: Issues in Canada (1970 to Present)	5%	6%	5%	16%
Total	30%	40%	30%	100%

How to Use the Four Column Curriculum Layout

Outcomes and Delineations

Each column contains one specific curriculum outcome and an accompanying set of delineations. The delineations provide specificity in relation to key ideas. Each delineation is given an entire two-page spread, which is offset by the ► symbol and is ***bolded and italicized***.

Elaboration

The purpose of this feature is to assist teachers with instructional planning. The intent of this feature is to provide clarity in terms of scope and depth of treatment of ideas.

Enduring Understanding

The intent of this feature is to summarize in one or two sentences the salient idea of the delineation.

SECTION 3 - COURSE OUTCOMES	
Unit One: Canada at the Turn of the 20 th Century (1900 – 1914)	
Curriculum Outcome	Elaboration
<p>SCO 1.0: The student will be expected to examine the growth of Canada during the Laurier era</p> <p>► 1.1 <i>Immigration: government policy, who they were, why they came, where they settled, their experiences</i></p> <p>1.2 The effects of technology: mass production, industry, urbanization, mass media</p> <p>1.3 Changes in society: the place of women, children, urban poor, Aboriginal peoples and minorities</p> <p>1.4 Canadian nationalism: issues relating to international events and French-English</p>	<p>By the end of the 19th century Canada was very much a young country. In 1896 the Laurier Government introduced an immigration policy targeting select groups to encourage settlement and growth, particularly in western Canada. (Students should specifically examine the <i>Dominion Lands Act, 1872</i>). This settlement was assisted by the completion of the transcontinental railway.</p> <p>Attention should focus on the push/pull factors that motivated various immigrant groups. Students should look at the number of immigrants, their countries of origin and the areas in Canada where immigrant groups settled. It would be important to note that the ethnic composition of Canada began to change in a significant way, becoming increasingly diverse.</p> <p>Students should examine the range of experiences of immigrants. It will be important to note that some immigrants did realize their goals, and others did not. Teachers should use primary sources to help students engage with this concept.</p> <p>It will also be important to examine the effects of emigration on the total population growth of Canada.</p> <p>Inquiry and analysis in this section should include:</p> <ul style="list-style-type: none"> • <i>Use Information</i> — How did ethnic composition change in the early twentieth century? • <i>Identify Cause and Consequence</i> — What were the reasons new immigrants considered moving to Canada? • <i>Consider Perspective</i> — How might a person living in Canada view immigration? How did immigration in Canada affect the culture of Canada? <p>Enduring Understanding</p> <p>Students should understand that immigration in the early 20th century began to change Canada, causing it to be more ethnically diverse.</p> <p>Sample Performance Indicator(s)</p> <ul style="list-style-type: none"> • Explain the effect of early twentieth century immigration on Canadian society.

Sample Performance Indicator(s)

The intent of this feature is to provide a summative, higher order question, where the answer provided by the student would serve as a data source to help teachers assess the degree to which the student has achieved the outcome in relation the delineation.

Performance indicators are typically presented as a question, which may include an introduction to establish a context. To answer the question students are required to use both first order (knowledge) and second order concepts (analysis). Performance indicators would be assigned at the end of the teaching period allocated for the delineation.

SECTION 3 - COURSE OUTCOMES

Unit One: Canada at the Turn of the 20th Century (1900 – 1914)

Suggestions for Teaching and Assessment

Activate

- Suggest why people would leave their country to move to another country.
- List the different ethnic groups in your community.
- Suggest why people might move within their own country.

Acquire

- Research why the Canadian government actively sought immigrants.
- Compare the experiences of two immigrant groups.
- Examine the Laurier government's immigration policy for settling Western Canada.

Consolidate

- Immigration advertising by Sifton created dreams of a better life for many immigrants. Did immigrants achieve their dreams? Use primary sources to support your answer.
- How did the immigration of various ethnic groups affect the Canadian identity?
- Are there patterns of immigration evident in Canada today?
- Research Statistics Canada data to determine migration among and within Canadian provinces and territories. What might be the reasons for such movement?

Notes

Suggest Time: 3 hours

Authorized Resources

- Canadian History
- pp. 19-24

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Notes

This feature references supplementary information and possible resources for use by teachers.

Sample Teaching and Assessment Strategies

The purpose of this feature is to provide teachers with ideas for instruction and assessment. In this way instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

The ideas for this feature support a constructivist approach to learning, frequently integrating the arts and the social sciences. When appropriate, art and social studies activities are also presented separately.

Course Outcomes

Integrated Concepts and Processes

The social studies curriculum (K-12) is organized around a conceptual framework which enables students to explore the content of various disciplines that constitute the social sciences, such as economics, geography, history and political science.

Associated with these disciplines are concepts and processes which are used in the social sciences as a whole. While these concepts and processes are implicit within the outcomes of each course, it is important that teachers consciously organize their teaching to provide students the opportunity to become proficient in applying these concepts and processes within Canadian History 1201 and to develop the ability to transfer these understandings and abilities to other settings – in particular, real life situations.

The specific curriculum outcome that is associated with this set of ideas is labeled as “i” because these concepts and processes are to be integrated throughout the curriculum as a whole. In the two-page spreads that follow, columns two and three provide clarification and examples of how this can be achieved.

To be clear, this outcome is not to be taught in isolation, but rather it is designed to be incorporated during the teaching of each specific curriculum outcome.

Please reference:

- *Contexts for Teaching and Learning: Inquiry and Analysis* (pp. 18 - 19), and
- *Appendix 1* (pp. 121-127)
- *Appendix 8* (pp. 161-166)

for further information.

Introduction

Curriculum Outcome

SCO i.0 – The student will be expected to demonstrate proficiency in utilizing concepts and processes from the social sciences

- ▶ **i.1** *Use an inquiry model to explore and resolve significant questions*
- i.2 Apply intellectual tools to analyze events, ideas, issues, patterns and trends
- i.3 Make reasoned assessments based on appropriate criteria

Elaboration

One of the central ideas of this course is to provide students with the opportunity to explore issues that relate to Canadian History.

Students should already be familiar with the inquiry process of asking and answering questions. (See Appendix 1) In this course, students are asked to consider *complex questions* (questions that do not have simple answers) and *issues* (questions that have multiple solutions which may all seem plausible).

It is expected that students will develop proficiency with issues analysis, whereby they:

- identify the issue
- examine available data
- reach a conclusion that is carefully argued and supported with evidence
- identify and respond to counter-arguments
- acknowledge weaknesses in their position

In order to respond effectively to issues, students should be given sufficient data to inform their thinking and time to think deeply about the matter. Providing adequate time to reflect on an issue enables students to identify and consider other points of view.

When there are two (or more) solutions which seem equally plausible, students should be encouraged to explore the possibility of finding a mutually agreeable solution that is “win-win” for all sides. Students should avoid compromise as a means to finding a solution, but rather focus on underlying principles which are valued by both sides.

It is expected that students clearly articulate their arguments when establishing and supporting a position. While it is not always necessary to formulate a formal essay response, if abbreviated formats are used (such as jot notes or graphic organizers), students must ensure that there is a logical progression of ideas and a clear presentation of information as evidence.

Finally, it is important that students be afforded the opportunity to consider issues that have local as well as national significance. Time should also be allotted to revisit past issues as a means to inform students’ understanding of the present.

Enduring Understanding

Examining and resolving issues enables a society to achieve the goals it values.

Sample Performance Indicator(s)

- Identify the powers the War Measures Act gave the government. What are the strongest arguments that support and refute this position? Should government be able to exercise these powers in times of crisis? Justify your position.

Introduction

Suggestions for Teaching and Assessment

Note: The following are provided as examples of sample tasks that embody the ideas related to the inquiry process. These types of tasks are found throughout this section of the curriculum guide.

Activate

- Why did Canada need to define itself as a nation?
- Suggest why people would leave their country to move to another country.
- Suggest why people might move within their own country
- Discuss the ways daily life would change for ordinary citizens as people volunteered and went to war.

Connect

- Discuss how the war changed society's view of women and women's view of their role in society.
- Research to determine which new products led to a mass consumer culture. Which product had the greatest impact?
- Have the students give evidence to support key statements.

Supporting Statements with Evidence	
Statement	Evidence
The Maritimes did not prosper during the 1920s.	
Women faced inequalities during the 1920s.	
First Nations did not benefit from the economic growth of the 1920s.	
<i>My conclusions are ...</i>	

Consolidate

- Immigration advertising by Sifton created dreams of a better life for many immigrants. Did immigrants achieve their dreams? Use primary sources to support your answer.
- Mackenzie King met Hitler in 1937 and said the German leader was “a simple sort of peasant, not very intelligent, and no serious danger to anyone.” Other world leaders feel the same way? Why do you think they were so misled?
- Evaluate the assertion that: “As one of the founding Canadian cultures French Canadians have not prospered equally”.

Notes

Suggested Time: integrated throughout course, however it may be appropriate to explicitly engage students with learning occasions in relation to the inquiry process.

Appendix 1

Powerful Questions:

- ✓ focus inquiry
- ✓ generate curiosity
- ✓ lead to more questions
- ✓ provide a lot of information
- ✓ stimulate conversation

Integrated Concepts and Processes

Curriculum Outcome

SCO i.0 – The student will be expected to demonstrate proficiency in utilizing concepts and processes from the social sciences

i.1 Use an inquiry model to explore and resolve significant questions

► **i.2** *Apply intellectual tools to analyze events, ideas, issues, patterns and trends*

i.3 Make reasoned assessments based on appropriate criteria

Elaboration

Extending from the work of Peter Seixas (see Appendices 1 and 8), Roland Case and others, this curriculum articulates what may be thought of as a generic set of intellectual tools used by social scientists (e.g., economists, geographers, historians and political scientists) as they inquiry into questions and issues.

Throughout the K-12 social studies curriculum it is expected that students will be able to use the following forms of analysis as they explore the concepts and ideas of the curriculum. Appendix 1 provides a detailed explanation of each form or analysis.

- Use Information
- Make Comparisons -
- Identify Cause and Consequence
- Consider Perspective
- Determine Significance
- Make Value Judgements

It should be noted that these forms of analysis are interrelated. For example, establishing the significance of an event is frequently a matter of perspective. In this regard, teachers should encourage habits of mind that support effective inquiry, such as:

- open-mindedness,
- fair-mindedness,
- a tolerance for ambiguity,
- suspension of judgement, and
- the application of past knowledge to new situations.

Finally, it will be important for teachers to pose inquiries that challenge students to integrate the themes of multiple SCOs, thus enabling students to see the “big picture” of Canadian history. In this way, students’ learning should emerge into an integrated whole, as opposed disconnected pieces of information. In the context of Canadian History 1201, sample integrative question may include:

- What were the three most significant changes that occurred in Canadian society during the 20th century? Explain.
- What were the three most defining events in 20th century Canadian History? Why?
- From the 20th century, which political leader or government policy had the greatest impact on shaping Canadian society? Explain.

Enduring Understanding

The application of second-order concepts and habits of mind when examining significant questions improves the quality of possible solutions.

Sample Performance Indicator(s)

- Identify two important pieces of legislation passed by the Trudeau government. Discuss the impact on Canadian society.

Integrated Concepts and Processes

Suggestions for Teaching and Assessment

Note: The following are provided as examples of sample tasks that embody the ideas related to inquiry and analysis. These forms of analysis are found throughout columns two and three of the curriculum guide.

Use Information

- What troubles did Laurier have when trying to create Canadian Nationalism?
- How did technological developments impact Canadian lifestyles?

Make Comparisons

- Compare what it was like to be a single female during a depression in comparison to a single male.
- What are the pros and cons of Newfoundland joining Canada?
- How did the Women's liberation movement change the status of women from 1945 to 1970?

Identify Cause and Consequence

- What led to discrimination/intolerance during the 1930's?
- What would self-government mean for Aboriginal peoples and Sovereignist?

Consider Perspective

- How did the Second World War impact the role of women in society?
- Why is there continued frustrations from Aboriginal groups in Canada?
- How might a French Canadian feel about equality in Canada during Laurier's role as Prime Minister? Compare the view point of English Canadians and French Canadians in terms of Canadian nationalism? How would a Canadian feel about Britain after the conclusion of the Alaska Boundary Dispute?
- What would it be like to be a teenager during the 1950s and 1960s? How would an American view the relationship with Canada?

Determine Significance

- How did technology impact the roaring twenties?
- What were the most significant benefits, and losses, realized by Newfoundlanders and Labradorians under Confederation?
- What positive effects can be attributed to Canada's participation in the Second World War? Explain
- Why is multiculturalism important to Canada?

Make Value Judgements

- Was the period of the roaring twenties less "moral" than previous decades? Is living "in the now" always a good thing?
- What values should influence the platforms of political parties?
- Should Newfoundland have joined Canada? Explain.
- Should civil liberties be sacrificed for the good of the nation? *Make*

Notes

Suggested Time: integrated throughout course, however it may be appropriate to explicitly engage students with learning occasions in relation to the inquiry process.

Appendix 1

Appendix 8

Introduction

Curriculum Outcome

SCO i.0 – The student will be expected to demonstrate proficiency in utilizing concepts and processes from the social sciences

- i.1 Use an inquiry model to explore and resolve significant questions
- i.2 Apply intellectual tools to analyze events, ideas, issues, patterns and trends

► **i.3 *Make reasoned assessments based on appropriate criteria***

Elaboration

As students explore various questions, and apply various forms of analysis to aid with their inquiry, students are frequently confronted with situations where they are asked to make a decision about what to believe or do. When students purposefully reflect on what is reasonable to believe, or what to do, they are thinking critically.

“... the goal is to help students approach any task, problem or issue in an open-minded manner, to look carefully at the various options and to reach reasonable conclusions based on careful assessment of relevant factors.” (Embedding Critical Thinking Into Teaching and Learning, Alberta Education, 2008)

To think critically is essentially to engage in deliberations with the intention of *making a judgement* based on appropriate *criteria*.

By framing content in the context of problematic situations that invite students to think critically, student engagement can be significantly increased. (Note: If a situation has only one plausible option, or a correct answer is obvious, then it does not meet the criteria for critical thinking).

Throughout the K-12 social studies curriculum it is expected that students will be improve their ability to think critically as they explore the concepts and ideas of the curriculum.

In the area of social studies, here are some applications of this concept:

- What makes a good argumentative essay?
- What makes a sound solution to an economic problem?
- What makes a thoughtful question?
- What are the qualities of a reliable primary source?

Enduring Understanding

By the end of this section, students should understand that an individual must use criteria in order to answer complex questions.

Sample Performance Indicator(s)

- Which of the changes in Canadian society do you feel was the most significant in the early 20th century? Why?
- Canada at the turn of the 20th century was a place of change. Which of the changes discussed in this section was the most significant?

Introduction

Suggestions for Teaching and Assessment

Note: The following are provided as examples of sample tasks that embody the ideas related to inquiry and analysis. These forms of analysis are found throughout columns two and three of the curriculum guide.

- Have the students arrive at a conclusion on the issue of American investment in Canada. The following organizer may be used.

American Investment in Canada	
Pros	Cons
<p><i>My decision on this issue is ...</i></p>	

- Research the North American free trade debates of the 1980s and 1990s. Create a chart of arguments for and against free trade. Decide if you would have voted for or against the agreement if you had been able to vote at the time. Then, write a brief speech trying to convince others to take your position.

North American Free Trade Agreement	
Arguments For	Arguments Against
<p><i>I would have voted (for / against) the agreement because ...</i></p>	

Notes

**The Foundation for
Critical Thinking**
www.criticalthinking.org

The Critical Thinking Consortium
www.tc2.ca

Unit One: Canada at the Turn of the 20th Century (1900-1914)

Unit One: Canada at the Turn of the 20th Century (1900 – 1914)

Curriculum Outcome

SCO 1.0 – The student will be expected to examine the growth of Canada during the Laurier era

- ▶ **1.1 *Immigration: government policy, who they were, why they came, where they settled, their experiences***
- 1.2 The effects of technology: mass production, industry, urbanization, mass media
- 1.3 Changes in society: the place of women, children, urban poor, Aboriginal peoples and minorities
- 1.4 Canadian nationalism: issues relating to international events and French-English

Elaboration

By the end of the 19th century Canada was very much a young country. In 1896 the Laurier Government introduced an immigration policy targeting select groups to encourage settlement and growth, particularly in western Canada. (Students should specifically examine the *Dominion Lands Act, 1872*). This settlement was assisted by the completion of the transcontinental railway.

Attention should focus on the push/pull factors that motivated various immigrant groups. Students should look at the number of immigrants, their countries of origin and the areas in Canada where immigrant groups settled. It would be important to note that the ethnic composition of Canada began to change in a significant way, becoming increasingly diverse.

Students should examine the range of experiences of immigrants. It will be important to note that some immigrants did realize their goals, and others did not. Teachers should use primary sources to help students engage with this concept.

It will also be important to examine the effects of emigration on the total population growth of Canada.

Inquiry and analysis in this section should include:

- *Use Information* — How did ethnic composition change in the early twentieth century?
- *Identify Cause and Consequence* — What were the reasons new immigrants considered moving to Canada?
- *Consider Perspective* — How might a person living in Canada view immigration? How did immigration in Canada affect the culture of Canada?

Enduring Understanding

Students should understand that immigration in the early 20th century began to change Canada, causing it to be more ethnically diverse.

Sample Performance Indicator(s)

- Explain the effect of early twentieth century immigration on Canadian society.

Unit One: Canada at the Turn of the 20th Century (1900 – 1914)

Suggestions for Teaching and Assessment

Activate

- Suggest why people would leave their country to move to another country.
- List the different ethnic groups in your community.
- Suggest why people might move within their own country

Connect

- Research why the Canadian government actively sought immigrants.
- Compare the experiences of two immigrant groups.
- Examine the Laurier government's immigration policy for settling Western Canada.

Consolidate

- Immigration advertising by Sifton created dreams of a better life for many immigrants. Did immigrants achieve their dreams? Use primary sources to support your answer.
- How did the immigration of various ethnic groups affect the Canadian identity?
- Are there patterns of immigration evident in Canada today?
- Research Statistics Canada data to determine migration among and within Canadian provinces and territories. What might be the reasons for such movement?

Notes

Suggested Time: 3 hours

Authorized Resources

Canadian History

- pp. 19-24

Unit One: Canada at the Turn of the 20th Century (1900 – 1914)

Curriculum Outcome

SCO 1.0 – The student will be expected to examine the growth and prosperity of Canada during the Laurier era

- 1.1. Immigration: government policy, who they were, why they came, where they settled, their experiences
- ▶ **1.2 *The effects of technology: mass production, industry, urbanization, and mass media***
- 1.3 Changes in society: the place of women, children, urban poor, Aboriginal peoples, French Canadians and other minorities
- 1.4 Canadian nationalism: issues relating to international events and French-English relations

Elaboration

The turn of the 20th century led to many changes in Canada as new or improved technologies were introduced.

Improvements in farming (agricultural production) resulted in a surplus of workers, some of which headed to the cities. At the same time, cities in Canada began industrializing. Factories utilizing mass production provided sources of employment for workers.

These improvements in technology directly impacted the economy. The rise of industrialization resulted in the diversification of the Canada economy, reducing the significance of agriculture as a source of employment.

Accompanying the shift towards mass production was the emergence of mass consumer culture. New inventions, such as the car, washing machines, gramophones and bicycles, began to transform the lives of people. These changes affected all areas of life – transportation, recreation, entertainment and domestic life.

Finally, it will be important to note that the emergence of mass media / communications, specifically the newspapers, for the first time began to shape the thinking of large numbers of people. The immediate availability of new ideas, discoveries, and world news would emerge as a force that would have a significant impact throughout the 20th century.

Inquiry and analysis in this section should include:

- *Make Comparisons* — How did new technology impact the Canadian economy? In what ways is Canada different today than the early twentieth century?
- *Determine Significance* — How did technology (mass communication and mass production) change Canadians? How did mass media (newspapers) influence the values of Canadians?

Enduring Understanding

Students should understand that emerging technology significantly changed the way of life for Canadians in the early 20th century.

Sample Performance Indicator(s)

- Canada at the turn of the 20th century was a place of change. Which of the changes discussed in this section was the most significant?

Unit One: Canada at the Turn of the 20th Century (1900 – 1914)

Suggestions for Teaching and Assessment

Activate

- What technological changes have occurred during your lifetime? (e.g., newspapers in English and French within Canada)

Connect

- Research a new invention of the early 20th century and how it affected peoples' lifestyles.
- How did the mass media change peoples' access to information?

Consolidate

- Discuss how the rise of industrialization affected the Canadian economy.
- Discuss the idea of a mass consumer culture. Describe how people started to develop a dependency on consumer goods.
- Analyze the experience of urbanization from 1891-1913. Consider:
 - Impact of technology
 - Demographic shifts
 - Urban poverty
 - Growth of union movement
 - Labour practices
 - Social changes

Notes

Suggested Time: 3 hours

Authorized Resources

Canadian History

- pp. 25-27
- pp. 32-35
- pp. 36-37

Unit One: Canada at the Turn of the 20th Century (1900 – 1914)

Curriculum Outcome

SCO 1.0 – The student will be expected to examine the growth of Canada during the Laurier era

1.1 Immigration: government policy, who they were, why they came, where they settled, their experiences

1.2 The effects of technology: mass production, industry, and urbanization

► **1.3 *Changes in society: the place of women, children, urban poor, Aboriginal peoples, and minorities***

1.4 Canadian nationalism: issues relating to international events and French-English relations

Elaboration

Societal change was also a prominent feature of the Laurier era:

- For women the focus of change was the move to work outside the home, form organizations for social justice, increase educational opportunities and advance the suffrage movement.
- Child labour laws were enacted which limited the age of employment for children.
- Many citizens experienced challenging working and living conditions in the city. A new class, the “urban poor”, emerged. Governments did not feel any responsibility to support this group. Other groups, however, did respond to their needs.
- Under provisions of legislation, such as the Indian Act (1876, 1895) Aboriginal peoples were being assimilated into mainstream culture.
- Many minorities experienced intolerance and discrimination. In particular, visible minorities were targeted by either citizens or government policy.

Inquiry and analysis in this section should include:

- *Make Comparisons* — What are the similarities and differences of urban living between past and present?
- *Identify Cause and Consequence* — How did technology impact the lives of citizens? What factors contributed to social change in Canada?
- *Make Value Judgements* — Did all people view the introduction of new technology positively?

Enduring Understanding

Students should understand how the changes which occurred in the early 20th century impacted peoples’ lives in positive and negative ways. Particular attention should be paid to the groups listed above.

Sample Performance Indicator(s)

- Identify the three most significant factors which contributed to social changes in Canada in the early 20th century. Justify your choices.
- Which of the changes in Canadian society do you feel was the most significant in the early 20th century? Why?

Unit One: Canada at the Turn of the 20th Century (1900 – 1914)

Suggestions for Teaching and Assessment

Activate

- Make a list of types of events which can lead to changes in society or peoples' lifestyles.

Connect

- Describe ways women's lives changed in this period.
- Examine government policy as it related to Aboriginal peoples during the Laurier era (Indian Acts 1885, 1895).
- Discuss examples of intolerance or racism which existed in Canada during the early 20th century.
- Describe living conditions experienced by lower income workers in the cities. (Students should note the experiences of women and children.)

Consolidate

- Which social change during this time was the most positive for Canada as a country? Which change was the most detrimental?
- Which change has had the most long lasting effect?

Notes

Suggested Time: 3 hours

Authorized Resources

Canadian History

- pp. 40
- pp. 41-44
- pp. 45-47

Unit One: Canada at the Turn of the 20th Century (1900 – 1914)

Curriculum Outcome

SCO 1.0 – The student will be expected to examine the growth and prosperity of Canada during the Laurier era

- 1.1 Immigration: government policy, who they were, why they came, where they settled, their experiences
- 1.2 The effects of technology: mass production, industry, urbanization, and mass media
- 1.3 Changes in society: the place of women, children, urban poor, Aboriginal peoples, French Canadians and other minorities

► **1.4 *Canadian nationalism: issues relating to international events and French-English relations***

Elaboration

During this era, a sense of Canadian identity was emerging. Canada had now expanded to include nine provinces. The inclusion of recent immigrants added to this mix. Some citizens still identified strongly with Britain. Others, particularly French Canadians, felt they should be more independent of Britain.

These ideas were reflected in several events:

- The Manitoba Schools Question negatively affected French –English relations when French language rights were eroded.
- The Boer War and Naval Crisis underscored the different perspectives of English and French Canadians; many French Canadians did not feel that Canada should be involved in imperialistic conflicts that did not directly impact Canada.
- The Alaska Boundary Dispute caused many Canadians to question Britain’s commitment to Canada; many wondered if Canada should not be more autonomous.
- Reciprocity with the United States was rejected by Canadian voters based on the fear that the United States might annex Canada. This issue ultimately led to Laurier’s defeat in the 1911 election.

These issues significantly defined Laurier’s role as prime minister – particularly as noted in his attempts to reach compromises that preserved or promoted Canadian unity. These issues also served to highlight the perspective of French Canadians. Many French Canadians ultimately felt that their place as an equal partner in Canada was in jeopardy.

Inquiry and analysis in this section should include:

- *Use Information* - What troubles did Laurier have when trying to create Canadian Nationalism?
- *Consider Perspective* — How might a French Canadian feel about equality in Canada during Laurier’s role as Prime Minister? Compare the view point of English Canadians and French Canadians in terms of Canadian nationalism? How would a Canadian feel about Britain after the conclusion of the Alaska Boundary Dispute?
- *Determine Significance* — What factors influenced Canadian nationalism?
- *Make Value Judgements* - Were the decisions of Laurier in the best interest of Canada?

Enduring Understanding

Students should understand that Canada was defining itself as a nation in the early 20th century and there were many factors which influenced this process.

Sample Performance Indicator(s)

- Which events during the Laurier era helped to improve Canadian nationalism? Why?

Unit One: Canada at the Turn of the 20th Century (1900 – 1914)

Suggestions for Teaching and Assessment

Activate

- Why did Canada need to define itself as a nation?
- Discuss elements of nationalism.

Connect

- How would a Canadian define himself/herself at the turn of the 20th century?
- Explore ways in which Canada was not completely independent in the early 20th century. How did some Canadians want to achieve more autonomy for Canada?
- Examine Canada's relationship with Britain and the United States during this period.

Consolidate

- Laurier's era is sometimes referred to as a golden age in Canadian history. Debate this statement. Use evidence to support your position.
- Evaluate Laurier's ability to compromise as it relates to French-English relations in Canada.
- What arguments might a French Canadian make regarding their "second class" citizen status?

Notes

Suggested Time: 5 hours

Authorized Resources

Canadian History

- pp. 48-52
- pp. 53-56
- pp. 57-62

Unit Two: Canada in the First World War (1914-1918)

Unit Two: Canada in the First World War (1914-1918)

Curriculum Outcome

SCO 2.0 – The student will be expected to demonstrate an understanding of Canada’s involvement in the First World War

- ▶ **2.1 *Entry into the War: support for Britain, military preparedness, recruitment, attitudes toward war***
- 2.2 War experiences: trench warfare, tactics and technology, experiences of various groups
- 2.3 Canadian contributions: battles and military operations, Aboriginals, women and specific individuals, casualty rates
- 2.4 Home front: economic, political and social growth

Elaboration

The early 20th century was a period of growing tension in Europe, caused by national rivalries, competition for military supremacy, and alliance systems. In 1914 war broke out when the Archduke Franz Ferdinand was assassinated in Sarajevo. As a member of the Triple Alliance, Britain was involved in this war. Canada, as a member of the British Empire, was automatically involved. Students should briefly examine the causes of the war and support for the war in Canada.

In 1914, Canada had a small military and had to recruit and train an army for overseas service. Sam Hughes, minister of militia, was given this task. Attention should focus on who the volunteers were, where they came from, and why they enlisted. (Include in your discussion Aboriginals, women and the Newfoundland Regiment.) An examination of differing attitudes of English and French Canadians toward the war is also important.

Enquiry and analysis in this section should include:

- *Identify Cause and Consequence* — Which cause do you feel would have the greatest impact on Canada going to war?
- *Consider Perspective* — How would you feel being a volunteer joining the war?
- *Make Comparisons* — Compare the preparedness of Canadian going to war then and now?
- *Make Value Judgements* — Do you think that Canada should have been given a choice in joining the war? Is it right that French Canadians had to support Britain in the war effort?

Enduring Understanding

Students should understand that Canada’s entry into the war was automatic, that we were ill-prepared for war, and that initial support for Britain in this European war was generally enthusiastic.

Sample Performance Indicator(s)

- How effective was the early recruitment campaign under the leadership of Sam Hughes? Explain.
- If you were a young person in 1914, would you have volunteered to go to war? Explain.

Unit Two: Canada in the First World War (1914-1918)

Suggestions for Teaching and Assessment

Activate

- Discuss Canada's connections to Europe at the beginning of the war.
- Why was Canada automatically involved in the First World War?

Connect

- Compare early enlistment rates from different parts of the country and from different groups.
- Construct a timeline of events, beginning with the assassination of Archduke Ferdinand and ending with Canada's initial involvement in the First World War.
- Discuss the role of Canada's Aboriginal peoples in the First World War.
- Discuss the role of women in the military during the First World War.

Consolidate

- Draw a government poster designed to recruit soldiers for the war effort.
- Debate the arguments for and against volunteering to enlist for the war.
- Determine the effectiveness of the training camp in Valcartier.

Notes

Suggested Time: 4 hours

Authorized Resources

Canadian History

- pp. 63-68
- pp. 69-71

Unit Two: Canada in the First World War (1914-1918)

Curriculum Outcome

SCO 2.0 – The student will be expected to demonstrate an understanding of Canada’s involvement in the First World War

- 2.1 Entry into the War: support for Britain, military preparedness, recruitment, attitudes toward war
- **2.2 *War experiences: trench warfare, tactics and technology, experiences of various groups***
- 2.3 Canadian contributions: battles and military operations, Aboriginals, women and specific individuals, casualty rates
- 2.4 Home front: economic, political and social growth and change, role of women

Elaboration

The First World War changed the face of war. For the first time, trench warfare was used, primarily on the Western Front. Armies dug trenches to protect themselves from the enemy who had also dug a system of trenches on the other side of an area known as “no man’s land”. Students should examine the structure of the trench system and gain an understanding of daily routine in the trenches.

The First World War saw other changes in war tactics, precipitated mainly by the development of new technologies. The machine gun dominated the battlefields of the First World War, rapidly increasing the casualty rate. Attention should focus on the introduction and effects of other military technologies, including poisonous gas, gas masks, armoured vehicles, tanks, airplanes and submarines. Students should also investigate how these technologies changed the strategies of war.

The experience of life in the trenches was dreadful. The trenches became mud holes when it rained, were infested with vermin, were rampant with disease, had terrible food and deplorable sanitary conditions. The constant attacks and the stench of death and dead bodies caused many soldiers to experience “shell shock”. Students should examine primary documents to obtain firsthand accounts of this experience.

Various groups contributed to the war effort in different ways. The focus here should be on the treatment of these groups. It is important here to investigate the experiences of women and Aboriginal, Black and French Canadian soldiers.

Enquiry and analysis in this section should include:

- *Make Comparisons* — How were various groups (Women, Aboriginal, Black and French) treated during the war?
- *Identify Cause and Consequence* — How did technology change the strategies of warfare?
- *Consider Perspective* — What do you think it would be like as Canadian soldier in trench warfare?

Enduring Understanding

Students should understand how and why the nature of warfare and the experiences of soldiers had changed from previous military campaigns.

Sample Performance Indicator(s)

- Compare soldier attitudes at the beginning of the war with attitudes as the war continued.
- Discuss the impact of new technologies on casualty rates during the First World War. Which technological development had the greatest impact?

Unit Two: Canada in the First World War (1914-1918)

Suggestions for Teaching and Assessment

Activate

- Discuss what military campaigns were like prior to the 20th century.
- Research the use of gas as a weapon.
- What was Newfoundland's connection to the first gas mask?

Connect

- Create a collage of the new weapons and technologies of war.
- Create a model or drawing of the trench system (submarine, tank, airplane, etc.)

Consolidate

- Interpret artistic responses to the experience of the First World War. (music, poetry, literature, visual arts)
- Interpret and compare the following poems:
 - a) The Man He Killed – Thomas Hardy
 - b) Dulce et Decorum Est – Wilfred Owen
 - c) In Flanders Fields – John McCrae
- Research the life of a soldier in the trenches on the Western front during the First World War.
- "Trench warfare claimed over 53,000 Canadian lives, more than all other wars and military operations put together, including the Second World War." What factors created this startling statistic?

Notes

Suggested Time: 2 hours

Authorized Resources

Canadian History

- pp. 72-77

Unit Two: Canada in the First World War (1914-1918)

Curriculum Outcome

SCO 2.0 – The student will be expected to demonstrate an understanding of Canada’s involvement in the First World War

2.1 Entry into the War: support for Britain, military preparedness, recruitment, attitudes toward war

2.2 War experiences: trench warfare, tactics and technology, experiences of various groups

► 2.3 **Canadian contributions: battles and military operations, Aboriginals, women and specific individuals, casualty rates**

2.4 Home front: economic, political and social growth and change, role of women

Elaboration

Canadians made significant contributions to the First World War. Students should examine Canada’s role in the following major battles and military operations:

- Ypres
- Somme (include Beaumont Hamel)
- Vimy
- Passchendaele
- Canada’s Hundred Days
- War at Sea
- War in the Air

It is important to explore the contributions of women and Aboriginal peoples. Students should also focus on the contribution of the following individuals:

- Arthur Currie
- John McCrae
- Roy Brown
- Billy Bishop
- Frederick Fisher
- Tom Longboat
- Francis Peghmagabow

Finally, students should discuss Canada’s role / influence at the Paris Peace Conference and the signing of the Treaty of Versailles. This section should conclude with a discussion of the casualty rates (deaths and injuries) of Canadian men and women in the First World War.

Inquiry and analysis in this section should include:

- *Make Comparisons* — Compare the contributions of women and aboriginal groups in the war effort. Describe the difference in contribution between women in war then and now. Compare the role of the war at sea and the war in the air.
- *Identify Cause and Consequence* — What was the significance of each battle in terms of Canadian Nationalism?
- *Consider Perspective* — How would ____ (e.g., Arthur Currie’s) perspective of the war be different from ____ (e.g., John McCrae’s).
- *Make Value Judgements* — Did the war in Vimy define Canadian Nationalism?

This section should conclude with a discussion of the casualty rates (deaths and injuries) of Canadian men and women in the First World War.

Enduring Understanding

Students should understand the major contributions made by Canadians to the war effort and how these contributions led to a growing sense of a “Canadian identity”.

Sample Performance Indicator(s)

- Is the claim: “At Vimy Ridge, Canada became a nation” warranted? Explain.
- Discuss the significance of Canadian leadership in relation to the war effort.

Unit Two: Canada in the First World War (1914-1918)

Suggestions for Teaching and Assessment

Activate

- Discuss the ways a person can contribute to a war.
- Discuss the ways a country can contribute to a war.

Connect

- Research and construct a model of one of the Canadian battles or military operations listed on the previous page.
- Develop a presentation or report on one of the battles or military operations listed on the previous page. Include:
 - Canadian involvement
 - Map
 - Dates
 - Strategies and Objectives
 - Results (including casualty rates)

Consolidate

- Evaluate the impact that Canada's casualty rates in the First World War had on Canadian society.
- Assess how Canada's contributions impacted the outcome of the First World War.

Notes

Suggested Time: 4 hours

Authorized Resources

Canadian History

- pp. 77-81
- pp. 81-84

Unit Two: Canada in the First World War (1914-1918)

Curriculum Outcome

SCO 2.0 – The student will be expected to demonstrate an understanding of Canada’s involvement in the First World War

- 2.1 Entry into the War: support for Britain, military preparedness, recruitment, attitudes toward war
- 2.2 War experiences: trench warfare, tactics and technology, experiences of various groups
- 2.3 Canadian contributions: battles and military operations, Aboriginals, women and specific individuals, casualty rates
- 2.4 ***Home front: economic, political and social growth and change, role of women***

Elaboration

Canadians at home supported the troops overseas in different ways. Students should examine the economic, social, and political factors which created growth and change on the home front.

The economy changed dramatically during the First World War. To support the troops, agricultural production was increased by over 400% and industrial production boomed as existing factories were converted to producing materials for the war and new factories were built. Large numbers of women began to work in non-traditional jobs. To support the cost of the war, the government introduced an income tax and citizens were encouraged to buy Victory Bonds.

Canadian society responded to the challenges created by Canada being at war. Citizens, especially women, volunteered their services in many capacities. Rationing of food and other materials to support the war effort was practiced by many. Alternatively, some citizens imposed social sanctions against enemy aliens and pacifists.

The government became heavily involved in many areas of life in Canada. The War Measures Act gave the government extensive powers. Civil liberties were taken away. For example, 8500 enemy aliens living in Canada were arrested and imprisoned. Programs were introduced to cover the cost of war. The Military Service Act introduced conscription in 1917. This act was controversial across Canada, but especially in Quebec. It led to deterioration in French-English relations. The Wartime Elections Act in 1917 gave the right to vote to female relatives of soldiers. Women were involved in the Suffrage movement and by 1918 had won the right to vote in federal elections. As a result of wartime activities, women experienced growing independence. Propaganda was used to persuade people to support the war and promote Canadian nationalism. Censorship was used to control information.

Inquiry and analysis in this section should include:

- *Makes Comparisons* — How did the role of women in Canada change during the war?
- *Consider Perspective* — How might a mother feel about her son(s) being in battle? Would a soldier volunteering for the war view the war differently from a soldier being conscripted?
- *Determine Significance* — How important was propaganda and censorship in Canada? What was the importance of Canadians on the home front?
- *Make Value Judgements* — Was the War Measures Act a good idea? Should government have control on censorship?

Enduring Understanding

Students should understand that life on the home front was dramatically changed as a result of Canada’s involvement in the First World War.

Sample Performance Indicator(s)

- Use a graphic organizer to identify three ways Canadians at home were affected by the First World War. Be sure to identify the significance of each effect.

Unit Two: Canada in the First World War (1914-1918)

Suggestions for Teaching and Assessment

Activate

- Brainstorm ways in which Canadian citizens could support the war effort.
- Discuss the ways daily life would change for ordinary citizens as people volunteered and went to war.

Connect

- Discuss how the war changed society's view of women and women's view of their role in society.
- Identify the reasons for and against conscription in the Canada during the First World War.

Consolidate

- What segments of society benefitted most from economic growth in Canada during the First World War? Assess if it is morally "right" to make large profits from a war experience.
- The War Measures Act took away the civil rights of Canadian citizens and allowed the government to control many areas of life in Canada. Evaluate whether governments should have such extensive powers.
- Should a government ever be allowed to use censorship/propaganda?
- "There is a difference between a person who fights as a soldier and a person who contributes on the home front." Debate this statement.
- Income tax was introduced as a temporary measure to help finance the war. Was it necessary? Is it necessary today?

Notes

Suggested Time: 4 hours

Authorized Resources

Canadian History

- pp. 85-88
- pp. 89-91
- pp. 92-94
- pp. 95-98

Unit Three: Canada in the 1920s

Unit Three: Canada in the 1920s

Curriculum Outcome

SCO 3.0 – The student will be expected to demonstrate an understanding of the economic, political and social conditions of post-war Canada

- ▶ **3.1 Economic conditions: experiences of returning soldiers, rise of the union movement; urban manufacturing centers; uneven prosperity**
- 3.2 Post-war society: “Roaring Twenties”, women’s rights, social injustices, right to vote
- 3.3 Growing political independence during the interwar period

Elaboration

At the end of the First World War, the economy went through an economic slump. Industries shifted from wartime production to increased production of consumer goods. Returning soldiers were disillusioned with the lack of available jobs, which they had been promised when they enlisted for the war. This led to labour unrest and the rise of the union movement. Strikes became prominent, the best example being the Winnipeg General Strike of 1919.

Within a few years, the economy returned to peacetime production. Primary industries still maintained their importance, while secondary industries focused on production of automobiles and consumer goods. This led to the development of a mass consumer culture. Manufacturing centers grew in central Canada. It is important to note the establishment of American branch plants in some Canadian cities.

Not all parts of Canada shared in this economic upturn. Students should investigate areas of the country where the economy was not thriving.

Inquiry and analysis in this section should include:

- *Identify Cause and Consequence* — What were the consequences of mass production on consumer culture?
- *Consider Perspective* — How would you feel to be a striker during the Winnipeg General Strike?
- *Determine Significance* — What consumer goods significantly changed Canadian Society?
- *Make Value Judgements* — Should government be involved in union/industry disputes. Was the rise of the union movement important to all Canadians at the time?

Enduring Understanding

Students should understand that the post-war economy was marred by labour unrest and took several years to stabilize and prosper.

Sample Performance Indicator(s)

- Rank order the main causes which led to the rise of the labour movement during the 1920s, from most important to least important. Justify your ranking.

Unit Three: Canada in the 1920s

Suggestions for Teaching and Assessment

Activate

- Many returning soldiers had difficulty finding jobs. How would they react to this situation?

Connect

- Examine primary documents to determine why there were a lack of jobs for returning soldiers.
- Research to determine which new products led to a mass consumer culture. Which product had the greatest impact?
- Why did certain areas specialize in specific products?
- Have the students arrive at a conclusion on the issue of American investment in Canada. The following organizer may be used.

American Investment in Canada	
Pros	Cons
My decision on this issue is ...	

Consolidate

- The building of American branch plants was good for the Canadian economy. Debate this statement.
- Why was economic prosperity not evenly distributed throughout the country?
- How did mass production of the automobile affect Canadian society?

Notes

Suggested Time: 3 hours

Authorized Resources

Canadian History

- pp. 39
- pp. 103-109
- pp. 110-114

Unit Three: Canada in the 1920s

Curriculum Outcome

SCO 3.0 – The student will be expected to demonstrate an understanding of the economic, political and social conditions of post-war Canada

- 3.1 Economic conditions: experiences of returning soldiers, rise of the union movement; urban manufacturing centers; uneven prosperity
- 3.2 **Post-war society: “Roaring Twenties”, women’s rights, social injustices, right to vote**
- 3.3 Growing political independence during the interwar period

Elaboration

The 1920s have been called the “Roaring Twenties” because they were generally years of industrial growth and economic boom. People enjoyed prosperity in a variety of ways. New inventions led to increased leisure time. The radio and moving pictures brought changes in entertainment. This period was also characterized by new fashion styles, and a great interest in the arts, sporting events, the expanded use of the automobile and its impact on railway development, continentalism, and the development of provincial road systems.

Women’s rights continued to be in the forefront. Women had gained wider opportunities in the workplace, educational institutions, and society in general. However, women were under-represented in government and they were still not considered “persons” under the law. It is important for students to pay particular attention to the “Persons” Case.

Despite many positive aspects of the 1920s, some social injustices continued. Aboriginal peoples were still fighting for a better life and were being assimilated into mainstream Canadian culture. Children were still being exploited in the workplace. Black Canadians, visible minority immigrants and non-English speaking Immigrants faced job barriers and intolerance.

Inquiry and analysis in this section should include:

- *Make Comparisons* — Compare the life of the roaring twenties with life today.
- *Consider Perspective* — What would it be like being a women during the Persons Case?
- *Determine Significance* — How did technology impact the roaring twenties?
- *Make Value Judgements* — Was the period of the roaring twenties less “moral” than previous decades? Is living “in the now” always a good thing?

Enduring Understanding

Students should understand that the 1920s was a period of good times for many Canadians, but not for everyone.

Sample Performance Indicator(s)

- Analyze the experience known as the “Roaring Twenties”. Include: new inventions, new forms of entertainment, fashion, and consumerism.
- Describe the various experiences of groups during the 1920s. Which groups were most positively effected? Explain. Which groups were least positively effected. Explain.

Unit Three: Canada in the 1920s

Suggestions for Teaching and Assessment

Activate

- What new inventions changed your way of life? How?
- How would the economic cycle of “boom and bust” create changes in lifestyle?

Connect

- Research the labour-saving devices developed during this period.
- Create a collage of consumer items, fads and fashions of the 1920s.
- Create a time line of the right to vote for each province of Canada.
- Have the students give evidence to support key statements.

Supporting Statements with Evidence	
Statement	Evidence
The Maritimes did not prosper during the 1920s.	
Women faced inequalities during the 1920s.	
First Nations did not benefit from the economic growth of the 1920s.	
<i>My conclusions are ...</i>	

- Have the students design advertisements for a product, service or recreational activity that became available or popular during the 1920's. The advertisement should focus on the benefits for the consumer and how the item would change the nature of everyday life.

Consolidate

- Assess the impact of various technological developments on Canadian society.

Notes

Suggested Time: 3 hours

Authorized Resources

Canadian History

- pp. 115-120
- pp. 121-126
- pp. 129-131

Unit Three: Canada in the 1920s

Curriculum Outcome

SCO 3.0 – The student will be expected to demonstrate an understanding of the economic, political and social conditions of post-war Canada

- 3.1 Economic conditions: experiences of returning soldiers, rise of the union movement; urban manufacturing centers; uneven prosperity
- 3.2 Post-war society: “Roaring Twenties”, women’s rights, social injustices, right to vote

► **3.3 *Growing political independence during the interwar period***

Elaboration

The post-war period witnessed a growing sense of national identity and an increased Canadian role on the international stage. In 1919, Canada had its own seat at the Paris Peace talks and independently signed the Treaty of Versailles. Canada also became a member of the League of Nations.

Canada’s growing independence from Britain, especially in foreign affairs, continued throughout the 1920s. Students should examine the following events:

- Imperial Conferences (1921, ’23, ’26)
- Chanak Crisis (1922)
- Halibut Treaty (1923)
- King-Byng Crisis (1926)
- Diplomatic Posts (1927-1929)
- Statute of Westminster (1931)

Inquiry and analysis in this section should include:

- *Make Comparisons* — Compare the Confederation of 1867 and the Statute of Westminster. Which event truly defined Canada’s National identity?
- *Identify Cause and Consequence* — What was the significance of each event in terms of Canadian nationalism?
- *Consider Perspective* — How would a French Canadian view the events towards political independence during the 1920s?
- *Make Value Judgements* — Was Canada “mature” enough as a nation to receive independence in the early 1930s?

Enduring Understanding

Students should understand that Canada’s national and international status was emerging significantly.

Sample Performance Indicator(s)

- During the post-war period of the 1920s Canada’s role on the world stage changed. What changed? Which event(s) best identify this change? Explain.

Unit Three: Canada in the 1920s

Suggestions for Teaching and Assessment

Activate

- Discuss the concept of a national (Canadian) identity.

Connect

- Create a poster representing the steps in the process of increasing independence from Britain.
- Discuss the concept of autonomy. Describe how Canada became a more autonomous nation.
- Have the student use the jigsaw cooperative learning strategy to research the importance of political issues of the 1920s (e.g., the Chanak Affair, the Halibut Treaty, and the King-Byng Affair) to Canadian independence. Each student may then complete the following chart.

Canada's Growing Autonomy		
Issue	Description	King's Response

Consolidate

- The year 1867 is usually considered Canada's birth date. It could be argued that the Statute of Westminster in 1931 marks Canada's real birth date as an independent nation. On what grounds could this argument be made? Where do you stand regarding this argument? Explain your position.

Notes

Suggested Time: 3 hours

Authorized Resources

Canadian History

- pp. 99
- pp. 127-129
- pp. 131-132
- pp. 133-137

Unit Four: Canada in the 1930s – The Depression Years

Unit Four: Canada in the 1930s – The Depression Years

Curriculum Outcome

SCO 4.0 The student will be expected to demonstrate an understanding of the causes and consequences of the Great Depression in Canada

- ▶ **4.1 Causes of Great Depression: business cycle, contributing factors, stock market**
- 4.2 Experiences of people: poverty, unemployment, migration, escapism
- 4.3 Government reaction to the Depression: King's and Bennett's response; peoples' reactions
- 4.4 Emergence of new political parties

Elaboration

After the boom years of the 1920s, a dramatic economic shift in 1929 would change the Canadian economy and society. The good times of the 1920s abruptly ended not just in Canada but in most industrialized countries. In order to understand the Great Depression, students will need to examine the stages of the business cycle. It will also be necessary to have a basic understanding of the stock market.

While the stock market crash of 1929 served as the catalyst of the Depression, there were underlying contributing factors. These included:

- Over-production
- Purchasing stock /buying on margin
- Purchasing on credit/high consumer debt
- Overdependence on primary industries
- High tariffs / limited trading partners / protectionism
- Dependence on the United States for trade

Inquiry and analysis in this section should include:

- *Make Comparisons* — How was credit used in the past versus the present? What are peoples' attitudes towards credit in the past versus today?
- *Identify Cause and Consequence* — What was the significance of ___(name factor)___ in terms of the economic collapse of Canada?

Enduring Understanding

Students should understand that the economic collapse of the 1930s was precipitated by the overconfidence of consumers during the boom years of the 1920s.

Sample Performance Indicator(s)

- Identify the underlying causes of the Great Depression. Which of these played the most significant role in the economic collapse?

Unit Four: Canada in the 1930s – The Depression Years

Suggestions for Teaching and Assessment

Activate

- How has the economy in your area changed in recent years?
- Do you have a credit card? Why do people buy on credit?
- Why do people overextend their credit?

Connect

- Create a graphic organizer to illustrate the four stages of the business cycle, and the main characteristics of each stage:
 - Prosperity
 - Recession
 - Depression
 - Recovery
- Create a concept map illustrating how the stock market works.
- Have the students work with a partner to complete a chart listing the main causes and economic characteristics for each of three main stages of the business cycle during the 1920s: Economic recession, economic recovery, and economic depression (*sample answers are provided for illustrative purposes only*).

The Business Cycle during the 1920s		
Recession 1919-1923	Recovery 1924-1928	Depression 1929-39
Causes: <ul style="list-style-type: none"> • Effects of the Great War 	Causes: <ul style="list-style-type: none"> • American loans to European countries helped them once again buy Canadian exports 	Causes: <ul style="list-style-type: none"> • Inflated value of stocks
Characteristics: <ul style="list-style-type: none"> • High unemployment 	Characteristics: <ul style="list-style-type: none"> • Low unemployment 	Characteristics: <ul style="list-style-type: none"> • High unemployment

- Have the students work in groups of four to create a front page of a newspaper published on October 29th, 1929. Each group should decide on a name for the paper and then brainstorm a number of headlines for the main story. Group members may be assigned specific roles, e.g., editor- oversees the process and writes a short editorial on the events, staff writer – writes a short lead article to accompany the headline decided on earlier by the group, cartoonist – draws a cartoon capturing the effects of the stock market crash on investors, and art director – decides on the design and layout of the page. The final page should be displayed in the classroom.

Consolidate

- “The roots of the Depression began in the 1920s.” Debate this statement.

Notes

Suggested Time: 2 hours

Authorized Resources

Canadian History

- pp. 139-145

Unit Four: Canada in the 1930s – The Depression Years

Curriculum Outcome

SCO 4.0 – The student will be expected to demonstrate an understanding of the causes and consequences of the Great Depression in Canada

- 4.1 Causes of Great Depression: business cycle, contributing factors, stock market
- 4.2 **Experiences of people: poverty, unemployment, migration, escapism**
- 4.3 Government reaction to the Depression: King’s and Bennett’s response; peoples’ reactions
- 4.4 Emergence of new political parties

Elaboration

The Depression caused major societal changes which impacted a large majority of Canadian citizens. The resulting massive unemployment led to a rapid deterioration in lifestyles. People were living in extreme poverty and were forced to find ways to cope. Many people migrated to find work, the greatest numbers moving from rural areas to urban centers. Men and women “rode the rails” in search of employment. Other people stayed home and took wage cuts to hold on to their jobs, or grew their own food to survive.

Private organizations established soup kitchens to feed the poor and homeless. Many Canadians provided a meal or place to sleep for travelers searching for employment. Homeless workers in the cities often pooled resources to rent a room. Shanty towns developed in many urban centers.

The Depression did not hit all regions and groups with equal force, farmers in western Canada were especially hard-hit as they experienced declining prices with the added natural disasters of drought and insect infestations.

The distribution of “relief” was unequal. Married couples had priority, then single men, while single women generally received no relief. Immigrant women and women from visible minorities also faced discrimination. Certain ethnic groups experienced trouble when trying to find employment, while others were deported. For Aboriginal groups, existing harsh living situations became even worse.

People tried to find relief from their problems in a variety of ways. Movies, newspapers and magazines, the radio, fairs and exhibitions, and major events such as the birth of the Dionne quintuplets were examples of “escapism”.

Inquiry and analysis in this section should include:

- *Make Comparisons* — Compare what it was like to be a single female during a depression in comparison to a single male.
- *Identify Cause and Consequence* — What led to discrimination/intolerance during the 1930’s?
- *Consider Perspective* — Describe how a person would survive during the depression.
- *Make Value Judgements* — How would a ___(e.g., stock broker, business owner, worker, teenager, etc)___ view the economic collapse in Canada?

Enduring Understanding

Students should understand that peoples’ lives changed drastically as a result of the economic collapse of the 1930s.

Sample Performance Indicator(s)

- Describe the kinds of societal changes which occurred in Canada during the Depression. Which changes(s) had the greatest impact on the ordinary citizen?
- What might have been the three most significant challenges facing people who were living with extreme poverty? Justify your response.

Unit Four: Canada in the 1930s – The Depression Years

Suggestions for Teaching and Assessment

Activate

- Imagine that your family's income drops suddenly due to loss of employment. Brainstorm ideas your family could do to help ease the situation.
- How would your lifestyle change as a result of job loss?

Connect

- Create a pictorial display of how the Depression affected people. Write a caption for each picture.
- Why did wheat farmers in the west experience harsher conditions than farmers in other parts of Canada?
- Explain the significance of escapism during the Great Depression.
- Examine peoples' reactions and attitudes toward accepting government relief.
- Research the use of food stamps during the Depression.
- Have the students complete the following chart to record perspectives on the best way to deal with the economic problems of the country and how successful each party was. Parties include: Conservative party, CCF, Social Credit, Union Nationale.

Perspectives on Dealing with the Depression		
I am a member of ...	The solution is ...	Success?

- Have the students create a "Canadiana Through the Decades" exhibition. Each student contributes one item representative of the 1920s or 1930s that they feel is an aspect of Canadian identity. Display items might include photos, posters, advertisements, clothing, magazine covers, artifacts (real or recreated), models, art work, music (tapes), or videos. These could focus on, for example, Canada's success at the 1928 Olympics, the "Golden Age of Sports for Women" in Canada, an early Hockey Night in Canada Broadcast, Mary Pickford's movie stardom, fashions of the era, or Carr or Group of Seven paintings.

Consolidate

- Compare urban and rural experiences during the Depression. Judge which experience was more difficult.
- Government was insensitive to the real needs of Aboriginal peoples during the Depression. Discuss this statement.
- Describe the experience of living with extreme poverty and how this experience could have lifelong effects on people.

Notes

Suggested Time: 3 hours

Authorized Resources

Canadian History

- pp. 146-150
- pp. 151-154
- pp. 155-158

Unit Four: Canada in the 1930s – The Depression Years

Curriculum Outcome

SCO 4.0 – The student will be expected to demonstrate an understanding of the causes and consequences of the Great Depression in Canada

- 4.1 Causes of Great Depression: business cycle, contributing factors, stock market
- 4.2 Experiences of people: poverty, unemployment, migration, escapism
- ▶ 4.3 **Government reaction to the Depression: King’s and Bennett’s response; peoples’ reactions**
- 4.4 Emergence of new political parties

Elaboration

At the beginning of the Depression, political reaction was virtually non-existent as the prevailing thinking of the time was that this was a normal stage in the business cycle and government should not be involved. As the Depression continued, it became apparent that government had to respond to the needs of the people.

When the Depression began, Mackenzie King was the Canadian prime minister. Initially he refused to act. In his “Five Cent” speech, he said that he would not help any Conservative provincial government. His government did raise tariffs to try and help industries at home. His inaction and comments helped lead to his defeat in the 1930 election.

Bennett and the Conservative Party won the election of 1930. By 1931 the Conservatives had passed two relief acts, but these acts had certain conditions attached and did little to address people’s needs. In 1932 a third relief act focused on relief payments to individuals in need. The government did set up relief camps to provide employment for single men. In 1935 Bennett brought in his “New Deal”. However, he lost the 1935 election to Mackenzie King. Shortly after, economic conditions began to improve. This had little to do with government actions.

Throughout the Depression years, people expected government to enact programs to help ease the situation. When these actions were not forthcoming, people resorted to various measures to seek help. Many people wrote letters to Bennett asking directly for money. To express their frustration, they called many items after Bennett, e.g. the “Bennett buggy”. In 1935, men from relief camps participated in the “On-to-Ottawa Trek” to present their demands to the federal government.

During the Depression, ordinary citizens were able to establish values and continue to shape a sense of Canadian identity. Canadian nationalism was also fostered through the establishment of new institutions, including the Canadian Broadcasting System, TransCanada Airlines and the National Film Board.

Inquiry and analysis in this section should include:

- *Make Comparisons* — Compare how King and Bennett reacted to the depression?
- *Identify Cause and Consequence* — What was the significance of ___ (Canadian Broadcasting System, TransCanada Airlines, National Film Board)___ in terms of improving Canadian Identity?
- *Consider Perspective* — Why would a person participate in the “on to Ottawa” trek?
- *Make a Value Judgment* — What should be the role of government during economic crisis?

Enduring Understanding

Students should understand that governments during the Depression years did not adequately address the needs of the citizens, causing these citizens to express their frustrations in various unique ways.

Sample Performance Indicator(s)

- How effective were the efforts of various governments to meet the needs of citizens during the Depression?
- How effective were people’s attempts to move government to act in a socially responsible manner during the Depression? Explain.

Unit Four: Canada in the 1930s – The Depression Years

Suggestions for Teaching and Assessment

Activate

- What actions would Canadians expect from their federal government during the Depression?
- What ways could you lobby government to get action regarding your concerns?

Connect

- Bennett’s government set up relief camps to provide employment for single men. Describe the conditions in these camps. What were the other underlying reasons for the establishment of these camps?
- Why did Canadian voters reject Bennett and the Conservatives in the 1935 election? Why did they re-elect Mackenzie King and the Liberals?
- Examine primary documents to determine the main reasons why people wrote letters to Bennett asking for money.

Consolidate

- To what extent does government have a responsibility to look after its citizens “from the cradle to the grave”? Do you feel the government(s) of Canada did enough to help people during the Depression?
- Governments during the Depression expected people to work for relief. Was this expectation realistic and justified?

Notes

Suggested Time: 3hours

Authorized Resources

Canadian History

- pp. 164-168
- pp. 169-179

Unit Four: Canada in the 1930s – The Depression Years

Curriculum Outcome

SCO 4.0 – The student will be expected to demonstrate an understanding of the causes and consequences of the Great Depression in Canada

- 4.1 Causes of Great Depression: business cycle, contributing factors, stock market
- 4.2 Experiences of people: poverty, unemployment, migration, escapism
- 4.3 Government reaction to the Depression: King's and Bennett's response; peoples' reactions

► **4.4 *Emergence of new political parties***

Elaboration

Some Canadians felt that the traditional parties, Conservatives and Liberals, were unable to deal effectively with the Depression. When attempts to get the appropriate actions from governments failed, many people turned their attention to new political parties. Several new political parties emerged during this time, at both the national and regional level. They promised to deal more effectively with the Depression. Their varied, and sometimes radical, platforms appealed to disillusioned voters. Some of these parties had a very short lifespan but several still exist today.

Students should focus on the following political parties which emerged at this time:

- Reconstruction Party
- Communist Party
- CCF
- Social Credit
- Union Nationale

Inquiry and analysis in this section should include:

- *Use Information* — What would be the platform for a new political party during the depression?
- *Make Comparisons* — How did the conservatives and liberals deal with the depression?
- *Identify Cause and Consequence* — What aspects of political change from the thirties have influenced Canadian values today?

Enduring Understanding

Students should understand that new political parties emerged during the Depression years as a result of voter dissatisfaction and frustration with existing mainstream parties.

Sample Performance Indicator(s)

- Identify the platforms of political parties during the Depression. How successfully did these appeal to the voters during that time? Explain.
- What party would you have supported during the Depression? Why?

Unit Four: Canada in the 1930s – The Depression Years

Suggestions for Teaching and Assessment

Activate

- List the political parties which currently exist in Canada. (Students could then go online to find a complete list of political parties in Canada and how many are registered as official parties. See Elections Canada www.elections.ca)

Connect

- Outline the following information for the Cooperative Commonwealth Federation, Social Credit Party, Union Nationale, Communist Party and Reconstruction Party:
 - Date of formation
 - Platform
 - Reasons for popularity
 - Early leaders
- Research one of the non-mainstream political parties in Canada today (including those which have lost their eligibility) and present the main ideas in their platform.

Consolidate

- Compare two political parties which emerged during the Depression years, one which is no longer in existence and one which still exists. Develop reasons why you think this happened.

Notes

Suggested Time: 2 hours

Authorized Resources

Canadian History

- pp. 180-183
- pp. 184-186

Unit Five: Canada in the Second World War (1939-1945)

Unit Five: Canada in the Second World War (1939-1945)

Curriculum Outcome

SCO 5.0 – The student will be expected to demonstrate an understanding of Canada’s involvement in the Second World War

- ▶ **5.1 Causes of War: Treaty of Versailles, rise of fascism, failure of League of Nations and appeasement**
- 5.2 Canada’s contribution: military contribution and operations; contributions of women, Blacks and Aboriginals
- 5.3 Home Front - Social/ Political Issues: support for war effort, War Measures Act, treatment of Japanese Canadians and other groups, conscription crisis
- 5.4 Home Front - Economic Issues: wartime production, role of women, paying for the war

Elaboration

The Second World War officially began when Germany invaded Poland on September 1, 1939. Although this was the immediate cause of the war, underlying causes had been in existence for many years. The Treaty of Versailles in 1919 had been harsh on Germany and had given German people a sense of resentment that continued throughout the 1920s and 1930s.

The League of Nations was founded in 1919 to provide collective security and bring about permanent world peace. The failure of the League to accomplish these goals was another underlying cause of the war. Students could consider failures in Manchuria and Abyssinia. Despite Canada’s membership in the League of Nations, following the First World War, we followed a policy of isolationism. (Note Article X)

Political and economic instability plagued Germany throughout the 1920s and 1930s. Many Germans looked to new political parties to provide solutions. One of these parties was the National Socialist Workers Party (Nazi), a fascist party. This party grew rapidly in popularity under the leadership of Adolf Hitler. Hitler quickly gained control within Germany.

Hitler’s plan was to expand in Europe. In order to stop Hitler’s planned expansion, Britain favoured a policy of appeasement. At a meeting in 1938, Chamberlain agreed to German occupation of the Sudetenland and Hitler agreed to leave the rest of Czechoslovakia free (Munich Pact). The Canadian government and Prime Minister Mackenzie King supported these actions. The policy of appeasement failed when Hitler invaded the remainder of Czechoslovakia and sent troops into Poland.

Inquiry and analysis in this section should include:

- *Identify Cause and Consequence* — Which was the most important cause that led to the outbreak of the Second World War?
- *Consider Perspective* — How would a German citizen perceive the events that led to World War Two? Was Hitler an effective leader?
- *Make Value Judgements* — Is it the responsibility of countries to try to control other countries? Was Germany completely at fault for the First World War?

Enduring Understanding

Students will understand the underlying causes of the Second World War and the significance of the rise of fascism.

Sample Performance Indicator(s)

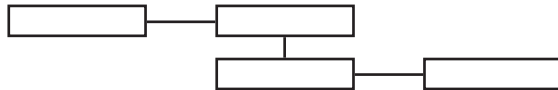
- Examine the causes of the Second World War. Which of these was most significant in leading to the outbreak of war in 1939?
- Why was fascism so appealing to the German people?

Unit Five: Canada in the Second World War (1939-1945)

Suggestions for Teaching and Assessment

Activate

- What factors might cause a country to turn to new forms of government?
- What characteristics make a person a good leader?
- Brainstorm possible ways the Second World war may have been avoided.
- Work with a partner to construct a flow chart to illustrate the sequence of events that led to WWII. Use the sequence to prepare notes from which they design a storyboard for a visual presentation on the path of World War II.



- Classify selected statements about the beginning of World War II as either fact or opinion and explain their decision.

The Road to War: Fact or Opinion			
Statement	F	O	Explanation
<i>Hitler caused the Second World War</i>			
<i>Inflation and unemployment were serious problems in Germany</i>			
<i>In 1939 Canada was not ready to enter a war with Germany</i>			
<i>Fascism had no appeal to Canadians</i>			
<i>MacKenzie King should not have agreed to the appeasement with Germany</i>			

Connect

- Research and account for the popularity and rise of Hitler as the Nazi leader in Germany.
- Explore the policy of appeasement.

Consolidate

- Examine the main terms of the Treaty of Versailles. Which terms gave the German people cause for resentment?
- Hitler used many questionable tactics in his rise to power. What were some of these tactics? Why did many Germans accept these tactics and still view him as a great leader at the time?
- Explore the methods used by the League of Nations to ensure collective security and world peace. Assess why the League of Nations was not successful in achieving its goals.
- Mackenzie King met Hitler in 1937 and said the German leader was “a simple sort of peasant, not very intelligent, and no serious danger to anyone.” Other world leaders feel the same way? Why do you think they were so misled?

Notes

Suggested Time: 5 hours

Authorized Resources

Canadian History

- pp. 99
- pp. 187-193
- pp. 194
- pp. 196-200

Unit Five: Canada in the Second World War (1939-1945)

Curriculum Outcome

SCO 5.0 – The student will be expected to demonstrate an understanding of Canada’s involvement in the Second World War

5.1 Causes of War: Treaty of Versailles, rise of fascism, failure of League of Nations and appeasement

► 5.2 **Canada’s contribution: military contribution and operations; contributions of women, Blacks and Aboriginals**

5.3 Home Front - Social/ Political Issues: support for war effort, War Measures Act, treatment of Japanese Canadians and other groups, conscription crisis

5.4 Home Front - Economic Issues: wartime production, role of women, paying for the war

Elaboration

The Canadian government officially declared war on September 10, 1939. Canada was not automatically at war, but many Canadians still felt a strong loyalty to Britain and felt that Hitler had to be stopped.

The Second World War was a new kind of war. This war had no trench warfare, and technological developments expanded the battlefield to include all of an enemy’s territory.

Canada played a major role in the Second World War on land, sea, and air. At the beginning of the war, the Canadian military was not prepared to fight a war, but recruitment began immediately to increase the capacity to fight. At one point, we were the second most powerful country on the Allies’ side. Over 1 million Canadians enlisted in the war, and over 42 000 were fatalities.

Canadians were involved in many military operations during the war. These included:

- British Commonwealth Air Training Plan
- Camp X
- Defence of Hong Kong
- Dieppe
- Ferry Command
- Invasion of Sicily
- D-Day Invasion
- Liberation of Holland
- Bomber Command
- Battle of the Atlantic
- Italian Campaign

For the first time, women were able to volunteer for military service, and women’s branches of the army, air force and navy were created. Black and Aboriginal soldiers served in all the major campaigns of the war, despite discrimination and other roadblocks.

Inquiry and analysis in this section should include:

- *Make Comparisons* — How did new technology change the concept of warfare since World War One?
- *Identify Cause and Consequence* — What was the significance of each battle in terms of Canadian Nationalism? What changed in Canada to allow the nation to play a greater role in World War Two?
- *Consider Perspective* — Why would ___(e.g., Women, Blacks, and Aboriginals)___ be willing to go to war in Europe?
- *Determine Significance* — What significance did boats play in World War Two?

Enduring Understanding

Students should understand that Canada played a major role in the Second World War.

Sample Performance Indicator(s)

- Identify three military operations in which Canadians were involved in the Second World War. Which contribution was most significant?

Unit Five: Canada in the Second World War (1939-1945)

Suggestions for Teaching and Assessment

Activate

- Why do you think Canadians would choose to fight in another European war?
- Create a list of ways that Canada could contribute to the Second World War.

Connect

- Research and present a report about the new technologies used in the Second World War.
- Describe the various roles women served in the military during the Second World War.
- Explain briefly how Allied defeats in Europe affected Canada's role in the Second World War.
- Use a graphic organizer to show the change in manpower strength of the Canadian Army, Navy and Air Force from 1939 to 1945.
- Create a photo essay to depict the various ways that regions and groups in Canada contributed to the war effort from the home front. They should include in their essay the contributions of women and Aboriginal people, as well as contributions from various regions in Canada. Photo essays should include only photocopies, interesting clear captions, and a good title.

Consolidate

- Evaluate the significance of the Dieppe Raid.
- Assess the obstacles faced by Black and Aboriginal soldiers in the Second World War. Why would they go to war so readily if they had to face these challenges?

Notes

Suggested Time: 5 hours

Authorized Resources

Canadian History

- pp. 202-211
- pp. 212-219
- pp. 220-226
- pp. 235-236
- pp. 244-246

Unit Five: Canada in the Second World War (1939-1945)

Curriculum Outcome

SCO 5.0 – The student will be expected to demonstrate an understanding of Canada’s involvement in the Second World War

5.1 Causes of War: Treaty of Versailles, rise of fascism, failure of League of Nations and appeasement

5.2 Canada’s contribution: military contribution and operations; contributions of women, Blacks and Aborigines

► **5.3 Home Front - Social/Political Issues: support for war effort, War Measures Act, treatment of Japanese Canadians and other groups, conscription crisis**

5.4 Home Front - Economic Issues: wartime production, role of women, paying for the war

Elaboration

Many men and women went overseas to fight, but those who stayed at home played an equally important part in this “total war effort”. The government introduced a propaganda campaign to encourage Canadians to support the war effort.

The War Measures Act was revived, and this gave the government enormous powers over the people of Canada. The government used its authority to require some citizens to register as “enemy aliens”. Internment camps were set up for enemy aliens and other people who were declared dangerous to the state. Political movements that were considered dangerous were outlawed and some leaders were arrested.

The group which suffered the worst treatment was the Japanese Canadians. They were taken from their homes and put in prison camps. Their property was also confiscated, with little or no compensation. Other groups also faced discrimination, including conscientious objectors, Jews, Blacks, and some religious groups.

At the start of the war, Mackenzie King had promised that he would not introduce conscription. In 1942, the need for reinforcements grew and King held a plebiscite in which he asked Canadians to give him permission to rescind his promise. The majority of Canadians supported conscription. 79% of English Canadians voted yes, but 85% of French Canadians voted no. This led once again to deterioration in French-English relations.

Inquiry and analysis in this section should include:

- *Consider Perspective* — What might it be like to be a Japanese Canadian living in Canada during World War Two? How would people feel about living in a “total war effort” society? Why was discrimination still evident during World War Two? Should citizens be forced to fight in war?
- *Determine Significance* — Who were most influenced in Canada by World War Two? (e.g., Children, family, Businesses, farmers, industry, etc..)
- *Make Value Judgements* — Was the War Measures Act more effective in World War Two?

Enduring Understanding

Students should understand that there was widespread support for the war on the home front, the War Measures Act gave the government great powers, and discrimination towards and ill-treatment of certain groups was evident.

Sample Performance Indicator(s)

- Identify the powers the War Measures Act gave the government. What are the strongest arguments that support and refute this position? Should government be able to exercise these powers in times of crisis? Justify your position
- Discuss possible reasons the Canadian government might have had for interning Japanese Canadians and other groups considered dangerous to the state. Evaluate the validity of these reasons.

Unit Five: Canada in the Second World War (1939-1945)

Suggestions for Teaching and Assessment

Activate

- How might ordinary citizens contribute to the war effort at home?
- What reasons would people use to support (not support) war efforts?
- What should a government be able to do to ensure the safety of its citizens?

Connect

- Research and prepare a report on the ways that Canadian citizens supported the war effort at home.
- Examine propaganda posters used during the war. Prepare a report on the methods used to influence citizens through the use of propaganda. Create your own propaganda poster encouraging citizens to support the war effort.
- Compare the conscription crisis in the Second World War with the conscription crisis in the First World War.
- Research and record the amount of bread, meat, sugar and milk, etc. you would have consumed in a week during the war after rationing was introduced. How would you have had to change your diet? Include an explanation on rationing coupons. How does this compare to your current patterns of consumption? Create a chart that compares food consumption per person per week during the war with the present.
- Complete the following chart to analyze a poster about the importance of supporting the war effort.

Analysing a Propaganda Poster	
Task	Notes
What is depicted in the poster?	
What inferences can be made from the representation?	
Do you think the poster would have been effective?	

- Examine how the Canadian government treated those Canadian citizens who were regarded as “enemy aliens” during World War II.
- Reflect upon the positive and negative elements that make up the legacy of the Second World War and create a Pro and Con organizer that lists elements you think are positive or negative. Then, decide for yourself if the good outweighs the bad.
- Classify key changes after the Second World War as either economic, social or political.

Classifying Key Events / Conditions			
Condition / Event	Economic	Political	Social

Consolidate

- Write a letter to your Member of Parliament arguing the injustice of (or supporting) the internment of Japanese Canadians and other groups during the war.
- During the Second World War, the Canadian government had the right to take away the civil liberties of Canadian citizens. Are there any examples to demonstrate that governments are still using these kinds of powers today? Assess the validity of using these powers to protect citizens.

Notes

Suggested Time: 3 hours

Authorized Resources

Canadian History

- pp. 227-233
- pp. 234
- pp. 237-239

Unit Five: Canada in the Second World War (1939-1945)

Curriculum Outcome

SCO 5.0 – The student will be expected to demonstrate an understanding of Canada’s involvement in the Second World War

- 5.1 Causes of War: Treaty of Versailles, rise of fascism, failure of League of Nations and appeasement
- 5.2 Canada’s contribution: military contribution and operations; contributions of women, Blacks and Aboriginals
- 5.3 Home Front - Social/ Political Issues: support for war effort, War Measures Act, treatment of Japanese Canadians and other groups, conscription crisis
- 5.4 **Home Front - Economic Issues: wartime production, role of women, paying for the war**

Elaboration

The unemployment of the Depression years disappeared with the government’s declaration of war. Men and women worked in factories, fields and mines to produce the supplies and weapons needed to support the war. Production levels increased immediately and dramatically. The War Measures Act gave the government control of industries, and they could assign workers to jobs in certain industries as the need arose. Prices were controlled and rationing was introduced. Strikes were banned by the government and replaced with compulsory arbitration.

Women played a major role on the home front. There was a dramatic increase in the number of women in the work force. Single and married women became part of the workforce, and some women moved to industrial centers to participate in the war effort. Women also played an important role working on the farms.

As in the First World War, women also volunteered in various ways. This would ultimately lead to a new outlook on work for women.

The Lend-Lease Act was passed by the American government in 1941. It allowed Allies to buy war materials from the United States without having to pay up front. The Canadian government worried that the Canadian economy would suffer if Britain started buying more supplies from the Americans. A deal was struck to increase trade between Canada and the United States.

By 1944, federal government spending on the war effort accounted for nearly 40% of Canada’s gross national product. The government paid for this by using taxes, war bonds, and gold payments from Britain. The Bank of Canada introduced new monetary policies, as well.

Inquiry and analysis in this section should include:

- *Make Comparisons* — What were the pros and cons of having foreign relations during World War Two?
- *Consider Perspective* — How did the Second World War impact the role of women in society?
- *Determine Significance* — What positive effects can be attributed to Canada’s participation in the Second World War? Explain.
- *Make a Value Judgment* — Should civil liberties be sacrificed for the good of the nation?

Enduring Understanding

Students should understand that the war would create an economic boom for Canada, as the country focused on a total war effort.

Sample Performance Indicator(s)

- How did Canadians work together to meet the production challenges created by the Second World War?

Unit Five: Canada in the Second World War (1939-1945)

Suggestions for Teaching and Assessment

Activate

- List the kinds of supplies needed to support a war effort.
- Brainstorm ways governments can help pay the cost of war.

Connect

- Describe how different industries helped support the war effort.
- Use a graphic organizer to illustrate the change in Defence spending as percentage of total government spending from 1939 to 1945.
- How did the economics of the Second World War affect Canadian-American relations?

Consolidate

- “Women were more involved in the Second World War than they had been in the First World War.” Debate this statement.
- How might the economic growth of the war years benefit Canada in the future?

Notes

Suggested Time: 3 hours

Authorized Resources

Canadian History

- pp. 224-226
- pp. 227-229
- pp. 244-246

Unit Six: Canada Matures: Growth in the Post-War Period (1945-1970)

Unit Six: Canada Matures: Growth in the Post-War Period (1945-1970)

Curriculum Outcome

SCO 6.0 – The student will be expected to demonstrate an understanding of the economic, political and social conditions in Canada following the Second World War and Canada’s changing role on the international stage

- ▶ **6.1 Economic changes: growth of primary and secondary industries, infrastructure, Cold War economy, labour relations**
- 6.2 Political changes: role of political leaders, civil rights, Aboriginal rights, women’s rights, new social programs
- 6.3 Social changes: immigration, women’s liberation movement, technology and lifestyle, youth culture
- 6.4 Canada’s role on the international stage: emergence as a “middle power”, involvement in international organizations
- 6.5 Rise of Quebec nationalism: leaders, separatist ideologies
- 6.6 Newfoundland and Labrador joins Canada: issues leading to and effects of Confederation

Elaboration

The end of the Second World War witnessed many economic changes in Canada. Canadian military personnel returned to Canada with hopes of beginning new lives and the federal government was in a position to assist returning veterans. It is important to note the services provided.

Primary industries continued to flourish as they had during the war, as demand for natural products continued worldwide. The demand for consumer goods led to further development of secondary industries, creating an economic boom. A good example would be the Autopact with the United States.

During this period, Canada undertook a number of construction projects which provided employment for thousands of Canadians.

The Cold War influenced the Canadian economy and created many large projects. The United States financed and controlled some of these projects. Students should examine arms race developments, construction of radar defence systems and the Avro Arrow.

A wave of strikes followed the Second World War as workers demanded better working conditions and benefits. American investment in Canada was a growing concern to many.

Inquiry and analysis in this section should include:

- *Use Information* — What changes took place in Canadian society during the post-war boom?
- *Consider Perspective* — How would a worker view Canada’s economic progress?
- *Determine Significance* — What was the most significant impact of the Cold War on Canada?

Enduring Understanding

Students should understand that Canada’s postwar economy experienced continued growth.

Sample Performance Indicator(s)

- Describe the most significant ways the Canadian economy changed during the post-war period.
- Which change in the Canadian economy was most significant?

Unit Six: Canada Matures: Growth in the Post-War Period (1945-1970)

Suggestions for Teaching and Assessment

Activate

- What industries prospered during the Second World War?
- In what ways would the federal government have to prepare for returning veterans?
- Strikes occur when workers are unhappy with present working conditions. What kinds of issues cause workers to strike?

Connect

- Which industries would continue to be important during the post-war economy?
- How did the Cold War influence the growth of new industries or the expansion of old ones?
- Analyze cartoons that show how the superpowers viewed each other. The following organizer may be used.

Analyzing an Historical Cartoon	
Question	Response
What symbols are used in this cartoon?	
What does each symbol represent?	
What do the words (if any) mean?	
What is the main message of the cartoon?	
Why is the cartoonist wanting to make this point?	
What is your opinion of the message?	

Consolidate

- Debate American investment in Canada and its influence on the Canadian economy.
- In what ways did some of Canada's mega projects help unite the country?

Notes

Suggested Time: 4 hours

Authorized Resources

Canadian History

- pp. 49
- pp. 251-252
- pp. 257-263
- pp. 264-268

Unit Six: Canada Matures: Growth in the Post-War Period (1945-1970)

Curriculum Outcome

SCO 6.0 – The student will be expected to demonstrate an understanding of the economic, political and social conditions in Canada following the Second World War and Canada’s changing role on the international stage

6.1 Economic changes: growth of primary and secondary industries, infrastructure, Cold War economy, labour relations

► 6.2 ***Political changes: role of political leaders, civil rights, Aboriginal rights, women’s rights, new social programs***

6.3 Social changes: immigration, women’s liberation movement, technology and lifestyle, youth culture

6.4 Canada’s role on the international stage: emergence as a “middle power”, involvement in international organizations

6.5 Rise of Quebec nationalism: leaders, separatist ideologies

6.6 Newfoundland and Labrador joins Canada: issues leading to and effects of Confederation

Elaboration

A number of influential leaders emerged during the post-war period. Students should examine the main accomplishments of Louis St. Laurent, John Diefenbaker, Lester Pearson and Pierre Elliott Trudeau.

During this period, peoples’ rights came to the forefront. Many pieces of legislation were passed to improve civil rights, Aboriginal rights and women’s rights.

To improve the lives of Canadians, government legislation was enacted to introduce new social programs. It is important to note the Canada Pension Plan and Medicare. Also there should be a focus on the role of Tommy Douglas in the development of medical insurance and old-age pensions. These acts became the foundation for future developments in social legislation.

Inquiry and analysis in this section should include:

- *Make Comparisons* — Compare the influences of Canadian Leaders.
- *Consider Perspective* — How were Aboriginals and women impacted by new social programs?
- *Make Value Judgements* — Are social programs effective and equal for all Canadians?

Enduring Understanding

Students should understand that this era focused on peoples’ rights and the introduction of new social programs to improve the lives of Canadians.

Sample Performance Indicator(s)

- Identify legislation enacted to improve peoples’ rights and to introduce new social programs. Which piece(s) of legislation was most significant? Explain.

Unit Six: Canada Matures: Growth in the Post-War Period (1945-1970)

Suggestions for Teaching and Assessment

Activate

- What qualities are displayed by effective leaders?
- What topics or concerns are included in civil rights?

Connect

- Create a chart highlighting the accomplishments of the Canadian prime ministers during the 1950s and 1960s.
- Describe the main additions and changes to civil rights, Aboriginal rights and women's rights during the 1950s and 1960s.
- When did Canada become officially bilingual? Under which prime minister did this occur? Discuss arguments for and against official bilingualism.

Consolidate

- Who was the most influential prime minister during this time period? Support your answer.
- The acts passed during this period became the foundation for future developments in social legislation. What rights exist today as a result of these acts?

Notes

Suggested Time: 4 hours

Authorized Resources

Canadian History

- pp. 269
- pp. 272-274
- pp. 275-278
- pp. 311-312

Unit Six: Canada Matures: Growth in the Post-War Period (1945-1970)

Curriculum Outcome

SCO 6.0 – The student will be expected to demonstrate an understanding of the economic, political and social conditions in Canada following the Second World War and Canada’s changing role on the international stage

- 6.1 Economic changes: growth of primary and secondary industries, infrastructure, Cold War economy, labour relations
- 6.2 Political changes: role of political leaders, civil rights, Aboriginal rights, women’s rights, new social programs
- **6.3 *Social changes: immigration, women’s liberation movement, technology and lifestyle, youth culture***
- 6.4 Canada’s role on the international stage: emergence as a “middle power”, involvement in international organizations
- 6.5 Rise of Quebec nationalism: leaders, separatist ideologies
- 6.6 Newfoundland and Labrador joins Canada: issues leading to and effects of Confederation

Elaboration

Increased immigration helped changed the social fabric of Canada in the post-war years. Immigration laws focused on bringing more people into Canada to meet increasing labour demands. The early laws gave preference to British, French and American citizens. These laws were later changed to include other Europeans and Asians. It is important to note the changes in the immigration laws.

Although women had obtained some rights, women had still not achieved equality in society. The Women’s Liberation Movement focused on achieving changes in the workplace and a more equitable position in society.

The 1950s and 1960s saw many new technological developments. These changes in technology radically changed peoples’ lifestyles. Focus should be on the technological changes, in particular the influences of the television and the car. Some Canadians became concerned about the influence of American culture on Canadian society.

For the first time in history, youth culture became a very influential force. Young people adopted their own unique styles, attitudes and values. This culture was most identified through music, which became a significant influence on youth worldwide.

Inquiry and analysis in this section should include:

- *Use Information* — How did technological developments impact Canadian lifestyles?
- *Make Comparisons* — How did the Women’s liberation movement change the status of women from 1945 to 1970?
- *Consider Perspective* — What would it be like to be a teenager during the 1950s and 1960s? How would an American view the relationship with Canada?
- *Determine Significance* — What was the significance of increase immigration in Canada?

Enduring Understanding

Students should understand that as a result of various influences during the post-war years, there was a great change in Canadian society.

Sample Performance Indicator(s)

- Which technological development(s) of the 1950s and 1960s most impacted Canadian society? Explain.
- How did the increased immigration affect Canadian society?

Unit Six: Canada Matures: Growth in the Post-War Period (1945-1970)

Suggestions for Teaching and Assessment

Activate

- Why would a country need immigrants?
- Why would immigrants be eager to come to Canada?
- What rights had women already secured?
- What technological developments are most influential in today's society?
- What elements comprise youth culture today?

Connect

- Examine charts to determine the sources of immigrants to Canada and where they settled.
- Why would the Canadian government adopt a restrictive immigration policy?
- Examine different points of view regarding women's demands for equality.
- Examine the creation of institutions to preserve Canadian culture:
 - Canadian Broadcasting Corporation
 - Radio Canada
 - National Film Board
 - Canadian Radio-Television and Telecommunications Commission

Consolidate

- Why do you think some women objected to the goals of the Women's Liberation Movement? Why did some men object to these goals?
- Compare rock and roll music of the 1950s with rock and roll music today. Consider the themes and lyrics.

Notes

Suggested Time: 3 hours

Authorized Resources

Canadian History

- pp. 253-255
- pp. 277-278
- pp. 299-310

Unit Six: Canada Matures: Growth in the Post-War Period (1945-1970)

Curriculum Outcome

SCO 6.0 – The student will be expected to demonstrate an understanding of the economic, political and social conditions in Canada following the Second World War and Canada’s changing role on the international stage

6.1 Economic changes: growth of primary and secondary industries, infrastructure, Cold War economy, labour relations

6.2 Political changes: role of political leaders, civil rights, Aboriginal rights, women’s rights, new social programs

6.3 Social changes: immigration, women’s liberation movement, technology and lifestyle, youth culture

► **6.4 *Canada’s role on the international stage: emergence as a “middle power”, involvement in international organizations***

6.5 Rise of Quebec nationalism: leaders, separatist ideologies

6.6 Newfoundland and Labrador joins Canada: issues leading to and effects of Confederation

Elaboration

The post-war period changed the world balance of power. Two superpowers emerged- the United States and the Soviet Union. Friction between these two powers created a period of tension known as the Cold War, which lasted from the end of the Second World War to the early 1990s. This war was not fought with guns, but with espionage, propaganda, economic measures and political pressure. The Cold War also involved a nuclear arms race. Students should explore the main sources of tension and the outcomes of each.

Canada’s status changed as well. It became recognized as a middle power which would play a valuable role on the international stage. Focus should be on Canada’s involvement in international organizations, specifically the United Nations, NORAD, NATO and the British Commonwealth of Nations. It is important to note the charter, membership and purpose of each of these organizations.

Inquiry and analysis in this section should include:

- *Make Comparisons* — Compare Canada’s viewpoint of both Soviet Union and United States in terms of economy.
- *Identify Cause and Consequence* — How did the Soviet Union and United States influence Canada in becoming a middle power?
- *Make A Value Judgment* — Is it important for Canada to be involved with international Organizations?

Enduring Understanding

Students should understand that Canada began to play a major role in international events through its involvement in international organizations.

Sample Performance Indicator(s)

- Analyze Canada’s role in the United Nations, NORAD, NATO and the Commonwealth of Nations.
- Explain the significance of Canada’s role in the Cold War.

Unit Six: Canada Matures: Growth in the Post-War Period (1945-1970)

Suggestions for Teaching and Assessment

Activate

- Why would Canada be an ally of the United States during the Cold War?
- Canada is a member of various international organizations. List them.

Connect

- Why is Canada a member of the Commonwealth of Nations while the United States is not?
- What are the characteristics of a “middle power”?
- List the possible advantages and disadvantages of Canadian membership in one of these organizations.
- Identify Igor Gouzenko and determine how he may have changed Canadians’ view of the world.

Consolidate

- In which international organization does Canada play the most significant role?
- Canada was involved in the Korean War, Suez Canal Crisis, and Cyprus. Analyze the role Canada played in each of these international events.
- Assess how the Cold War influenced relations between Canada and the United States.
- Debate if Canada became a significant world player between the 1940s and the 1960s.
- Complete a chart to show Canada’s role in the settlement of the Korean War, and the Suez Canal Crisis. Why is one considered an example of peacekeeping and the other peacemaking?

Canada’s Role	
Korean War	Suez Crisis

Notes

Suggested Time: 3 hours

Authorized Resources

Canadian History

- pp. 246-247
- pp. 284-290
- pp. 292

Unit Six: Canada Matures: Growth in the Post-War Period (1945-1970)

Curriculum Outcome

SCO 6.0 – The student will be expected to demonstrate an understanding of the economic, political and social conditions in Canada following the Second World War and Canada’s changing role on the international stage

- 6.1 Economic changes: growth of primary and secondary industries, infrastructure, Cold War economy, labour relations
- 6.2 Political changes: role of political leaders, civil rights, Aboriginal rights, women’s rights, new social programs
- 6.3 Social changes: immigration, women’s liberation movement, technology and lifestyle, youth culture
- 6.4 Canada’s role on the international stage: emergence as a “middle power”, involvement in international organizations
- ▶ **6.5 *Rise of Quebec nationalism: leaders, separatist ideologies***
- 6.6 Newfoundland and Labrador joins Canada: issues leading to and effects of Confederation

Elaboration

From the time Quebec was conquered by the British in 1760, the French have struggled to maintain their language, religion, culture and separate identity. The French-English relationship has been marked by periods of tension and many French Canadians have felt they were treated as second class citizens.

In the 1950s there was a revival of Quebec nationalism. This spirit of nationalism was best expressed by the phrase “la survivance”, which means “survival.” The initial focus was on economic survival, but this later shifted to political action as the Duplessis government challenged the federal government’s participation in Quebec’s affairs. French Canadian nationalism was also promoted through social programs. There were critics of Duplessis’ approach to Quebec nationalism.

The 1960s saw a change in political leadership in Quebec and a new direction for Quebec nationalism. In 1960 Jean Lesage was elected as premier of Quebec. His government promoted a pride in French Canadian culture and improved economic and social standards for the people of Quebec. This became known as the Quiet Revolution. The slogan of the Quiet Revolution was “Maîtres chez nous” (“Masters in our own house”).

Some French Canadians believed that separation from Canada was the only way to ensure the survival of French Canadian culture. Political separatist groups, as well as terrorist groups such as the Front de la Libération du Québec (FLQ), were formed. Focus should be on the demands and approaches of these groups. It is important to examine the October Crisis in 1970. By the end of this period, the federal government responded to the tension in Quebec by forming commissions and introducing new legislation.

Inquiry and analysis in this section should include:

- *Make Comparisons* — How does Canada benefit by being a bilingual country?
- *Consider Perspective* — How would a French Canadian view nationalism?
- *Determine Significance* — What is the significance of Nationalism?
- *Make Value Judgements* — Do language barriers cause conflicts?

Enduring Understanding

Students should understand that the 1950s and 1960s were turbulent times in Quebec society as French Canadian nationalism emerged as a powerful political force.

Sample Performance Indicator(s)

- Compare the forms of nationalism promoted by Duplessis, Lesage and the separatists. What was the most significant similarity or difference?

Unit Six: Canada Matures: Growth in the Post-War Period (1945-1970)

Suggestions for Teaching and Assessment

Activate

- Brainstorm possible definitions of nationalism.
- How do you express nationalism?
- List reasons why French Canadians would feel unequal partners in Canada.

Connect

- How did Duplessis' promotion of American investment affect the Quebec economy?
- Why is the government of Jean Lesage viewed as the beginning of the Quiet Revolution in Quebec?
- Discuss the impact of the 1967 visit of French president Charles de Gaulle to Montreal.
- Explore ways the federal government responded to the independence movement in Quebec.

Consolidate

- Evaluate the impact of the actions of the FLQ on both Quebec nationalism and Canadian nationalism.
- Explore the differences between Canadian nationalism and Quebec nationalism.
- Evaluate the assertion that: "As one of the founding Canadian cultures French Canadians have not prospered equally".

Notes

Suggested Time: 3 hours

Authorized Resources

Canadian History

- pp. 279-283
- pp. 328-329
- pp. 331-332

Unit Six: Canada Matures: Growth in the Post-War Period (1945-1970)

Curriculum Outcome

SCO 6.0 – The student will be expected to demonstrate an understanding of the economic, political and social conditions in Canada following the Second World War and Canada’s changing role on the international stage

- 6.1 Economic changes: growth of primary and secondary industries, infrastructure, Cold War economy, labour relations
- 6.2 Political changes: role of political leaders, civil rights, Aboriginal rights, women’s rights, new social programs
- 6.3 Social changes: immigration, women’s liberation movement, technology and lifestyle, youth culture
- 6.4 Canada’s role on the international stage: emergence as a “middle power”, involvement in international organizations
- 6.5 Rise of Quebec nationalism: leaders, separatist ideologies
- ▶ **6.6 *Newfoundland and Labrador joins Canada: issues leading to and effects of Confederation***

Elaboration

Newfoundland and Labrador was the last province to join Canada on March 31, 1949. The citizens of the colony had resisted all previous attempts to make Newfoundland and Labrador the tenth province of Canada.

Since 1934, Newfoundland and Labrador had been governed by a commission of government, appointed by Britain. In 1948, a referendum was held in which people were given three options- to maintain the status quo, to return to pre-1934 self-government, or to join Canada. After the first referendum, maintaining the status quo was dropped from the ballot.

A hard-fought campaign ensued. The leader of the Confederate campaign was Joseph Smallwood. He made many promises to the people of Newfoundland and Labrador if they voted for Confederation. It is important to note the promises made and the issues which existed in the colony at that time.

The result of the second referendum was a slim majority for Confederation. Students should examine the terms of union and the effects of Confederation on the people of Newfoundland and Labrador.

Inquiry and analysis in this section should include:

- *Make Comparisons* — What are the pros and cons of Newfoundland joining Canada?
- *Determine Significance* — What were the most significant benefits, and losses, realized by Newfoundlanders and Labradorians under Confederation?
- *Make Value Judgements* — Should Newfoundland have joined Canada?

Enduring Understanding

Students should understand why Newfoundland and Labrador joined Canada on March 31, 1949 and the effects of this union.

Sample Performance Indicator(s)

- Explain why the majority of people in Newfoundland and Labrador supported confederation with Canada in 1948.

Unit Six: Canada Matures: Growth in the Post-War Period (1945-1970)

Suggestions for Teaching and Assessment

Activate

- Brainstorm the advantages and disadvantages of Newfoundland and Labrador joining Canada.

Connect

- Why did Newfoundlanders and Labradorians feel the need to join Canada?
- List the main areas of the Terms of Union with Canada.
- Examine the role Joseph Smallwood played in persuading the people of Newfoundland and Labrador to join Canada.

Consolidate

- “The people of Newfoundland and Labrador made the right decision in 1948 when they voted to join Canada.” Debate this statement.

Notes

Suggested Time: 3 hours

Authorized Resources

Canadian History

- pp. 270-271

Unit Seven: Issues in Canada (1970 to Present)

Unit Seven: Issues in Canada (1970 to Present)

Curriculum Outcome

SCO 7.0 – The student will be expected to demonstrate an understanding of important contemporary issues in Canada

- ▶ **7.1 *Aboriginal rights: legislation, women’s rights, land claims, self-government***
- 7.2 Canadian constitution: repatriation, Charter of Rights and Freedoms, effect on French-English relations, constitutional debates
- 7.3 Canadian nationalism: federalism vs. regionalism, multiculturalism, new political parties
- 7.4 Canada- US relations: free trade, defence, media, identity
- 7.5 International issues: peacekeeping, terrorism, environmental issues, humanitarian issues, any other contemporary issues

Elaboration

In the 1960s native leaders demanded that traditional rights and land claims be federal government priority. The White Paper prepared by the Trudeau government in 1969 ignored these demands. Native leaders were outraged and founded new organizations to protest. Students should explore the responses to the White Paper and subsequent government Aboriginal programs and legislation throughout the 1970s. Focus should also be on issues involving Aboriginal women.

Frustrations in Aboriginal communities continued in the 1980s and 1990s. Aboriginal peoples across Canada protested in growing numbers. Students should explore the various means of protest. There were also increasing demands for Aboriginal self-government. Much progress has been made and efforts to improve all aspects of Aboriginal life continue to the present day. Some Aboriginal groups have achieved self-government and settled land claims while other groups are at various stages in the process. Students should note the current status of negotiations for various groups.

Inquiry and analysis in this section should include:

- *Identify Cause and Consequence* — What would self-government mean for Aboriginal peoples and Sovereignist?
- *Consider Perspective* — Why is there continued frustrations from Aboriginal groups in Canada?
- *Determine Significance* — What was the significance of the White Paper to Aboriginal peoples?

Enduring Understanding

Students should understand that the process of obtaining Aboriginal rights, including land claims and self-government, has been evolving since the 1970s. While goals have been reached, the process continues.

Sample Performance Indicator(s)

- How have Aboriginal rights and status in Canada evolved since the 1960s? .Is this significant? Explain.

Unit Seven: Issues in Canada (1970 to Present)

Suggestions for Teaching and Assessment

Activate

- List the Aboriginal groups in Canada.
- Brainstorm ways that Aboriginal peoples have been treated unfairly.

Connect

- Explain what self-government will mean to Aboriginal people.
- Explain the significance of the Supreme Court rulings regarding Aboriginal rights:
 - Aboriginal women's rights (Bill C-31, 1973)
 - Delgamuukw (oral evidence allowed, 1997)
 - Marshall Case (fishing rights, 1999)
- What was the purpose of the 1996 Royal Commission on Aboriginal Peoples?
- Make an organizer summarizing information about one of the movements of the 1960s and 1970s. Use the following headings: "Major Issues of Concern", "Important Leaders and their Contributions", "Main Groups and their Activities", "Impact of the Movement on Canada and other Countries".

Consolidate

- Discuss the methods Aboriginal people have used to Connect more rights. Which methods have been most successful?
- Evaluate how successful Aboriginal people have been in achieving the rights they have demanded.

Notes

Suggested Time: 3 hours

Authorized Resources

Canadian History

- pp. 347-352
- pp. 394-398
- pp. 434

Unit Seven: Issues in Canada (1970 to Present)

Curriculum Outcome

SCO 7.0 – The student will be expected to demonstrate an understanding of important contemporary issues in Canada

7.1 Aboriginal rights: legislation, women’s rights, land claims, self-government

► 7.2 **Canadian constitution: repatriation, Charter of Rights and Freedoms, effect on French-English relations, constitutional debates**

7.3 Canadian nationalism: federalism vs. regionalism, multiculturalism, new political parties

7.4 Canada- US relations: free trade, defence, media, identity

7.5 International issues: peacekeeping, terrorism, environmental issues, humanitarian issues, any other contemporary issues

Elaboration

In 1976 a separatist party gained power in Quebec. In 1980, the Parti Québécois held a referendum on sovereignty association, but 60% voted to remain in Canada. Pierre Trudeau thought he could address the issue of constitutional reform by bringing the Constitution home from Britain.

On April 17, 1982 Queen Elizabeth II officially proclaimed the new Canada Act. Canada’s constitution was home. The constitution contained the Charter of Rights and Freedoms and had an amending formula. The federal government and all provinces except Quebec were happy with the agreement.

By 1985 Brian Mulroney was prime minister of Canada. He had promised to bring Quebec into the Constitution. In April 1987 the prime minister and ten provincial premiers met at Meech Lake to discuss constitutional problems. They agreed to changes that addressed Quebec’s concerns but this Meech Lake Accord collapsed when it failed to win approval in two provinces. In 1992 the Charlottetown Accord was presented to the people in a national referendum. This accord proposed many things, including the recognition of Quebec as a distinct society. 54.4% of Canadians voted no in the referendum. This defeat re-ignited the separatist movement in Quebec. Another referendum on Quebec sovereignty was held in Quebec in 1995. The “no” side claimed victory by a margin of 1.2%. These issues caused continued tension in French-English relations. Within Quebec, political leadership changed and the focus has since shifted from constitutional issues to economic issues. The current status of Quebec’s place in Canada continues to be debated.

Inquiry and analysis in this section should include:

- *Make Comparisons* — How did the referendums impact Canadian and Québec society?
- *Determine Significance* — What is the significance of a constitution?
- *Make Value Judgements* — Should Québec be recognized as a distinct society?

Enduring Understanding

Students should understand that the process of solving constitutional issues is a complicated process which evolves over time. While the Canadian constitution was patriated in 1982, some issues are still outstanding.

Sample Performance Indicator(s)

- Why was it important to bring the Canadian constitution “home”? What issues resulted from this process?
- Why has Quebec never been able to accept the various attempts at constitutional reform? How might this effect Canada’s future?

Unit Seven: Issues in Canada (1970 to Present)

Suggestions for Teaching and Assessment

Activate

- Brainstorm reasons why it is important for a country to have a constitution.
- List items which are included in the Charter of Rights and Freedoms.

Connect

- Examine the main points of the 1982 Canada Act.
- Discuss the idea of sovereignty association in Quebec.
- Examine the main issues of the Meech Lake Accord and the Charlottetown Accord.
- Identify the 1992 referendum results by province. Discuss the overall results of the referendum.

Consolidate

- Discuss why the government of Quebec felt betrayed by English Canada during the process of the patriation of the constitution of the Constitution. Were these feelings of betrayal justified?
- Assess the impact of the 1992 and 1995 referendums on Canadian and Quebec societies.

Notes

Suggested Time: 4 hours

Authorized Resources

Canadian History

- pp. 330-331
- pp. 376-384
- pp. 427-428

Unit Seven: Issues in Canada (1970 to Present)

Curriculum Outcome

CO 7.0 – The student will be expected to demonstrate an understanding of important contemporary issues in Canada

- 7.1 Aboriginal rights: legislation, women’s rights, land claims, self-government
- 7.2 Canadian constitution: repatriation, Charter of Rights and Freedoms, effect on French-English relations, constitutional debates
- **7.3 *Canadian nationalism: federalism vs. regionalism, multiculturalism, new political parties***
- 7.4 Canada- US relations: free trade, defence, media, identity
- 7.5 International issues: peacekeeping, terrorism, environmental issues, humanitarian issues, any other contemporary issues

Elaboration

Political life in the 1970s was dominated by a phenomenon known as “Trudeaumania”. Pierre Trudeau represented a new style of leadership that appealed to young and old alike. Trudeau was from Quebec and a strong federalist. His government spearheaded social reform, passed the Official Languages Act and patriated the Constitution. He also promoted the idea of multiculturalism. It is important for students to focus on his government’s acts and how they still affect life in Canada.

There was much debate about division of powers between the federal and provincial governments during this period. The main issue was centralized versus regional power. In particular, Quebec and Western Canada resisted control from Ottawa. These areas developed a strong sense of regional identity. This led to a sense of alienation in these regions. Aspects of these feelings of alienation still exist in various parts of the country.

Canadian culture promoted a strong sense of nationalism. Canadians celebrated their cultural and sports figures. We also began to promote the concepts of citizenship and multiculturalism.

The 1993 election saw the emergence of two new federal political parties, the Bloc Quebecois in Quebec and the Reform Party in Western Canada. Both parties were the result of provincial discontent. Students should focus on how these parties changed the face of politics in Canada from their beginnings in the 1980s to the present.

Inquiry and analysis in this section should include:

- *Make Comparisons* — Is alienation more influenced by regionalism or multiculturalism? Is Canadian Identity more influenced by federalism or regionalism?
- *Determine Significance* — Why is multiculturalism important to Canada?
- *Make Value Judgements* — What values should influence the platforms of political parties?

Enduring Understanding

Students should understand the various factors which affected perceptions of Canadian nationalism from the 1970s to the present.

Sample Performance Indicator(s)

- Identify two important pieces of legislation passed by the Trudeau government. Discuss the impact on Canadian society.
- What are the most significant ways in which perceptions of Canadian nationalism changed during the last three decades?

Unit Seven: Issues in Canada (1970 to Present)

Suggestions for Teaching and Assessment

Activate

- What makes Canada a multicultural country?

Connect

- How was Canadian culture promoted through various media?
- What were the main ideas in the platforms of the Bloc Quebecois and the Reform Party?
- Compare the concepts of centralized (federal) and decentralized (regional) power.

Consolidate

- How would the promotion of Canadian culture enhance a sense of nationalism?
- Evaluate the effectiveness of the Trudeau government to create a truly “multicultural” society.
- Does a sense of alienation exist in Canada today? Where? Explain.

Notes

Suggested Time: 3 hours

Authorized Resources

Canadian History

- pp. 319
- pp. 364-368
- pp. 374-375
- pp. 415

Unit Seven: Issues in Canada (1970 to Present)

Curriculum Outcome

CO 7.0 – The student will be expected to demonstrate an understanding of important contemporary issues in Canada

- 7.1 Aboriginal rights: legislation, women’s rights, land claims, self-government
- 7.2 Canadian constitution: repatriation, Charter of Rights and Freedoms, effect on French-English relations, constitutional debates
- 7.3 Canadian nationalism: federalism vs. regionalism, multiculturalism, new political parties
- ▶ **7.4 *Canada- US relations: free trade, defence, media, identity***
- 7.5 International issues: peacekeeping, terrorism, environmental issues, humanitarian issues, any other contemporary issues

Elaboration

During the 20th century relations between Canada and the United States had been growing closer. Both countries cooperated particularly in the areas of defence and the economy. However, there were specific issues which caused discord in this relationship.

During the Trudeau era, the focus was on limiting American influence on the Canadian economy and foreign policy. In the 1980s focus shifted back to trade agreements with the United States. Brian Mulroney strongly supported free trade and, following his election in 1988, the Free Trade Agreement came into effect in 1989. This was extended to include Mexico in the North American Free Trade Agreement in 1992. Free trade with the United States has always been and continues to be a contentious issue.

Canadians have fought alongside Americans in two World Wars, Korea, Persian Gulf, and Afghanistan. Both countries are members of NATO and NORAD and continue to share common concerns about the issues that affect the defence of all North America. As we proceed into the 21st century, new concerns, such as the rise of terrorism, have developed.

Canadians have long been concerned with the influence of the United States on Canadian culture and identity. Canadians continually re-evaluate their sense of identity in the face of American influences in many aspects of life in North America (e.g., CANCON, MAPL, CTRT).

Inquiry and analysis in this section should include:

- *Make Comparisons* — Does free trade a benefit a country?
- *Consider Perspective* — How do Canadians view Americans?
- *Make Value Judgements* — Is it important for Canadians to fight alongside Americans in major wars? Who creates Canadian identity; the government or its citizens?

Enduring Understanding

Students should understand the complex relationship which has existed and continues to exist between Canada and the United States.

Sample Performance Indicator(s)

- Describe how Canadian-American relations have changed from 1970 to the present. Concentrate on economic, defence and identity issues.

Unit Seven: Issues in Canada (1970 to Present)

Suggestions for Teaching and Assessment

Activate

- What makes Canadians different from Americans?
- List ways that we are influenced by the United States.

Connect

- What issues have caused tension between Canada and the United States?
- What are the pros and cons of free trade with the United States?
- How did the Canadian government try to protect Canadian culture during the 1970s and 1980s? How effective were they?
- Research the North American free trade debates of the 1980s and 1990s. Create a chart of arguments for and against free trade. Decide if you would have voted for or against the agreement if you had been able to vote at the time. Then, write a brief speech trying to convince others to take your position.

North American Free Trade Agreement	
Arguments For	Arguments Against
<i>I would have voted (for / against) the agreement because ...</i>	

- Use the following organizer to analyze a cartoon that takes either an anti-free trade perspective or depicts protest over globalization.

Analyzing A Cartoon	
Question	Response
<i>What symbols are used in this cartoon?</i>	
<i>What does each symbol represent?</i>	
<i>What do the words (if any) mean?</i>	
<i>What is the main message of the cartoon?</i>	
<i>Why is the artist trying to get this point across?</i>	
<i>What is your evaluation of the message?</i>	

Consolidate

- Why is it mutually beneficial for Canada and the United States to maintain a positive relationship?

Notes

Suggested Time: 4 hours

Authorized Resources

Canadian History

- pp. 353-356
- pp. 371-372
- pp. 385-392
- pp. 407
- pp. 419-422
- pp. 431

Unit Seven: Issues in Canada (1970 to Present)

Curriculum Outcome

SCO 7.0 – The student will be expected to demonstrate an understanding of important contemporary issues in Canada

- 7.1 Aboriginal rights: legislation, women’s rights, land claims, self-government
- 7.2 Canadian constitution: repatriation, Charter of Rights and Freedoms, effect on French-English relations, constitutional debates
- 7.3 Canadian nationalism: federalism vs. regionalism, multiculturalism, new political parties
- 7.4 Canada- US relations: free trade, defence, media, identity
- **7.5 *International issues: peacekeeping, terrorism, environmental issues, humanitarian issues, any other contemporary issues***

Elaboration

The intention of this delineation is to focus attention on current international issues which affect Canada. Students should realize that events in history sometimes take years to resolve and many are continuing today and will continue into the future.

Since the inception of the United Nations, Canada has played a large role in peacekeeping and peacemaking throughout the world. Over 100 000 Canadians have served with the United Nations in various conflicts. Students should examine some of Canada’s peacekeeping missions. Terrorism and terrorist organizations have challenged Canada and the world in contemporary times. Terrorist activities have drastically changed the way we live. Students should focus on examples of current terrorist activities, how they pose a threat to Canadians, and how Canada is responding.

Environmental issues have become a major concern world-wide. In Canada, there has been an increase in both personal and governmental awareness. As awareness increases, more action has been taken to ensure sustainability of the environment for Canadians today and for future generations. Students should focus on current concerns and actions being taken to address these concerns.

To conclude this delineation, the teacher could focus on one or more current major issues in Canada.

Inquiry and analysis in this section should include:

- *Consider Perspective* — How would a ___(e.g., environmentalist, soldier, teenager, politician, etc.)___ view Canada’s responsibilities in terms of international relations?
- *Make Value Judgements* — Is Canada doing enough to fight terrorism? Should Canada be involved in the peacekeeping / peacemaking process of other countries?

Enduring Understanding

Students should understand that Canada plays a major role in various current international issues.

Sample Performance Indicator(s)

- Does Canada have a responsibility to play a leading role in international issues? Discuss.

Unit Seven: Issues in Canada (1970 to Present)

Suggestions for Teaching and Assessment

Activate

- How has terrorism changed your way of life?
- List contemporary environmental concerns.

Connect

- Research where in the world Canadian soldiers are currently involved in peacekeeping duties. Describe these duties.
- How has Canada responded to world-wide terrorist threats?
- What legislation has the federal government enacted or proposed to protect the Canadian environment?
- Chart the consequences of continued trade with a nation that ignores human rights abuses. Assess and evaluate the consequences of the various choices that may be made by government as identified in the chart below. Then, examine their personal buying patterns, assess the consequences of their decisions and develop a buying pattern action plan.

Consequences of Trade Choices			
Trading Partner Name (Country)	If we ignore human rights abuses and continue trading	If we stop all trade and foreign aid until human rights abuses disappear	If we continue to trade but encourage improvements in human rights areas
Who benefits in Canada?			
Who benefits in the other country?			
Who suffers in the other country?			
Will this course of action improve performance on human rights in the other country? Why or why not?			

Consolidate

- “Canada should limit its involvement in international issues such as United Nations peacekeeping and NATO commitments and focus more on internal events.” Debate.

Notes

Suggested Time: 3 hours

Authorized Resources

Canadian History

- pp. 357-362
- pp. 408-412
- pp. 433

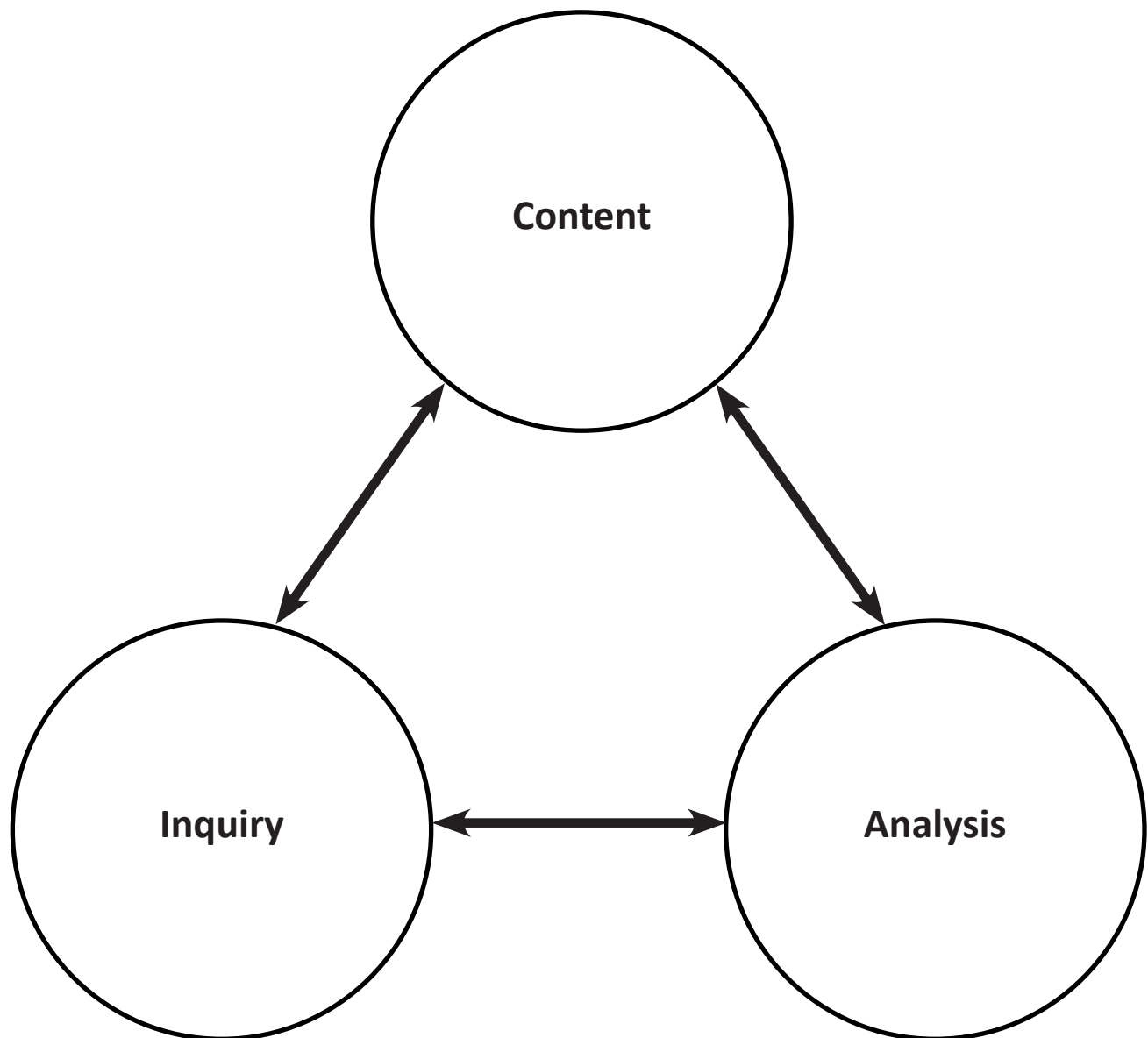
Appendices

Appendix 1: Inquiry and Analysis Used in Social Studies

Introduction

Students' depth of learning is enhanced when they think critically. Through the use of the process of inquiry and concepts of analysis, students are explicitly taught, then expected to, make plausible inferences, develop interpretations, and make reasoned decisions based on evidence.

The diagram presented below is intended to illustrate the application of inquiry and analysis to content - tasks that foster critical thinking.



Inquiry

Strand 1: Ask questions for various purposes

Inquiry begins with meaningful questions that connect to the world around us. Powerful* questions framed by teachers in earlier grades, then modelled by students as they become critical thinkers, lead to an inquiry-based classroom.

Ask questions for various purposes	
3	Generate and ask more complex versions of 5W questions to gain information, verify understanding and explore alternatives from community, and school sources.
6	Formulate and revise questions to gather various kinds of information and respectfully challenge ideas, including development of main questions and a few sub-questions to guide basic primary and secondary research.
9	Formulate effective questions to gather needed information and respectfully challenge ideas, including development and reformulation of questions and sub-questions to guide various stages of any formal research and as follow-up questions in oral debate and discussion.
12	Formulate empathic, insightful, and effective questions offered from different perspectives (e.g., various individuals, groups or points of view) to gather information, challenge ideas and probe underlying assumptions and beliefs, including development and reformulation of questions and sub-questions to guide various stages of any formal research and as follow-up questions in oral debate and discussion.

*Criteria for powerful questions

- give you lots of information
- are specific to the person or situation
- are open-ended—can't be answered by yes or no
- may be unexpected
- are usually not easy to answer

This list of criteria was generated by a multi-aged class of K-3 students at Charles Dickens Annex in Vancouver, British Columbia. (From *Critical Challenges for Primary Students*. The Critical Thinking Consortium, 1999.)

Strand 2: Locate and select appropriate sources

In a classroom where critical inquiry is important, students will use specific criteria to judge and select valuable and appropriate sources of information to use in their research tasks.

Locate and select appropriate sources	
3	Choose from simple sets of relevant options the most useful visual, textual or human source of information to answer various questions (e.g., depending on the question, particular sources may be more relevant than others).
6	Use very simple onsite and online search strategies on easily accessible topics to locate and reference using a simple citation several sources of information; and choose the more relevant, helpful and dependable sources.
9	Use various textual and reference aids, including appropriate digital technologies, to efficiently locate and properly reference a variety of primary and secondary sources; and assess their strengths and weaknesses in light of relevance, utility, reliability and credibility.
12	Use sophisticated, discipline-specific textual and reference aids, including appropriate digital technologies, communication tools and networks to efficiently locate, screen and properly reference a variety of non-conventional/ non-obvious primary and secondary sources; and assess their strengths and weaknesses in light of relevance.

Strand 3: Access ideas from oral, written, visual and statistical sources

Once students have located appropriate sources, they must learn to extract relevant information from the source. At the primary level, students will identify obvious details, then at later grades move on to determining main ideas and drawing inferences, using their understanding of language and text forms to draw out and construct meaning.

Access ideas from oral, written, visual, and statistical sources	
3	Use very simple visual and print reading strategies and an understanding of very simple text features to identify a number of obvious and less obvious details in simple visual, oral and written sources.
6	Use simple visual and print reading strategies and simple textual aids to locate main ideas and various supporting details, and identify obvious conclusions in a range of basic sources, including graphic representations, digital and print reference texts and oral reports.
9	Apply a comprehensive range of visual and print reading strategies and understanding of various text structures to locate main ideas and appropriate supporting details and identify less obvious conclusions in a wide range of oral, written, visual and statistical sources.
12	Working with challenging discipline-specific sources, apply a comprehensive range of strategies and understanding of diverse text and digital structures to locate main and subsidiary ideas and appropriate supporting details, identify supporting and contradictory arguments and evidence, and recognize subtle conclusions.

Strand 4: Uncover and interpret the ideas of others

Students are now ready to do the work of the social scientist rather than learn about events or places. This entails examining evidence, determining its significance and implications, and then offering plausible interpretations of the evidence.

Uncover and interpret the ideas of others	
3	Restate a few pieces of information or offer one or more simple interpretations based on direct clues gathered from a range of familiar print, visual and oral sources.
6	Concisely paraphrase a body of information, offer interpretations, and identify simple comparative, causal and chronological relationships from material found in basic oral, print and visual sources.
9	Concisely and effectively paraphrase a body of information, judge the significance or important of various details or events decipher basic communicative techniques used in various genre to construct thoughtful and detailed interpretations of the message, perspective and bias represented in the material, and explain in detail comparative, causal (both interactive and associative) and chronological relationships.
12	Use varied interpretative tools to work with advanced discipline-specific primary and secondary materials to construct probing, detailed, and well-supported interpretations and explanations that go beyond the obvious conclusions, are corroborated with evidence within and beyond the materials, and are sensitive to the historical, political and geographical contexts and to the influence of the medium on the message.

Strand 5: Assess options and formulate reasoned opinions

Tasks that encourage students to explore and assess various options and then reach their own conclusions or develop their own informed opinions are more likely to deepen understanding and increase student engagement. Students create new knowledge by combining prior knowledge with current learning.

Assess options and formulate reasoned opinions	
3	Identify two or more possible options when presented with a basic issue or decision opportunity, identify the merits of each option in light of provided criteria and choose a best option, offering plausible reasons for the choice.
6	When considering an issue or decision opportunity with multiple feasible options, explore in an open-minded way possible options and supporting reasons, rate the main options in light of agreed upon criteria and choose a best option, supported with several plausible reasons.
9	When considering a controversial issue with conflicting options, identify and explore possible options from various group's perspectives, assess the accuracy of evidence supporting various reasons, and reach a fair-minded conclusion, supported with several evidence-based arguments and counter arguments.
.12	When considering a controversial issue with conflicting options, identify and explore possible options from various group and/or disciplinary perspectives, assess the relevance, importance and adequacy of support for each argument, and reach a fair-minded, carefully-argued conclusion, supported with multiple evidence-based arguments and counter-arguments, while acknowledging any weaknesses in the position.

Strand 6: Present ideas to others

Students must learn to think carefully and critically about how they share their views and beliefs with others. The tasks may be limited in scope and short in duration or may have a much broader purpose and audience. This audience may be a familiar one or may extend to the broader community.

Present ideas to others	
3	Use simple preparation and presentation strategies to plan and produce a simple oral, written or graphic presentation on important, interesting or relevant ideas.
6	Use a range of preparation strategies and presentation strategies to plan and produce a clear, focused and engaging visual, oral or written presentation.
9	Recognize the different conventions and purposes that characterize common communications forms, use a range of preparation strategies and presentations strategies to select and produce a clear, focused and engaging oral, visual or written presentation that meets the intended purpose and is appropriate for the intended audience.
12	Consider purpose and audience in choosing the most appropriate communication form and style, competently apply relevant conventions and techniques, use an array of advanced preparation and presentation strategies to select and produce powerfully sustained oral, visual or written presentations that are clear, focused, engaging the intended message and is appropriate and effective for the intended audience.

Strand 7: Act cooperatively with others to promote mutual interests

At the heart of social studies education is the expectation that students' understanding of the world will translate into positive and constructive action. To achieve this end, students must be taught how to engage in positive collective action.

Act cooperatively with others to promote mutual interests	
3	Cooperate in small group settings by adopting simple group and personal management strategies
6	Collaborate in group and team settings by making self-regulated use of a range of group and personal management strategies and basic interactive strategies, and jointly develop simple plans to carrying out assigned tasks.
9	Collaborate in group and team settings by making self-regulated use of a wide range of collaborative strategies; and assume shared group leadership for multifaceted projects within the school community.
12	Collaborate in group and team settings within and outside the school community by making self-regulated use of a wide range of collaborative and negotiating strategies; and undertake detailed planning, delegation, implementation and assessment of multifaceted projects.

Analysis

Form: Use Information

In social studies, inquiry is based on working with data. Students need to be able to both extract obvious information and to make inferences, when working with a variety of sources. At the elementary level students begin to use single and multiple pieces of data not only to answer questions, but also to construct explanations and make reasoned judgments. Students should also learn to assess the quality of data, and to recognize the limits of various sources in answer questions or constructing arguments.

Sources of data may include: informational text, maps, numeric data (charts and graphs), photographs, oral interviews, etc..

Sample Questions:

- *Does the information relate to the question I'm trying to answer?*
- *Which of the books is most useful in answering each of the questions?*
- *Is the source reliable?*
- *What was the author's purpose when creating this image?*
- *What does the source not address?*
- *Is there enough relevant information to draw a conclusion?*

Form: Make Comparisons

Investigation within social studies frequently involves make comparisons – enabling the observer to note similarities and differences. Comparisons can be made between different times, different peoples, different places or even different decisions.

Comparisons raise important questions, such as “Why did this happen?” or “Why didn't x-y-z happen?” In some cases comparisons help observers identify possible patterns or trends, which are essential understanding in making inferences and accurate predictions or generating possible solutions.

Sample Questions:

- *In what ways are meals different today than 100 years ago?*
- *How similar are North America and Europe?*
- *How have these cities changed over time? Is there a pattern? What accounts for this?*
- *Why was there little change in X for over 500 years?*

Form: Identify Cause & Consequence

In order to understand an event, idea, issue, place or trend it is necessary to be aware of the forces that contributed to it, as well as its results.

At the elementary level it is sufficient for student to be able to identify obvious causes and consequences. By the intermediate level students should be able to distinguish between *immediate causes* and *underlying factors*, as well as *anticipated consequences* and *unanticipated consequences*, and *short-term consequences* and *long-term consequences*.

Sample Questions:

- *What causes lead to this event?*
- *What were the consequences of the decision?*
- *Were there unexpected consequences?*
- *How did people deal with the situation?*

Form: Consider Perspective

In order to think deeply about an event, idea, issue, place or trend it is important to suspend personal interpretations and judgements and authentically consider the matter at hand in terms of other view points.

Typically, this is understood to include consideration of stakeholders who have a vested interest in an issue. However, some analysis will require consideration of spatial and/or temporal perspectives. Students need to reflect on *how* others view an event, idea or place, as well as try to understand *why* the person may view the event, idea or place in that way.

Sample Questions:

- *Who will be affected by this decision? What are their views? Why does each group view the situation that way?*
- *How might a person living in another country view this problem? Why might they see it that way?*
- *Why did people living at the time period feel that this action was appropriate?*

Form: Determine Significance

When we are determining significance we are essentially asking two questions: “Is this important?” and “Why?”

An event, idea, issue, place or trend is said to be important to the degree it influences the lives of people. The deeper the influence, the more important the event. Thus, when we determine importance we are making a judgment that is relative.

In order to make this type of assessment, students must use appropriate criteria: magnitude, scope and duration. At the elementary level appropriate synonyms should be used for these terms. See sample questions for examples.

Sample Questions:

- *Is this important? Why? To whom?*
- *How serious are the influences? (magnitude)*
- *How many people are influenced?(scope)*
- *How lasting are the influences?(duration)*
- *Which resource is most important to the citizens of our province? Explain.*
- *Was the exploration of North America by Europeans significant? Why?*

Form: Make Value Judgements

Sometimes inquiries in social studies raise questions related to ideas of right and wrong or community standards. This requires that students wrestle with the ethical and moral dilemmas associated with a particular events, ideas, issues, or trends.

While not all inquiries involve moral or ethical issues, it is important to raise – where appropriate – questions that ask students to consider what values might or should be considered in relation to the inquiry. It is this type of analysis that reaches to the heart of social studies.

Sample Questions:

- *Is this the right thing to do?*
- *Who should take responsibility for the consequences of the action?*
- *Was this a good law?*
- *Does this make the most effective use of the resource?*
- *Is everyone being treated fairly?*

Appendix 2: Process-Skills Matrix

Social studies curricula consists of three main process areas: communication, inquiry, and participation. Communication requires that students listen to, read, interpret, translate, and express ideas and information. Inquiry requires that students formulate and clarify questions, investigate problems, analyze relevant information, and develop rational conclusions supported by evidence. Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.

These processes are reflected in the “Sample Learning and Assessment Strategies” that are elaborated in the curriculum guide. These processes constitute a number of skills; some that are shared responsibilities across curriculum areas, and some that are critical to social studies.

Process: Communication

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Read critically	<ul style="list-style-type: none"> • detect bias in historical accounts • distinguish fact from fiction • detect cause-and-effect relationships • detect bias in visual material 	<ul style="list-style-type: none"> • use picture clues and picture captions to aid comprehension • differentiate main and subordinate ideas • use literature to enrich meaning
Communicate ideas and information to a specific audience	<ul style="list-style-type: none"> • argue a case clearly, logically, and convincingly 	<ul style="list-style-type: none"> • write reports and research papers
Employ active listening techniques	(see shared responsibilities)	<ul style="list-style-type: none"> • listen critically to others' ideas or opinions and points of view • participate in conversation and in small group and whole group discussion
Develop mapping skills	<ul style="list-style-type: none"> • use a variety of maps for a variety of purposes • use cardinal and intermediate directions to locate and describe places on maps and globes • construct and interpret maps that include a title, legend, compass rose, and scale • express relative and absolute location • use a variety of information sources and technologies • express orientation by observing the landscape, by using traditional knowledge, or by using a compass or other technology 	

Process: Communication (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Express and support a point of view	<ul style="list-style-type: none"> form opinions based on critical examination of relevant material restate major ideas on a complex topic in concise form 	<ul style="list-style-type: none"> differentiate main and subordinate ideas respond critically to texts
Select media and styles appropriate to a purpose	(see shared responsibilities)	<ul style="list-style-type: none"> demonstrate an awareness of purpose and audience
Use a range of media and styles to present information, arguments, and conclusions	<ul style="list-style-type: none"> use maps, globes, and geotechnologies produce and display models, murals, collages, dioramas, artwork, cartoons, and multimedia interpret and use graphs and other visuals 	<ul style="list-style-type: none"> present information and ideas using oral and/or visual materials, print, or electronic media
Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Present a summary report or argument	<ul style="list-style-type: none"> use appropriate maps, globes, and graphics 	<ul style="list-style-type: none"> create an outline of a topic prepare summaries take notes prepare a bibliography
Use various forms of group and inter-personal communications, such as debating, negotiating, establishing a consensus, clarifying, and mediating conflict	<ul style="list-style-type: none"> participate in persuading, compromising, debating, and negotiating to resolve conflicts and differences 	<ul style="list-style-type: none"> participate in delegating duties, organizing, planning, and taking action in group settings contribute to developing a supportive climate in groups

Process: Inquiry

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Frame questions or hypothesis that give clear focus to an inquiry	<ul style="list-style-type: none"> • identify relevant primary and secondary sources • identify relationships among items of historical, geographic, and economic information • combine critical social studies concepts into statement of conclusions based on information 	<ul style="list-style-type: none"> • identify relevant factual material • identify relationships between items of factual information • group data in categories according to criteria • combine critical concepts into statement of conclusions based on information • restate major ideas concisely • form opinion based on critical examination of relevant information • state hypotheses for further study
Solve problems creatively and critically	(see shared responsibilities)	<ul style="list-style-type: none"> • identify a situation in which a decision is required • secure factual information needed to make the decision • recognize values implicit in the situation and issues that flow from them • identify alternative courses of action and predict likely consequences of each • make decision based on data obtained • select an appropriate strategy to solve a problem • self-monitor decision-making process
Apply a variety of thinking skills and strategies	<ul style="list-style-type: none"> • determine accuracy and reliability of primary and secondary sources and geographic data • make inferences from primary and secondary materials • arrange related events and ideas in chronological order 	<ul style="list-style-type: none"> • determine accuracy and reliability of data • make inferences from factual material • recognize inconsistencies in a line of argument • determine whether or not information is pertinent to subject
Recognize significant issues and perspectives in an area of inquiry	<ul style="list-style-type: none"> • research to determine multiple perspectives on an issue 	<ul style="list-style-type: none"> • review an interpretation from various perspectives • examine critically relationships among elements of an issue/topic • examine and assess a variety of viewpoints on issues before forming an opinion
Identify sources of information relevant to the inquiry	<ul style="list-style-type: none"> • identify an inclusive range of sources 	<ul style="list-style-type: none"> • identify and evaluate sources of print • use library catalogue to locate sources • use Internet search engine • use periodical index

Process: Inquiry (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Gather, record, evaluate, and synthesize information	<ul style="list-style-type: none"> • interpret history through artifacts • use sources of information in the community • access oral history, including interviews • use map- and globe-reading skills • interpret pictures, charts, tables, and other visuals • organize and record information using timelines • distinguish between primary and secondary sources • identify limitations of primary and secondary sources • detect bias in primary and secondary sources 	<ul style="list-style-type: none"> • use a variety of information sources • conduct interviews • analyze evidence by selecting, comparing, and categorizing, information
Interpret meaning and significance of information and arguments	<ul style="list-style-type: none"> • interpret socioeconomic and political messages of cartoons and other visuals • interpret socioeconomic and political messages of artistic expressions (e.g., poetry, literature, folk songs, plays) 	<ul style="list-style-type: none"> • identify ambiguities and inconsistencies in an argument • identify stated and unstated assumptions
Analyze and evaluate information for logic and bias	<ul style="list-style-type: none"> • distinguish among hypotheses, evidence, and generalizations • distinguish between fact and fiction and between fact and opinion 	<ul style="list-style-type: none"> • estimate adequacy of the information • distinguish between relevant and irrelevant information
Test data, interpretations, conclusions, and arguments for accuracy and validity	<ul style="list-style-type: none"> • compare and contrast credibility of differing accounts of same event • recognize value and dimension of interpreting factual material • recognize the effect of changing societal values on interpretation of historical events 	<ul style="list-style-type: none"> • test validity of information using such criteria as source, objectivity, technical correctness, currency • apply appropriate models, such as diagramming, webbing, concept maps, and flow charts to analyze data • state relationships between categories of information
Draw conclusions that are supported by evidence	(See shared responsibilities)	<ul style="list-style-type: none"> • recognize tentative nature of conclusions • recognize that values may influence their conclusions/interpretations
Make effective decisions as consumers, producers, savers, investors, and citizens	<ul style="list-style-type: none"> • access, gather, synthesize, and provide relevant information and ideas about economic issues • generate new ideas, approaches, and possibilities in making economic decisions • identify what is gained and what is given up when economic choices are made • use economic data to make predictions about the future 	

Process: Participation

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Engage in a variety of learning experiences that include both independent study and collaboration	(see shared responsibilities)	<ul style="list-style-type: none"> • express personal convictions • communicate own beliefs, feelings, and convictions • adjust own behaviour to fit dynamics of various groups and situations • recognize human beings' mutual relationship in satisfying one another's needs • reflect upon, assess, and enrich their learning process
Function in a variety of groupings, using collaborative and cooperative skills and strategies	(see shared responsibilities)	<ul style="list-style-type: none"> • contribute to development of a supportive climate in groups • serve as leader or follower • assist in setting goals for group • participate in making rules and guidelines for group life • participate in delegating duties, organizing, planning, and taking actions in group settings • participate in persuading, compromising, and negotiating to resolve conflicts/differences • use appropriate conflict-resolution and mediation skills • relate to others in peaceful, respectful, and non-discriminatory ways

Process: Participation (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Respond to class, school, community, or national public issues	<ul style="list-style-type: none"> • keep informed on issues that affect society • identify situations in which social action is required • work individually or with others to decide on an appropriate course of action • accept and fulfill responsibilities associated with citizenship • articulate personal beliefs, values, and world views with respect to given issues • debate differing points of view regarding an issue • clarify preferred futures as a guide to present actions 	
Relate to the environment in sustainable ways and promote sustainable practices on a local, regional, national, and global level	<ul style="list-style-type: none"> • recognize economic factors associated with sustainability (see shared responsibilities) • identify ways in which governments can affect sustainability practices 	<ul style="list-style-type: none"> • develop personal commitment necessary for responsible community involvement • employ decision-making skills • contribute to community service or environmental projects in schools and communities or both • promote sustainable practice in families, schools, and communities • monitor personal contributions

Appendix 3: Using Primary Sources in the Classroom

Suggested Uses

Primary sources provide students with opportunities to have a more direct encounter with past events and people. Students can be linked to the human emotions, aspirations, and values that prevailed in another time. Key to these learning opportunities is the use of such primary sources as written government documents, press releases, newspaper articles, journals, diaries, letters, songs, poetry, video and sound recordings, photos, drawings, posters, cartoons, advertisements, tables of statistics, charts, and maps. The following chart illustrates instructional approaches that primary source documents can support.

Suggested Uses of Primary Documents in the Classroom	
Instructional Approach	Commentary
Visualization	Create a visually rich classroom by setting up a minimuseum of local history to include not only artifacts, but photos, posters, letters, and other original documents. These documents may be changed as units change.
Focusing	Create a visually rich classroom by setting up a minimuseum of local history to include not only artifacts, but photos, posters, letters, and other original documents. These documents may be changed as units change.
Reading and Viewing	Students may be provided a graphic organizer for the analysis of an original document.
Listening	Students may be provided a graphic organizer for the analysis of an original document.
Writing	A document may be used to prompt a writing activity; provide students with a self-checklist.
Finding Connections	Students can be given an opportunity to analyze two or more documents to (1) see relationships and/or differences between what they are saying, and (2) draw conclusions from this analysis.
Reflection	Students should be encouraged to make a journal entry, at appropriate times, as they reflect upon the feelings and values that may be evoked by certain documents (see Student Response Journals, Appendix XXXX).
Assessment	The use of documents in constructed-response questions in an assignment or an examination enhance the quality of the assessment. Students can use the documents, not only to recall previously learned knowledge, but to apply and integrate that knowledge.

Analyzing Primary Sources

As stated previously, primary sources include other resources that may not come in the form of a written document. The following suggests graphic organizers that the student may use to analyse such resources as a family heirloom, tool/ implement, historical document, photo, poster, sound recording, and cartoon. Although the questions/exercises may differ slightly from one graphic organizer to another, the underlying approach is the same: namely, 1) to identify facts relating to a specific situation, issue, or problem 2) find relationships among the facts and patterns in these relationships and 3) give an interpretation and draw a conclusion.

Analysis Sheet: Family Heirloom	
Question	Observations
1. How may the object be described?	
2. For what purpose was it created?	
3. What does the object tell us about the past?	
4. Is there a particular point of view portrayed by the object?	
5. How would you find out if it is a reliable source?	

Analysis Sheet: Object or Tool	
Question	Observations
1. How is the object constructed?	
2. Who constructed it?	
3. Where was it kept on the owner's property?	
4. How and when was it used?	
5. Who mainly used it and why?	
6. What does the object and use say about living conditions/lifestyle?	

Analysis Sheet: Photo	
Question	Observations
1. Describe the setting and time.	
2. Identify the people and objects. How are they arranged?	
3. What's happening in the photo?	
4. Was there a purpose for taking the picture? Explain.	
5. What would be a good caption for the photo?	
6. From this photo, I have learned that ...	

Analysis Sheet: Sound Recording*	
Question	Observations
1. Listen to the sound recording. Who is the intended audience?	
2. Why was the broadcast made? How do you know?	
3. Summarize what it tells you about <i>(insert the topic)</i> .	
4. Is there something the broadcaster left unanswered in this sound recording?	
5. What information do you get from the recording that you would not get from a written transcript?	

*Adapted from the U.S. National Archives and Records Administration, Washington, DC 20408

Analysis Sheet: Cartoon	
Question	Observations
1. What symbols are used in this cartoon?	
2. What does each symbol represent?	
3. What do the words (if any) mean?	
4. What is the main message of the cartoon?	
5. Why is the cartoonist trying to get this message across?	

Analysis Sheet: Propaganda Poster	
Question	Observations
1. Study the poster and note of all the images, colors, dates, characters, references to places, etc.	
2. Describe the idea that the information seems to point to; compare it to ideas others may have.	
3. Write a sentence to give the central purpose of the poster.	
4. Would have been an effective one? Explain.	

Appendix 4: Examining Issues in History

In social studies, the examination of issues forms a critical part of learning. The same is particularly true in the history classroom. For a current issue, the goal is to help the student to reach a point where he or she can look at an issue from multiple viewpoints, take a position, and provide a supporting rationale. In a history course, the issue to be analyzed is likely one that has happened in the past and the outcome is part of the historical record. Nonetheless, some of the critical-thinking steps that are used in any issues-based curriculum still pertain.

The following framework provides a template for examining issues in history. Like the documents-based question, the examination of an issue may also require students to examine primary and secondary sources.

Examining Issues in History
1. What was the main issue?
2. What positions did key players take at the time?
3. What arguments were used by one side to support their position?
4. What arguments were used by the opposing side to support their position?
5. What beliefs or values are at odds in this issue?
6. Looking back now, do you think the outcome was a good one? Explain.

Appendix 5: Student Response Journals

A personal response journal requires students to record their feelings, responses, and reactions as they read text, encounter new concepts, and learn. This device encourages students to critically analyze and reflect upon what they are learning and how they are learning it. A journal is evidence of “real life” application as a student forms opinions, makes judgments and personal observations, poses questions, makes speculations, and provides evidence of self-awareness. Accordingly, entries in a response journal are primarily at the application and integration thinking levels; moreover, they provide the teacher with a window into student attitudes, values, and perspectives. Students should be reminded that a response journal is not a catalogue of events.

It is useful for the teacher to give students cues (i.e., lead-ins) when the treatment of text (e.g., the student resource, other print material, visual, song, video, and so on), a discussion item, learning activity, or project provides an opportunity for a journal entry. The following chart illustrates that the cue, or lead-in, will depend upon the kind of entry that the learning context provides. If necessary, students may be given the key words to use to start their entries. The following chart provides samples of possible lead-ins, but the list should be expanded as the teacher works with students.

Student Response Journals		
Possible Type of Entry	Cue	Sample Key Lead-ins
<i>Speculative</i>	<ul style="list-style-type: none"> What might happen because of this? 	<ul style="list-style-type: none"> I predict that ... It is likely that ... As a result, ...
<i>Dialectical</i>	<ul style="list-style-type: none"> Why is this quotation (event, action) important or interesting? What is significant about what happened here? 	<ul style="list-style-type: none"> This is similar to ... This event is important because it ... Without this individual, the ... This was a turning point because it ... When I read this (heard this), I was reminded of ... This helps me to understand why ...
<i>Metacognitive</i>	<ul style="list-style-type: none"> How did you learn this? What did you experience as you were learning this? 	<ul style="list-style-type: none"> I was surprised ... I don't understand ... I wonder why ... I found it funny that ... I think I got a handle on this because ... This helps me to understand why ...
<i>Reflective</i>	<ul style="list-style-type: none"> What do you think of this? What were your feelings when you read (heard, experienced) that ...? 	<ul style="list-style-type: none"> I find that ... I think that ... I like (don't like) ... The most confusing part is when ... My favourite part is ... I would change ... I agree that ... because ...

Appendix 6: Writing a Historical Essay

The collection of evidence that indicates students have achieved the outcomes of a course is dependent upon their ability to demonstrate their achievement. Opportunities for demonstration of learning are dependent largely upon their ability to speak, write, and represent.

The historical essay is one of many venues for demonstrating the achievement of outcomes. It is not a language arts essay, although language arts skills speak to effective essay writing. The historical essay at the grade 8 level is not intended to be a highly academic research paper, although some of the rigor of research of the historian still apply. The following model is intended as a guide in the writing of a response to a significant but specific question in history. The teacher is also referred to SCO 1.2 and delineations 1.2.1 - 1.2.8 in this curriculum guide.

1. Identify a topic

At this beginning point, the student identifies a general area of interest that he or she thinks is significant. The teacher should help the student to think about whether the topic is defined well enough so that it can be re-searched, particularly if it is a study of local history. Examples Newfoundland and Labrador's entry into Confederation Local house types

2. Develop a specific direction or focus question

To ensure that the essay is coherent and has a focus, the student needs to develop a key question, or thesis statement. The student needs to identify what is worth investigating about this general area. A part of the process is to explore the general area for research with others in the class. From the student's reflection and discussion with his or her peers, the student may wish to develop a concept web to explore possible specific ideas that may flow from the general area of research. One of the specific directions may be framed into a statement that expresses a position that can be supported by historical sources.

3. Locate sources of information

To locate sources of information, the thesis statement should be broken into its key words or parts. These serve as headings for information on the topic. The next step is to identify the sources of information on each key word. The range of information sources will vary with the topic:

reference books	photos
periodicals	poems
pamphlets	songs
brochures	stories
newspaper	clippings documents
local oral sources	CD-DOMS
posters	cartoons
letters	diaries
autobiographies	artifacts
objects / tools	films
art	tombstones

The student needs to be cautioned, of course, against getting drowned in a sea of materials. Only the resources that are most essential to the thesis statement should be selected.

4. Take notes

Students should read carefully and make sure that the information recorded is relevant to the topic and thesis statement. The sources of information should be reliable and accurate; facts should be distinguished from opinions. The notes should record the source of information and the page numbers in the case of printed text. Notes should be brief as possible - key words and phrases rather than total sentences. If an item is used as a direct quote in the paper, it should be copied as it is in the source and enclosed in quotation marks.

5. Write the working outline

The notes should be organized into a logical order so that they can be used to construct a working outline or framework for the essay. The outline will help the writer to detect any gaps in the information collected out of class. These gaps should be filled in and, if necessary, the outline may be revised.

6. Write the first draft

When students are satisfied that they have enough information, they should begin to write the first draft of their essay. At this time, all they need is the outline, the notes and a dictionary or thesaurus.

The essay will consist of an introductory paragraph in which the topic is introduced and the thesis statement is established. This should be followed by a number of middle paragraphs to focus on the main arguments of the paper and the supporting evidence that has been found to reinforce them. A concluding paragraph should summarize the findings and restate the thesis statement.

Students should also prepare the title page and, if the teacher requires it, footnotes and bibliography.

7. Revise the first draft

The essay should be proofread to improve the content, organization, word choice, voice, sentence fluency, and conventions. The student may wish to ask a classmate to read the essay and offer suggestions for improvement. The teacher may also wish to give some feedback.

8. Write the final paper

The student is now in a position to write the final draft. Attention should be given to the suggestions that others made. The paper should be thoroughly checked for any errors.

Appendix 7: Rubrics for Learning and Assessment

Using an assessment rubric (often called the scoring rubric) is one of the more common approaches to alternative assessment. A rubric is a matrix that has a number of traits to indicate student achievement. Each trait is defined and, in some instances, accompanied by student work samples (i.e., exemplars) to illustrate the achievement level. Finally, levels with numerical values or descriptive labels are assigned to each trait to indicate levels of achievement.

To build a rubric requires a framework to relate levels of achievement to criteria for achievement for the traits the teacher deems important. Levels of achievement may be graduated at four or five levels; the criteria for achievement may be expressed in terms of quality, quantity, or frequency. The following chart illustrates the relationship among criteria and levels of achievement. It should be noted that for a given trait, the same criteria should be used across the levels of achievement. It is unacceptable to switch from quality to quantity for the same trait. As well, parallel structures should be used across the levels for a given trait so that the gradation in the level of achievement is easily discernible.

Criteria	Levels of Achievement				
	1	2	3	4	5
Quality	very limited / very poor / very weak	limited / poor / weak	adequate / average / pedestrian	strong	outstanding/ excellent / rich
Quantity	a few	some	most	almost all	all
Frequency	rarely	sometimes	usually	often	always

The five-trait rubric on the following page illustrates the structure described above. In this example, five levels are used, with quality as the criterion. The rubric, as written, is an instrument the teacher may use to assess a student's participation in a co-operative learning group, but it may be re-written in student language for use as a self-assessment tool. Where appropriate, selected "Suggestions for Learning and Assessment" indicate that the following rubric may be used.

Assessing Collaborative Group Participation	
Proficiency Level	Traits
5 Outstanding	<ul style="list-style-type: none"> • Outstanding ability to contribute to achievement of the group task • Outstanding appreciation for the feelings and learning needs of group members • Very eager to carry out his or her assigned task(s) in the group • Brings outstanding knowledge and skills about (identify the topic) • Very eager to encourage others to contribute to the group tasks
4 Strong	<ul style="list-style-type: none"> • Strong ability to contribute to achievement of the group task • Strong appreciation for the feelings and learning needs of group members • Eager to carry out his or her assigned task(s) in the group • Brings strong knowledge and skills about (identify the topic) • Eager to encourage others to contribute to the group tasks
3 Adequate	<ul style="list-style-type: none"> • Adequate ability to contribute to achievement of the group task • Adequate appreciation for the feelings and learning needs of group members • Inclined to carry out his or her assigned task(s) in the group • Brings adequate knowledge and skills about (identify the topic) • Inclined to encourage others to contribute to the group tasks
2 Limited	<ul style="list-style-type: none"> • Limited ability to contribute to achievement of the group task • Limited appreciation for the feelings and learning needs of group members • Inclined, when prompted, to carry out his or her assigned task(s) in the group • Brings limited knowledge and skills about (identify the topic) • Inclined, when prompted, to encourage others to contribute to the group tasks
1 Very Limited	<ul style="list-style-type: none"> • Very limited ability to contribute to achievement of the group task • Very limited appreciation for the feelings and learning needs of group members • Reluctant to carry out his or her assigned task(s) in the group • Brings very limited knowledge and skills about (identify the topic) • Reluctant to encourage others to contribute to the group tasks

Holistic scoring rubrics may be used to assess student achievement in writing, reading/viewing, listening, and speaking. These instruments are critical to assessing these competencies in the content areas such as social studies.

1. Holistic Writing Rubric	
Proficiency Level	Traits
5 Outstanding	<ul style="list-style-type: none"> • Outstanding content that is clear and strongly focused • Compelling and seamless organization • Easy flow and rhythm with complex and varied sentence construction • Expressive, sincere, engaging voice that always brings the subject to life • Consistent use of words and expressions that are powerful, vivid, and precise • Outstanding grasp of standard writing conventions
4 Strong	<ul style="list-style-type: none"> • Strong content that is clear and focused • Purposeful and coherent organization • Consistent flow and rhythm with varied sentence construction • Expressive, sincere, engaging voice that often brings the subject to life • Frequent use of words and expressions that are vivid and precise • Strong grasp of standard writing conventions
3 Adequate	<ul style="list-style-type: none"> • Adequate content that is generally clear and focused • Predictable organization that is generally coherent and purposeful • Some flow, rhythm, and variation in sentence construction—but that tends to be mechanical • Sincere voice that occasionally brings the subject to life • Predominant use of words and expressions that are general and functional • Good grasp of standard writing conventions, with so few errors that they do not affect readability
2 Limited	<ul style="list-style-type: none"> • Limited content that is somewhat unclear, but does have a discernible focus • Weak and inconsistent organization • Little flow, rhythm, and variation in sentence construction • Limited ability to use an expressive voice that brings the subject to life • Use of words that are rarely clear and precise with frequent errors • Poor grasp of standard writing conventions beginning to affect readability
1 Very Limited	<ul style="list-style-type: none"> • Very limited content that lacks clarity and focus • Awkward and disjointed organization • Lack of flow and rhythm with awkward, incomplete sentences which make the writing difficult to follow • Lack of an apparent voice to bring the subject to life • Lack of clarity; words and expressions are ineffective • Very limited grasp of standard writing conventions, with errors seriously affecting readability

2. Holistic Reading/Viewing Rubric	
Proficiency Level	Traits
5 Outstanding	<ul style="list-style-type: none"> • Outstanding ability to understand text critically; comments insightful and always supported from the text • Outstanding ability to analyze and evaluate text • Outstanding ability to connect personally with and among texts / responses extend on text • Outstanding ability to recognize purpose and point of view (e.g., bias, stereotyping, prejudice) • Outstanding ability to interpret figurative language (e.g., similes, metaphors, personification) • Outstanding ability to identify features of text (e.g., punctuation, capitalization, titles, sub-headings, glossary, index) and types of text (e.g., literary genres) • Outstanding ability to read orally (e.g., with phrasing, fluency, and expression)
4 Strong	<ul style="list-style-type: none"> • Strong ability to understand text critically; comments often insightful and usually supported from the text • Strong ability to analyze and evaluate text • Strong ability to connect personally with and among texts / responses extend on text • Strong ability to recognize purpose and point of view (e.g., bias, stereotyping, prejudice) • Strong ability to interpret figurative language (e.g., similes, metaphors, personification) • Strong ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Strong ability to read orally (e.g., with phrasing, fluency, and expression); miscues do not affect meaning
3 Adequate	<ul style="list-style-type: none"> • Good ability to understand text critically; comments predictable and sometimes supported from the text • Good ability to analyze and evaluate text • Adequate ability to connect personally with and among texts / responses sometimes extend on text • Fair ability to recognize purpose and point of view (e.g., bias, stereotyping, prejudice) • Adequate ability to interpret figurative language (e.g., similes, metaphors, personification) • Good ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Good ability to read orally (e.g., with phrasing, fluency, and expression); miscues occasionally affect meaning
2 Limited	<ul style="list-style-type: none"> • Insufficient ability to understand text critically; comments rarely supported from the text • Limited ability to analyze and evaluate text • Insufficient ability to connect personally with and among texts / responses rarely extend on text • Limited ability to detect purpose and point of view (e.g., bias, stereotyping, prejudice) • Limited ability to interpret figurative language (e.g., similes, metaphors, personification) • Limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Limited ability to read orally (with minimal phrasing, fluency, and expression); miscues frequently affect meaning.
1 Very Limited	<ul style="list-style-type: none"> • No demonstrated ability to understand text critically; comments not supported from text • Very limited ability to analyze and evaluate text • No demonstrated ability to connect personally with and among texts / responses do not extend on text • Very limited ability to recognize purpose and point of view (e.g., bias, prejudice, stereotyping) • Very limited ability to interpret figurative language (e.g., similes, metaphors, personification) • Very limited ability to identify features of text (e.g., punctuation, capitalization, titles, sub-headings, glossary, index) and types of text (e.g., literary genres) • Very limited ability to read orally (e.g., phrasing, fluency, and expression not evident); miscues significantly affect meaning

3. Holistic Listening Rubric	
Proficiency Level	Traits
5 Outstanding	<ul style="list-style-type: none"> • Complex understanding of orally presented text; comments and other representations insightful and always supported from the text • Outstanding ability to connect personally with and extend on orally presented text / responses consistently extend beyond the literal • Outstanding ability to recognize point of view (e.g., bias, stereotyping, prejudice) • Outstanding ability to listen attentively and courteously
4 Strong	<ul style="list-style-type: none"> • Strong understanding of orally presented text; comments and other representations often insightful and usually supported from the text • Strong ability to connect personally with and extend on orally presented text / responses often extend beyond the literal • Strong ability to recognize point of view (e.g., bias, stereotyping, prejudice) • Strong ability to listen attentively and courteously
3 Adequate	<ul style="list-style-type: none"> • Good understanding of orally presented text; comments and other representations predictable and sometimes supported from the text • Adequate ability to connect personally with and extend on orally presented text / responses sometimes extend beyond the literal • Fair ability to recognize point of view (e.g., bias, stereotyping, prejudice) • Fair ability to listen attentively and courteously
2 Limited	<ul style="list-style-type: none"> • Insufficient understanding of orally presented text; comments and other representations rarely supported from the text • Insufficient ability to connect personally with and extend on orally presented text / responses are always literal • Limited ability to recognize point of view (e.g., bias, stereotyping, prejudice) • Limited ability to listen attentively and courteously
1 Very Limited	<ul style="list-style-type: none"> • No demonstrated understanding of orally presented text; comments and other representations not supported from text • No demonstrated ability to connect personally with and extend on orally presented text / responses are disjointed or irrelevant • Very limited ability to recognize point of view (e.g., bias, prejudice, stereotyping) • Very limited ability to listen attentively and courteously

4. Holistic Speaking Rubric	
Proficiency Level	Traits
5 Outstanding	<ul style="list-style-type: none"> • Outstanding ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information) • Outstanding ability to connect ideas (e.g., with clarity and supporting details) • Outstanding use of language appropriate to the task (e.g., word choice) • Outstanding use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
4 Strong	<ul style="list-style-type: none"> • Strong ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information) • Strong ability to connect ideas (e.g., with clarity and supporting details) • Consistent use of language appropriate to the task (e.g., word choice) • Consistent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
3 Adequate	<ul style="list-style-type: none"> • Sufficient ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information) • Sufficient ability to connect ideas (e.g., with clarity and supporting details) • Frequent use of language appropriate to the task (e.g., word choice) • Frequent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
2 Limited	<ul style="list-style-type: none"> • Insufficient ability to listen, reflect, and respond to clarify information and explore solutions (e.g., communicating information) • Limited ability to connect ideas (e.g., with clarity and supporting details) • Limited use of language appropriate to the task (e.g., word choice) • Limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
1 Very Limited	<ul style="list-style-type: none"> • No demonstrated ability to listen, reflect, or respond to clarify information and explore solutions (e.g., communicating information) • Very limited ability to connect ideas (e.g., with clarity and supporting details) • Language not appropriate to the task (e.g., word choice) • Very limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)

5. Assessing Collaborative Group Participation	
Proficiency Level	Traits
5 Outstanding	<ul style="list-style-type: none"> • Outstanding ability to contribute toward achievement of the group task • Outstanding appreciation for the feelings and learning needs of group members • Very eager to carry out his/her assigned task(s) in the group • Brings outstanding knowledge and skills about the (identify the topic) • Very eager to encourage others to contribute to the group tasks
4 Strong	<ul style="list-style-type: none"> • Strong ability to contribute toward achievement of the group task • Strong appreciation for the feelings and learning needs of group members • Eager to carry out his/her assigned task(s) in the group • Brings strong knowledge and skills about the (identify the topic) • Eager to encourage others to contribute to the group tasks
3 Adequate	<ul style="list-style-type: none"> • Adequate ability to contribute toward achievement of the group task • Adequate appreciation for the feelings and learning needs of group members • Inclined to carry out his/her assigned task(s) in the group • Brings adequate knowledge and skills about the (identify the topic) • Inclined to encourage others to contribute to the group tasks
2 Limited	<ul style="list-style-type: none"> • Limited ability to contribute toward achievement of the group task • Limited appreciation for the feelings and learning needs of group members • Inclined, when prompted, to carry out his/her assigned task(s) in the group • Brings limited knowledge and skills about the (identify the topic) • Inclined, when prompted, to encourage others to contribute to the group tasks
1 Very Limited	<ul style="list-style-type: none"> • Very limited ability to contribute toward achievement of the group task • Very limited appreciation for the feelings and learning needs of group members • Reluctant to carry out his/her assigned task(s) in the group • Brings very limited knowledge and skills about the (identify the topic) • Reluctant to encourage others to contribute to the group tasks

Appendix 8: A FRAMEWORK FOR ASSESSING HISTORICAL THINKING

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BENCHMARKS OF HISTORICAL THINKING: A FRAMEWORK FOR ASSESSMENT IN CANADA

By PETER SEIXAS*

CENTRE FOR THE STUDY OF HISTORICAL CONSCIOUSNESS, UBC

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INTRODUCTION

What should students know and be able to do when they are finished their years of school history? Surely, the accumulation of facts-to-be-remembered is not an adequate answer to the question. Many curriculum documents indicate “historical thinking,” but are not very helpful in unpacking its meaning for teachers and students. If not “more facts,” then what is the basis for a history curriculum that extends over multiple years of schooling? Whatever that is, in turn, should inform history assessments. Otherwise, we measure a journey along a road which we don’t really care whether students are traveling. General curriculum statements about the values of learning history are insufficient, unless those values inform our assessments. This document aims to define historical thinking for the purposes of shaping history assessments.

Ken Osborne notes: “...it is not clear whether or to what extent history courses at different grade levels are designed to build on each other in any cumulative way.”¹ British researchers and curriculum developers have been attentive to exactly this problem, defined as one of progression. Historical thinking is not all-or-nothing: fundamental to the definition is the notion of progression, but progression in what?²

Researchers have identified “structural” historical concepts that provide the basis of historical thinking. The Benchmarks project is using this approach, with six distinct but closely interrelated historical thinking concepts.³ Students should be able to:

- establish **historical significance** (why we care, today, about certain events, trends and issues in history. Why are the Plains of Abraham significant for Canadian history?)
- use primary source **evidence** (how to find, select, contextualize, and interpret sources for a historical argument. What can a newspaper article from Berlin, Ontario in 1916 tell us about attitudes towards German-Canadians in wartime?)
- identify **continuity and change** (what has changed and what has remained the same over time. What has changed and what has remained the same about the lives of teenaged girls, between the 1950s and today?)
- analyze **cause and consequence** (how and why certain conditions and actions led to others. What were the causes of the Northwest Rebellion?)
- take **historical perspectives** (understanding the “past as a foreign country,” with its different social, cultural, intellectual, and even emotional contexts that shaped people’s lives and actions. How could John A. Macdonald compare “Chinamen” to “threshing machines” in 1886?)

* Carla Peck (UBC) was instrumental in helping refine the historical thinking concepts described in the Benchmarks Framework. We would also like to acknowledge the contributions of the participants of the April and August 2006 symposia.

- understand the *moral dimension* of historical interpretations (this cuts across many of the others: how we, in the present, judge actors in different circumstances in the past; how different interpretations of the past reflect different moral stances today; when and how crimes of the past bear consequences today. What is to be done today, about the legacy of aboriginal residential schools?)

Taken together, these tie “historical thinking” to competencies in “historical literacy.”⁴ This formulation is neither the last word on historical thinking nor the only way to approach it. As Patrick Watson wrote, in his report on the April, 2006, Benchmarks Symposium, (citing Niels Bohr) on physics and mathematics, “the achievement of a new formula was not, in fact, a movement towards *truth*, but rather the development of language that the research community could agree upon, as representing the objectives of the search.”

It is also important to note that these elements are not “skills” but rather a set of underlying concepts that guide and shape the practice of history. In order to understand *continuity and change*, for instance, one must know *what* changed and *what* remained the same. “Historical thinking” only becomes meaningful with substantive content.

A FRAMEWORK FOR ASSESSING HISTORICAL THINKING

In order to think historically, historians, the public in general, and school students in particular must:

ESTABLISH HISTORICAL SIGNIFICANCE

The principles behind the selection of what and who should be remembered, researched, taught and learned.

The past is everything that ever happened to anyone anywhere. We cannot remember or learn it all. We put effort into learning about and remembering that which is historically significant, but how are those choices made? Students who do not think about significance may simply take what is presented to them (by the textbook or teachers) to be significant, without any further thought. Alternatively, but just as problematically, students may equate “significant” with “interesting to me.” The keys to more sophisticated notions of significance lie in being able to connect particular events or trends to others in a variety of ways. Thus, significant events include those that resulted in great change over long periods of time for large numbers of people (e.g., World War II). But there are other possible criteria for significance.⁵ The problem of significance is complicated because it depends on perspective and purpose: what is viewed as historically significant may vary over time and from group to group.

ASPECTS OF SIGNIFICANCE:

- a) **Resulting in change** (The event/person/development had deep consequences, for many people, over a long period of time.)
- b) **Revealing** (The event/person/development sheds light on enduring or emerging issues in history and contemporary life or was important at some stage in history within the collective memory of a group or groups.)

Note: Many topics will demonstrate *either* (a) or (b) but not necessarily *both*. Also note, for either of these, students can establish the historical significance of an event or person by linking it to other events in a historical narrative or argument. “It is significant because it is in the history book,” and “It is significant because I am interested in it,” are both inadequate explanations of historical significance.

AT THE MOST SOPHISTICATED LEVEL, STUDENTS WILL BE ABLE TO:

- a) Demonstrate how an event, person or development is significant either by showing how it is embedded in a larger, meaningful narrative OR by showing how it sheds light on an enduring or emerging issue.
- b) Explain how and why historical significance varies over time and from group to group.

POTENTIAL STUDENT TASKS:

- a) Explain what made [X] significant.
- b) Choose the “most significant events” [e.g., in Canadian history; in the 20th century; for new immigrants to Canada], and explain your choices.
- c) Identify and explain differences in significance over time or from group to group (e.g. Why is women’s history more significant now than 50 years ago? Why do Canadians consider Louis Riel significant, while Americans generally don’t?).

USE PRIMARY SOURCES AS EVIDENCE IN CONSTRUCTING KNOWLEDGE ABOUT THE PAST

This includes how to find, select, interpret, and contextualize primary sources. There are distinctions among forms of evidence, e.g., records, testimony, relics, demanding some different kinds of questions. Reading a source for evidence demands different strategies than reading a source for information. The contrast may be seen in an extreme way in the difference between reading a phone book (for information) and examining a boot-print in the snow outside a murder scene (for evidence). We don't ask ourselves, as we look up phone numbers, "who wrote this phonebook; why was it organized in this way" (unless, perhaps, we get a wrong number). On the other hand, with the boot-print, a trace of the past, we examine it to see if it offers clues about the person who was wearing the boot, when the print was made, and what was going on at the time. The first thing to establish here is "what is this indentation in the snow?" that is, "what is it?" History textbooks are generally used more like phone books: they are a place to look up information. Primary sources must be read differently. To make sense of them, we need to contextualize them and make inferences from them.

ASPECTS OF EVIDENCE:

(Note: "author" here is used broadly to mean whoever wrote, painted, photographed, drew, or otherwise constructed the source.)

- a) Good questions are necessary in order to turn a source into evidence, the first question being, "What is it?"
- b) Authorship: the position of the author(s) is a key consideration.
- c) Primary sources may reveal information about the (conscious) purposes of the author as well as the (unconscious) values and worldview of the author.
- d) A source should be read in view of its historical background (contextualization).
- e) Analysis of the source should also provide new evidence about its historical setting.

AT THE MOST SOPHISTICATED LEVEL, STUDENTS WILL BE ABLE TO:

- a) Use several primary sources to construct an original account of a historical event.

POTENTIAL STUDENT TASKS:

- a) Find and select primary sources appropriate for responding to historical questions.
- b) Formulate questions about a primary source, whose answers would help to shed light on the historical context.
- c) Analyze a primary source for the purposes, values and worldview of the author.
- d) Compare points of view and usefulness of several primary sources.
- e) Assess what can and can't be answered by particular primary sources.
- f) Use primary sources to construct an argument or narrative.

IDENTIFY CONTINUITY AND CHANGE

Continuity and change provide a fundamental way to organize the complexity of the past. There are lots of things going on at any one time. Changes happen at different paces at different times in history, and even at the same time in different aspects of life. For example, technological change might happen very rapidly at a time when there is little political change. One of the keys to continuity and change is looking for change where common sense suggests that there has been none and looking for continuities where we assumed that there was change. Students sometimes misunderstand the history as a list of events. When they see that some things change while others remain the same, they achieve a different sense of the past. They will no longer say, “nothing happened in 1901.” Judgments of continuity and change can be made on the basis of comparisons between some point in the past and the present, or between two points in the past (e.g., before and after the French Revolution). **Note: Because continuity and change are so closely tied to cause and consequence, student tasks may often join the two.**

ASPECTS OF CONTINUITY AND CHANGE:

- a) Continuity and change are interrelated: processes of change are usually, continuous, not isolated into a series of discrete events.
- b) Some aspects of life change more quickly in some periods than others. Turning points, perhaps even tipping points, help to locate change.
- c) Progress and decline are fundamental ways of evaluating change over time. Change does not always mean progress.
- d) Chronology can help to organize our understanding of continuity and change (you cannot understand continuity and change without knowing the order in which things happened.)
- e) Periodization can help to organize our understanding of continuity and change.

AT THE MOST SOPHISTICATED LEVEL, STUDENTS WILL BE ABLE TO:

- a) Explain how some things continue and others change, in any period of history.
- b) Identify changes over time in aspects of life that we ordinarily assume to be continuous; and to identify continuities in aspects of life we ordinarily assume to have changed over time.
- c) Understand that periodization and judgments of progress and decline can vary depending upon purpose and perspective.

POTENTIAL STUDENT TASKS:

- a) Place a series of pictures in chronological order, explaining why they are placed in the order they are.
- b) Compare two (or more) documents from different time periods and explain what changed and what remained the same over time.
- c) Assess progress and decline from the standpoint of various groups since a certain point in time.

ANALYZE CAUSE AND CONSEQUENCE

Central to cause and consequence is the active role, or agency, that people (as individuals and groups) play in promoting, shaping, and resisting change in history. Causes are related to, but distinguishable from, motivations (or intentions) of any group or individual. They are multiple and layered, involving both long-term ideologies, institutions, and conditions, and short-term actions and events. Causes that are offered for any particular event (and the priority of the various causes) may differ, based on the scale of the overall historical narrative, and ideological perspectives and approaches of the historian.

ASPECTS OF CAUSE AND CONSEQUENCE:

- a) Human beings cause historical change, but they do so in contexts that impose limits on change. Constraints come from the natural environment, geography, historical legacies, as well as other people who want other things. Human actors (agents) are thus in a perpetual interplay with conditions, many of which (e.g., political and economic systems) are the legacies of earlier human actions.
- b) Actions often have unintended consequences.

AT THE MOST SOPHISTICATED LEVEL, STUDENTS WILL BE ABLE TO:

- a) Identify the interplay of intentional human action, and constraints on human actions in causing change.
- b) Identify various types of causes for a particular event, using one or more accounts of the event.
- c) Be able to construct counterfactuals (e.g., if Britain had not declared war on Germany in 1914, then...)

POTENTIAL STUDENT TASKS:

- a) Examine an everyday event (e.g. a car accident) for its potential causes (e.g., the skill and response time of the driver, the state of health or drowsiness of the driver, distraction of the driver, violation of driving rules, the condition of the cars, the technology of the cars, the weather, the road signage, absence of traffic lights, the culture which glorifies speed, the size of the oncoming SUV, etc.)
- b) Analyze a historical passage, and identify “types of causes,” (e.g., economic, political, cultural; conditions, individual actions) that it offers as causes.
- c) Examine the relationship between an individual actor’s motivations and intentions, and the consequences of their actions.
- d) Create a schematic chart of the causes of [e.g., the Japanese internment] and explain their arrangement.
- e) How might people at the time have explained the causes of [x] and how does that differ from how we would explain it now?

TAKE A HISTORICAL PERSPECTIVE

“The past is a foreign country” and thus difficult to understand. At the same time understanding the foreignness of the past provides a sense of the range of human behaviour and social organization, alternatives to taken-for granted conventional wisdom, and a wider perspective for our present preoccupations. Historical perspective-taking is the cognitive act of understanding the different social, cultural, intellectual, and even emotional contexts that shaped people’s lives and actions in the past. Though it is sometimes called “historical empathy,” it is very different from the common-sense notion of deep emotional feeling for and identification with another person.

ASPECTS OF HISTORICAL PERSPECTIVE-TAKING:

- a) Taking the perspective of historical actors depends upon evidence for inferences about how people felt and thought (avoiding presentism—the unwarranted imposition of present ideas on actors in the past). Empathetic leaps that are not based in evidence are historically worthless.
- b) Any particular historical event or situation involves people who may have diverse perspectives on it. Understanding multiple perspectives of historical actors is a key to understanding the event.
- c) Taking the perspective of a historical actor does not mean identifying with that actor.

AT THE MOST SOPHISTICATED LEVEL, STUDENTS WILL BE ABLE TO:

- a) Recognize presentism in historical accounts.
- b) Use evidence and understanding of the historical context, to answer questions of why people acted the way they did (or thought what they did) even when their actions seem at first irrational or inexplicable or different from we would have done or thought.

POTENTIAL STUDENT TASKS:

- a) Write a letter, diary entry, poster (etc.) from the perspective of [x], based either on some sources provided by the teacher, or sources the students find.
- b) Compare primary sources written (or drawn, painted, etc.) from two opposing or differing perspectives about a given event. Explain their differences.

UNDERSTAND THE MORAL DIMENSION IN HISTORY

Historians attempt to hold back on explicit moral judgments about actors in the midst of their accounts. But, when all is said and done, if the story is meaningful, then there is a moral judgment involved. Thus, we should expect to learn something from the past that helps us in facing the moral issues of today. One (but not the only) way that the moral dimension of history comes into play is through the legacies of past action: when do we owe debts of memory [e.g., to fallen soldiers] or of reparations [e.g., to victims of aboriginal residential schools]?

ASPECTS OF THE MORAL DIMENSION:

- a) All meaningful historical accounts involve implicit or explicit moral judgment.
- b) Moral judgment in history is made more complex by collective responsibility and profound change over time. In making moral judgments of past actions, we always risk anachronistic impositions of our own standards upon the past.
- c) Historians often deal with the conflict between a) and b) by 1) framing questions that have a moral dimension; 2) suspending judgments in order to understand the perspectives of the historical actors; finally 3) emerging from the study with observations about the moral implications, today, of their narratives and arguments.

AT THE MOST SOPHISTICATED LEVEL, STUDENTS WILL BE ABLE TO:

- a) Make judgments about actions of people in the past, recognizing the historical context in which they were operating.
- b) Use historical narratives to inform judgments about moral and policy questions in the present.

POTENTIAL STUDENT TASKS:

- a) Examine a historical issue involving conflict [e.g., attitudes for and against women getting the vote; why Canada admitted such a small number of refugee Jews 1933-39; the outlawing of the potlatch], identify the perspectives that were present at the time, and explain how these historical conflicts can educate us today.
- b) Students identify a moral issue today [e.g. Canadians' role as peacekeepers, private vs. public health care, protection of the environment], research aspects of its historical background, explain the implications of the history for today.

References

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2. Lee, P., & Shemilt, D. (2003). A scaffold, not a cage: progression and progression models in history. *Teaching History*, 113, pp.2-3.
3. Ashby, R. (2005). The nature of levels and issues of progression in history: Notes and extracts for reflection, *PGCE Support Materials* (p. 7). England: Institute of Education. These have been radically transformed in the new British National Curriculum. <http://www.ncaction.org.uk/subjects/history/levels.htm> (accessed April 3, 2006) For Seixas' earlier formulation, see Seixas, P. (1996). Conceptualizing the growth of historical understanding. In D. Olson & N. Torrance (Eds.), *Handbook of Education and Human Development: New Models of Learning, Teaching, and Schooling* (pp. 765-783). Oxford, UK: Blackwell.
4. In earlier versions, the term "literacy" was used rather than "thinking." The April 2006 Benchmarks Symposium had discussed at length the connotations of these and other terms, without a definitive conclusion as to which should define the project. Further response to the term "literacy" since the Symposium points to its connections to E.D. Hirsch's "cultural literacy" and the connotation of a list of facts-to-be-learned in common. As this project does not aim to revise the factual *content* of provincial history curricula, "literacy" may convey the wrong message. On the other hand, deep literacy (e.g., reading for point-of-view and writing as argument) are central to the goals of the Benchmarks Framework.
5. Counsell, C. (2004). Looking through a Josephine-Butler-shaped window: focusing pupils' thinking on historical significance. *Teaching History*, 114, 30-36.

Author's Note: *As of June 2011 the "Benchmarks of Historical Thinking" has been relaunched as "The Historical Thinking Project".*

