

Cluster 1: First Peoples and Nouvelle-France (to 1763)

Learning Experience 1.0 (DRAFT)

Essential Question: *What is history and why/how do we study it?*

Description of the Learning Experience

This Learning Experience is intended to provide students with a brief introduction to the discipline of history, including why it is important, methods of historical inquiry and Historical Thinking Concepts. Students will have opportunities throughout the course to use the Historical Thinking Concepts in meaningful ways as they engage in historical inquiry.

The Purpose of Teaching and Learning History

Students learn best when they are interested and engaged in their learning. Too often, students regard history as unimportant and disconnected from their lives. A critical and often overlooked dimension of history education is helping students to see the importance of this subject. We study history to

1. learn what it means to be a citizen of Canada
2. develop awareness of Canada's global interconnectedness
3. understand the diversity and range of human experience
4. enrich cultural literacy
5. help deal with complex social and political problems
6. understand how the discipline of history is constructed
7. refine general competencies and skills
8. encourage and enhance intellectual independence

(See *The Purpose of Teaching and Learning History* in the Front Matter for a description of these eight points.)

Thinking Historically

Historians reconstruct the past on the basis of evidence. This evidence is often incomplete, sometimes contradictory, and always needs explaining. Like a detective, a historian must first uncover the facts and then explain what they mean. This means testing the accuracy of facts, judging their significance, and arranging them into an account or narrative.

Historians try to be as objective as possible. They cannot ignore or falsify evidence, and whatever they say must be based on the evidence available to them. Historians do not simply describe the past; they explain and interpret it. When we read a historical account we should always ask: What is this telling us? On what evidence is it based? Why should we believe it? How significant is it?

Historians also use particular historical concepts when they investigate the past. They adopt the perspective of the people they are studying in order to see the world as the people of the past saw it. They are interested in change and continuity, in what stays the same and what changes over time, and why. They look for the causes and origins of events and their results and consequences. This means they have to judge and evaluate. Historians do not simply say that such-and-such a thing happened at such-and-such a time: they want to know why it happened, and what results it produced.

Historical Thinking Concepts

- Establish **historical significance**
- Use primary source **evidence**
- Identify **continuity and change**
- Analyze **cause and consequence**
- Take a **historical perspective**
- Consider the **ethical dimensions** of history

The six Historical Thinking Concepts listed above are adapted, with permission, from the work of Dr. Peter Seixas, Centre for the Study of Historical Consciousness, University of British Columbia. Dr. Seixas articulated the concepts in [*Benchmarks of Historical Thinking: A Framework for Assessment in Canada*](#) presented at UBC on August 16, 2006. The [Historical Thinking Project](#) is a Canada-wide initiative where history educators contribute and have access to a variety of teaching and learning exemplars and support materials related to the historical thinking concepts.

Questions to Guide Historical Inquiry

This course is based on the process of historical inquiry. Teachers are encouraged to use the six historical thinking concepts to engage students in the inquiry process. The following questions will assist their students as they use the concepts to learn about the people and events of Canada's past.

Establish Historical Significance

- Is this event/person/development historically significant and if so, why?
- Who sees the event/person/development as significant and why?
- What do historians say about the significance of this person, event, or development? Do they agree or disagree? (cite sources)
- What factors determine the historical significance of an event, person, or development, or idea?
- What is the role of the media in establishing the historical significance of an event?

- Does an event need to be dramatic in order to be significant? Explain.
- Did this event have long-term consequences? Are the effects of this event evident today?
- Does this event uncover or reveal something surprising or unique about the past?
- Has this event/person been officially recognized by groups, organizations or government as being significant? Describe various forms of recognition of the historical importance of an event/person (e.g., statues, street names, plaques, special days, museums...). Do you think these forms of recognition are valuable? Explain.
- Do you think that this person/event/idea should be officially recognized as having historical significance? Why or why not? How should this person/event be recognized?
- It has been said that history is written by the winners and that all other voices are silenced (e.g., indigenous peoples, women, ethnocultural minorities, gay/lesbian/transgendered people...). Find examples of this way of determining significance. Find examples of how historians have succeeded in changing this approach.

Using Primary Source Evidence

- What are the sources of evidence that underpin this account or explanation?
- Are these primary or secondary sources? What types of sources are they? (e.g., oral, artifacts, images, written documents, art...)
- Who created this source and for what purpose? In what context (time, place circumstances) was it created?
- Is this an authentic source? How do you know?
- Why and by whom was this source conserved? (preserved?)
- How reliable is this source of information?
- What factors make sources more – or less – reliable?
- What does this source reveal about its intended message or purpose?
- What is missing or omitted from this source? Does this source conflict with evidence from other sources?
- Are there conflicts or gaps in these sources?
- How have historians interpreted and used this source?
- Are there differing interpretations and explanations of this event or development? If so, explain why.
- Which interpretation/explanation do you find most persuasive? Why?
- Does this source reveal any bias or judgment?
- What values seem to underpin this source?

Identify Continuity and Change

- In this time period, compared to an earlier period, what changed and what stayed the same?
- Why and for whom did conditions change?

- Could these changes be considered to be progress or decline? To whom? How would different groups see and explain these changes?
- What are the factors that ensure the continuity of certain elements or practices? Why were these elements preserved or transmitted over time? Were they preserved over a long period of time? By whom and why? How were they preserved? What is the value of preserving practices over time?
- Consider some practices and beliefs that have all but disappeared. Is this a negative or a positive thing? Explain.
- It is sometimes said that it is advisable to return to “the good old days”. Why do you think people may believe this?
- What were some specific “turning points” that represent major change?
- Was this a dramatic and sudden change or did it happen slowly and in stages?
- What human actions and decisions were instrumental in provoking or advancing this change?
- Have you observed some changes that seem to repeat earlier similar changes? How might they be explained?
- What are some ways in which people and groups strive to preserve continuity over time? What are the advantages and disadvantages of this?
- Do you believe that some things have changed so radically that it is no longer possible to understand what was in the past? Give an example and explain.
- Think of an example of a historical change that you wish had never happened. Explain.
- It has been said that human beings tend to resist or oppose change. Do you think this is true? Give some examples from Canadian history.

Analyze Cause and Consequence

- What specifically triggered this event (immediate causes or catalyst)?
- What long-term factors or conditions made this event possible? Which factors combined to make the event more likely?
- What were the immediate consequences or results of this event? What groups or people were most affected by these immediate results?
- Did the immediate results of this event lead to further consequences? Which people or groups were involved?
- What were the long term consequences of this event? Describe the nature of these consequences and assess whether they were negative or positive, and for whom.
- How did this event influence subsequent decisions and actions of the people or groups involved?
- Do historians differ in their explanations of the causes of this event? Explain their differing explanations.
- Which explanation of cause and consequence do you find most persuasive and why?

Take a Historical Perspective

- Why did this person/these people act the way she/he/they did?
- What was the historical context in which this decision was taken?
- What were the prevailing beliefs/values of this society/people?
- Imagine yourself in that person's place. How would you have responded to the historical situation?
- Did this person or group have allies or supports at the time of this event? Explain.
- How did this person or group respond to this event? Explain why they responded as they did.
- What factors were considered to be the most important in making decisions at this time?
- Did this person act as an individual or as a representative of a group?
- Who were the leaders who had the most influence on this event or development? How did they exercise their leadership?
- If conflict was involved in this event, what were the factors that caused individuals or groups to respond to conflict? Did these responses escalate or defuse the conflict? What influences led them to respond in the way they did?
- Did this group or individual change its position with respect to this event? What led them to do so?
- What should we take into account when trying to explain/understand how people acted in the past?

Consider the Ethical Dimensions in History

- Does the event/action/development raise moral or ethical questions?
- How have historians evaluated this event/person?
- Do different historians' evaluations or judgments of this event or development differ from each other? Explain how and why.
- Which historical evaluation or judgment do you find most persuasive and why?
- What are the underlying values or beliefs that influence this historical account?
- Should present day citizens bear any ethical responsibility for the actions of the past?
- What can or should citizens do to make amends for injustices of the past?
- If this event were to take place today, how would citizens judge or evaluate it?
- What were the dominant influences and values that motivated this decision or event of the past?
- How are the values and beliefs of today different than – or similar to – the values and beliefs of this period?
- Did the mistake or the injustice of the past affect or leave a mark on the present? What can people/groups/governments do to address these mistakes?
- Is it advisable to avoid or simply deny controversial or sensitive issues of the past? Explain.

Cluster 1: First Peoples and *Nouvelle-France* (to 1763)

Learning Experience 1.1

Essential Question: *Who were the First Peoples and how did they structure their world?*

Description of the Learning Experience

Students explore the long history of the land that became Canada before the arrival of Europeans, including the diversity and complexity of First Nations and Inuit societies and cultures, and ways in which First Peoples both adapted the environment and adapted to it. Students investigate the nature and role of governance, social organization, and Indigenous world views, knowledge, and traditions in First Peoples societies.

(Note: This learning experience on the earliest history of what is now Canada serves as an introduction to First Peoples prior to the arrival of Europeans. It is crucial that the ongoing and changing role of the First Peoples in Canadian history be studied in every cluster throughout the course.)

Learning and Assessment Focus

Students will apply historical thinking concepts, and engage in inquiry on selected historical content as they focus on the following Enduring Understandings.

Enduring Understandings ([complete list by LE](#))

- First Nations, Métis, and Inuit peoples have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.
- The oral traditions of First Nations, Métis, and Inuit peoples teach the importance of maintaining a balance among the emotional, physical, mental, and spiritual aspects of life.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.

Historical Thinking Concepts

- Establish **historical significance**
- Use primary source **evidence**
- Identify **continuity and change**
- Analyze **cause and consequence**
- Take a **historical perspective**
- Consider the **ethical dimensions** of history

Historical Background

First Peoples' histories date back thousands of years. According to oral traditions, First Peoples have lived in North America since time immemorial. Western history, archeology, anthropology, genetics, and linguistics present differing theories and evidence regarding First Peoples' origins. First Peoples were self-governing nations with a wide variety of cultures and languages. They occupied all geographical regions in North, Central, and South America, and were intricately linked to their environments. First Peoples lived in societies ranging from small, informal nomadic family groupings to large, highly complex and densely populated permanent settlements. First Peoples were spiritually connected to all living things and to the natural world around them. Their oral traditions taught the importance of maintaining a balance among the emotional, physical, mental, and spiritual aspects of life.

The histories of First Peoples in the Americas include migration, settlement, development of economic systems, trade, invention of technologies, agriculture and plant science, animal domestication, animal husbandry and the creation of new breeds, ecology, land management, sophisticated systems of governance and decision making, military technologies and strategies, and engagement in war and the maintenance and negotiation of peace. First Peoples also developed or had knowledge of mathematics, astronomy, calendar systems, writing, engineering, architecture, city planning, textiles, metallurgy, painting, sculpture, ceramics, medicines and medical procedures, and intergenerational preservation of knowledge.

An essential element of Canada's history is the story of how First Peoples related to each other, understood and explained their world, and organized their lives. A central theme revisited throughout this course is that First Nations, Métis, and Inuit peoples have played and continue to play an important part in the history of Canada.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. Diversity and Origins of First Peoples

- Overview of First Nations cultures and traditional territories
- Oral traditions of First Peoples (e.g., Ininew [Cree], Anishinabe [Ojibwa], Dakota [Sioux], Inuit, Dene...)
- Archeological evidence of First Peoples (e.g., The Forks, Lockport, Brandon Stott Site, Duck Bay...), current scientific evidence (e.g., DNA analysis...)

2. World Views and Societies of First Peoples

- World views: spirituality and values; relationships to the land; oral tradition; Indigenous knowledge, arts, technology
- Governance: patriarchal and matriarchal organization, clan systems, role of Elders, collective decision making, leadership
- Social structures: family, clans, gender roles, holistic education, community responsibilities, and "justice"
- Relations between nations: alliances and confederacies (e.g., Haudenosaunee [Iroquois], Niitsitapi [Blackfoot]...) trade, war and peace

Planning for Teaching and Learning

This suggested model for planning teaching, learning, and assessment is based on the ‘backward design’ approach developed by Wiggins & McTighe (*Understanding by Design*, 1998).

1. Select content and determine inquiry approach

Teachers and students select content and generate inquiry questions guided by the Essential Question and Enduring Understandings. Approaches will vary based on student interest and available resources, and may include:

- Individual inquiry: each student explores different content
- Group inquiry: groups of students explore the same content
- Perspectives inquiry: individuals or groups explore content from diverse perspectives (e.g., socio-economic class, gender and sexual orientation, culture, ethnicity, religion, physical/mental ability, age . . .)
- Cooperative inquiry: small groups explore different content and share their learning with the class
- Whole class inquiry: the entire class explores the same content

2. Determine evidence and establish criteria for assessment *of* learning

In this stage of planning, teachers and students determine culminating tasks and descriptive criteria for the assessment *of* learning (e.g., products, performances, demonstrations, and other tasks that will provide evidence of understanding and historical thinking.)

3. Design teaching and learning and ongoing assessment strategies

In this stage, teachers design teaching and learning strategies that engage students in the application of Historical Thinking Concepts and Skills. The design should identify key primary sources and allow for differentiated instruction. With purpose in mind, teachers plan strategies that integrate assessment *as* and *for* learning through each phase of the learning experience (Activate, Acquire, Apply).

Refer to the Planning Template on the following pages.

Planning Template

Cluster 1: First Peoples and *Nouvelle-France* (to 1763) Learning Experience 1.1

Essential Question

Who were the First Peoples and how did they structure their world?

Enduring Understandings

- First Nations, Métis, and Inuit peoples have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.
- The oral traditions of First Nations, Métis, and Inuit peoples teach the importance of maintaining a balance among the emotional, physical, mental, and spiritual aspects of life.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.

Core Concept:
Citizenship

Historical Thinking Concepts and Skills

Historical Content Focus

Student Tasks to Demonstrate Learning

Assessment
of learning

How has Canada's history shaped the Canada of today?

Learning and Assessment Strategies

Activate

Acquire

Apply

Assessment
as, for
learning

Learning Resources (including primary source evidence)

Learning Strategies

- [Appendix A](#): Historical Thinking Instructional Strategy Templates
- [Appendix B](#): General Instructional Strategy Templates

Teaching and Learning Supports

- [Appendix C](#): Teacher Notes
- [Appendix D](#): Student Resources
- [Appendix E](#): Learning Resources

Cluster 1: First Peoples and *Nouvelle-France* (to 1763)

Learning Experience 1.2

Essential Question: *Why did the French and other Europeans come to North America, and how did they interact with the First Peoples?*

Description of the Learning Experience

Students investigate competing motivations for French and British colonization of North America, and acquire knowledge of the establishment of *Nouvelle-France* and early British colonies. Students also examine the European arrivals' adaptations to North American conditions and their interactions with First Peoples. Students develop an understanding of the role of European colonization of Canada within the broader context of European expansion and mercantilism of the 16th and 17th centuries.

Learning and Assessment Focus

Students will apply historical thinking concepts, and engage in inquiry on selected historical content as they focus on the following Enduring Understandings.

Enduring Understandings ([complete list by LE](#))

- *Nouvelle-France, Acadie, Québec, and francophone communities across Canada have played a role in shaping Canadian history and identity.*
- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from *autonomous co-existence* to *colonialism* to the present stage of *renegotiation and renewal*.
- Canada continues to be influenced by issues of war and peace, international relations, and global interactions.

Historical Thinking Concepts

- Establish **historical significance**
- Use primary source **evidence**
- Identify **continuity and change**
- Analyze **cause and consequence**
- Take a **historical perspective**
- Consider the **ethical dimensions** of history

Historical Background

The long period of time when First Peoples were the only inhabitants of the Americas came to an end with the arrival of the first Europeans. The Vikings are generally believed to be the first visitors to the Americas in the 10th century, when they landed in what is now Newfoundland and Labrador. By the latter part of the 15th century, the English, French, Portuguese, and Spanish had visited the Americas. In the 16th century, French explorers and speculators showed an interest in settlement. Some Europeans hoped to find gold and other precious metals, while others were looking for the Northwest Passage to Asia. Some wanted to spread Christianity, some wanted to expand the power of their home country, and some saw possibilities in the fur trade.

Whatever their reasons, the European explorers and settlers assumed the principle of *terra nullius* (Latin for “nobody’s land”). They believed that First Peoples did not own the land on which they lived, and therefore Europeans had the right to claim possession of it. In the 17th century, the French established settlements in what are now Québec, the Maritimes, the Great Lakes region, and the Mississippi valley. French explorers and traders travelled across much of the region, both north and south of what would eventually become the Canada–United States boundary. The French brought their language, culture, religion, and government to *Nouvelle-France*. As they adapted to North American conditions, they soon established a distinctive culture and a francophone presence that became a defining characteristic of Canada. For much of its existence (1608–1763), *Nouvelle-France* was involved in intermittent war with the British and their allies the Haudenosaunee (Iroquois). However, as a result of the Seven Years War (1756–1763), Britain gained possession of *Nouvelle-France* and made it a British colony. The Hudson Bay region, Acadia, and Newfoundland were also scenes of Anglo-French conflict during this time. The foundations of the French-English duality in Canada had been established.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. European Exploration and Colonization

- Reasons for exploration and colonization (e.g., seeking a trade route to Asia [Northwest Passage], mercantilism, Christianization, competition for power...). (Note: Consider examples of early European explorers in North America such as Cabot, Verrazano, Frobisher, Davis, Hudson...)
- Geographic overview of European colonial countries and their respective colonies in the Americas (France, Britain, Holland, Spain, and Portugal)

2. *Nouvelle-France*

- Early French exploration and colonization, Cartier and Champlain
- Political organization of *Nouvelle-France*, Royal Government (1663), militia and defence, extent of French territory (Acadia, Mississippi valley, Great Lakes-St. Lawrence)

- Social organization: role of Church; Jesuits and religious orders, seigneurial system, role of women, *Filles du roi*, fur trade, *coureurs de bois*
- British-French hostilities: Treaty of Utrecht (1713); expulsion of Acadians (1755); Seven Years War (1756–1763), British conquest of Québec (1759–1760), Treaty of Paris (1763)

3. Relations with First Peoples

- Contact, the doctrine of *terra nullius*
- Christian missionaries, the fur trade
- Conflicts and alliances with First Nations (Wendat/Huron, Haudenosaunee/Iroquois), Great Peace of 1701
- Impact of contact (e.g., cooperation and alliances, conflict, disease, dependence...)

Planning for Teaching and Learning

This suggested model for planning teaching, learning, and assessment is based on the ‘backward design’ approach developed by Wiggins & McTighe (*Understanding by Design*, 1998).

1. Select content and determine inquiry approach

Teachers and students select content and generate inquiry questions guided by the Essential Question and Enduring Understandings. Approaches will vary based on student interest and available resources, and may include:

- Individual inquiry: each student explores different content
- Group inquiry: groups of students explore the same content
- Perspectives inquiry: individuals or groups explore content from diverse perspectives (e.g., socio-economic class, gender and sexual orientation, culture, ethnicity, religion, physical/mental ability, age . . .)
- Cooperative inquiry: small groups explore different content and share their learning with the class
- Whole class inquiry: the entire class explores the same content

2. Determine evidence and establish criteria for assessment of learning

In this stage of planning, teachers and students determine culminating tasks and descriptive criteria for the assessment of learning (e.g., products, performances, demonstrations, and other tasks that will provide evidence of understanding and historical thinking.)

3. Design teaching and learning and ongoing assessment strategies

In this stage, teachers design teaching and learning strategies that engage students in the application of Historical Thinking Concepts and Skills. The design should identify key primary sources and allow for differentiated instruction. With purpose in mind, teachers plan strategies that integrate assessment *as* and *for* learning through each phase of the learning experience (Activate, Acquire, Apply).

Refer to the Planning Template on the following pages.

Planning Template

Cluster 1: First Peoples and *Nouvelle-France* (to 1763) Learning Experience 1.2

Essential Question

Why did the French and other Europeans come to North America, and how did they interact with First Peoples?

Enduring Understandings

- *Nouvelle-France, Acadie, Québec, and francophone communities across Canada have played a role in shaping Canadian history and identity.*
- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from *autonomous co-existence* to *colonialism* to the present stage of *renegotiation and renewal*.
- Canada continues to be influenced by issues of war and peace, international relations, and global interactions.

Core Concept:
Citizenship

Historical Thinking Concepts and Skills

Historical Content Focus

Student Tasks to Demonstrate Learning

Assessment
of learning

How has Canada's history shaped the Canada of today?

How has Canada's history shaped the Canada of today?

Learning and Assessment Strategies

Activate

Acquire

Apply

Assessment
as, for
learning

Learning Resources (including primary source evidence)

Learning Strategies

- [Appendix A:](#) Historical Thinking Instructional Strategy Templates
- [Appendix B:](#) General Instructional Strategy Templates

Teaching and Learning Supports

- [Appendix C:](#) Teacher Notes
- [Appendix D:](#) Student Resources
- [Appendix E:](#) Learning Resources

Cluster 1: First Peoples and *Nouvelle-France* (to 1763)

Learning Experience 1.3

Learning Experience 1.3: *How did First Peoples and Europeans interact in the Northwest, and what were the results?*

Description of the Learning Experience

Students focus on the expansion of European fur trade in the Northwest through the establishment of Rupert's Land, the creation of the Hudson's Bay Company, and British-French competition for resources and land. They explore ideas related to the early French presence in the region, European contact and interaction with First Nations, and the rise of the Métis nation. Students develop an understanding of the origins and impact of European colonial expansion in the northwest region of Canada.

Learning and Assessment Focus

Students will apply historical thinking concepts, and engage in inquiry on selected historical content as they focus on the following Enduring Understandings.

Enduring Understandings ([complete list by LE](#))

- Canada's history and identity have been shaped by its vast land, its northern location, and its abundant natural resources
- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from *autonomous co-existence* to *colonialism* to the present stage of *renegotiation and renewal*
- *Nouvelle-France, Acadie, Québec, and francophone communities* across Canada have played a role in shaping Canadian history and identity

Historical Thinking Concepts

- Establish **historical significance**
- Use primary source **evidence**
- Identify **continuity and change**
- Analyze **cause and consequence**
- Take a **historical perspective**
- Consider the **ethical dimensions** of history

Historical Background

While the British and French were colonizing Atlantic Canada and Québec, they first came to the West mainly as explorers and fur traders rather than as settlers. For the most part, the British entered the West through Hudson Bay and the rivers that flow into it, while the French travelled through the Great Lakes and the rivers and lakes of western Canada. The Europeans were a tiny minority of the population of the West and were dependent on First Peoples for many things, including geographic knowledge, survival skills, and the success of the fur trade. Even so, First Peoples had no resistance to many European diseases such as measles, whooping cough, and smallpox, and over the years they suffered many deaths from these and other diseases introduced by the newcomers.

In 1670, the King of England granted the Hudson's Bay Company a monopoly of trade in Rupert's Land, a vast region defined by the Hudson Bay drainage area. At first, both First Peoples and Europeans benefited from the resulting exchange of trade goods and technologies (e.g., guns, furs, metal goods, pemmican, canoes, moccasins, etc.). As a result of the fur trade, the West saw the creation of a new nation of mixed First Nations and European ancestry called the Métis. The Métis played an important role in the fur trade in the West. Métis men and women made pemmican, moccasins, and other supplies. They hunted and fished, and helped build and work the canoes and boats used in the fur trade. The Métis helped maintain the trading posts, served as guides, acted as intermediaries between First Nations hunters and trappers and European traders, and became traders in their own right. As the Métis population grew, fur traders increasingly chose Métis women as partners in marriage.

Although geographically far removed from central Canada, the events and peoples of the Northwest were inextricably linked to the French-English struggle for territorial control and to the expansion of British North America and, later, of Canada.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. Hudson's Bay Company (HBC)

- European interest in the fur trade; demand for beaver pelts
- Roles of Radisson and des Groseilliers (1668)
- Creation of HBC (HBC charter, 1670); Rupert's Land
- Relations of HBC with First Nations; terms and operation of fur trade; women in the fur trade

2. The Western Fur Trade

- Role of HBC (contested ownership, governance, and monopoly)
- Role of First Peoples in western fur trade
- French-English rivalry in Hudson Bay region in the 1690s and beyond
- Early European explorers of the West (e.g., La Vérendrye, Kelsey, Heday, Hearne, Pond, Mackenzie, Thompson, Fraser...)

- Establishment of the North West Company and expansion of HBC trading posts into the interior
- Voyageurs and the ethno-genesis of the Métis nation at Red River (circa 1750s)

(Note: The content of this learning experience is linked to the development of the Hudson's Bay and North West companies and the subsequent NWC/HBC rivalry, continuing until the merger of the two companies in 1821. See LE 2.2 for a more detailed study of the fur trade rivalries and the role of the Métis. Teachers may wish to explore the fur trade as one study. LE 3.1 provides for detailed study of the Métis resistance to westward expansion in Manitoba and Saskatchewan.)

Planning for Teaching and Learning

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Planning Template

Cluster 1: First Peoples and *Nouvelle-France* (to 1763) Learning Experience 1.3

Essential Question

How did First Peoples and Europeans interact in the Northwest and what were the results?

Enduring Understandings

- Canada's history and identity have been shaped by its vast land, its northern location, and its abundant natural resources.
- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from *autonomous co-existence* to *colonialism* to the present stage of *renegotiation and renewal*.
- *Nouvelle-France*, *Acadie*, Québec, and francophone communities across Canada have played a role in shaping Canadian history and identity.

Core Concept:
Citizenship

Historical Thinking Concepts and Skills

Historical Content Focus

How has Canada's history shaped the Canada of today?

How has Canada's history shaped the Canada of today?

Student Tasks to Demonstrate Learning

Assessment
of learning

Learning and Assessment Strategies

Activate

Acquire

Assessment
as for
learning

Apply

Learning Resources (including primary source evidence)

Learning Strategies

- [Appendix A](#): Historical Thinking Instructional Strategy Templates
- [Appendix B](#): General Instructional Strategy Templates

Teaching and Learning Supports

- [Appendix C](#): Teacher Notes
- [Appendix D](#): Student Resources
- [Appendix E](#): Learning Resources

Cluster 2: British North America (1763-1867)

Learning Experience 2.1

Essential Question: *How did British colonial rule change during this period, and what was its impact on life in North America?*

Description of the Learning Experience

Students develop an understanding of the challenges faced by the British in governing their newly acquired colony of Québec, and how the British met these challenges. Students acquire knowledge of the development of responsible government and British North America's relationship with the newly independent United States. They also explore the everyday life of people and examine economic development in British North America.

Learning and Assessment Focus

Students will apply historical thinking concepts, and engage in inquiry on selected historical content as they focus on the following Enduring Understandings.

Enduring Understandings ([complete list by LE](#))

- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from *autonomous co-existence* to *colonialism* to the present stage of *renegotiation and renewal*.
- Canadian institutions and culture reflect Canada's history as a former colony of France and of Britain.
- French-English duality is rooted in Canada's history and is a constitutionally protected element of Canadian society.
- Canada's parliamentary system is based on the rule of law, representative democracy, and constitutional monarchy.

Historical Thinking Concepts

- Establish **historical significance**
- Use primary source **evidence**
- Identify **continuity and change**
- Analyze **cause and consequence**
- Take a **historical perspective**
- Consider the **ethical dimensions** of history

Historical Background

While the British were engaged in an increasingly intense rivalry over the fur trade in the Great Lakes region and in the Northwest, they faced serious challenges over how to govern their new colony of Québec in eastern Canada. Britain expected its colonies to resemble the mother country, but Québec was French-speaking, Roman Catholic, mostly agricultural, and had its own system of land ownership and law. In addition, after 1763, a small minority of English-speaking merchants in Québec hoped to control the French-speaking majority. This situation was further complicated in the 1780s by the arrival of thousands of Loyalist refugees from the newly independent United States, including the Haudenosaunee (Iroquois) who had fought for the British. These refugees demanded their rights as loyal subjects and allies of Britain.

In response to these challenges, Britain experimented with a variety of forms of government, which in turn led to the rebellions in Upper and Lower Canada in 1837–1838. In 1841, the *Union Act* united the two Canadas as a single colony with two provinces: Canada East (later Québec) and Canada West (later Ontario). Britain granted responsible government to the colony in 1849.

Relations with the United States presented other challenges, and in 1812 the United States declared war on Britain and invaded Canada. Although the war ended in 1814, a number of border issues remained. In the 1840s, Britain's adoption of free trade created serious economic difficulties for British North American colonies. Despite these challenges, large numbers of British immigrants came to British North America in what came to be known as the Great Migration, transforming the demographic profile of both Canada East and Canada West. New settlements were established, with accompanying economic development and the construction of canals and railways.

Throughout these events, Britain attempted to reconcile the rights of First Nations with the demands of new settlers, but ultimately this was the beginning of a long period of increasing marginalization of First Nations. The expansion of the fur trade to the Northwest, the rise of the Métis nation, and the arrival of new settlers brought further changes to British North America.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. Governing the Peoples of British North America

- Challenges of governing Québec: the Royal Proclamation (1763); *Quebec Act* (1774)
- Territorial disputes with First Nations: Pontiac's Rebellion (1763)
- Arrival and impact of Loyalists following 1776 (Note: See topic 2 below.)
- Further challenges of governing Québec: *The Constitutional Act* (1791); Act of Union (1840) and Lord Durham's Report
- The Great Migration (1815–1850)
- *Gradual Civilization Act* (1857)

(Note: See suggestion at end of item #3 below.)

2. The United States of America

- The American War of Independence (1776–1783) and its impact on Canada
- Arrival and impact of United Empire Loyalists (include Black Loyalists and First Nations Loyalists)
- Jay’s Treaty (1794)
- The War of 1812, role of First Nations as allies of Britain (Tecumseh) Treaty of Ghent (1814)
- Anglo-American Convention of 1818 (49th parallel boundary agreement) and subsequent border disputes (e.g., Ashburton Treaty, Oregon Treaty . . .)
- Ongoing issues in Canada–U.S. relations (e.g., Annexation Manifesto of 1849, Reciprocity Agreement of 1854, Fenian Raids, fear of U.S. attack)
- American Civil War (1861–1865) and impact on Canada (e.g., Black immigration to Canada)

3. Towards Responsible Government

- Issues related to responsible government: oligarchies, Chateau Clique in Lower Canada; Family Compact in Upper Canada; reform leaders Papineau and Mackenzie respectively; Joseph Howe in Nova Scotia
- Rebellions of 1837–1838 in Upper and Lower Canada
- The Baldwin-Lafontaine coalition (1842)
- Responsible government in united Province of Canada and in Nova Scotia; Rebellion Losses Bill (1849)

(Note: Include elements of social and economic history from various perspectives throughout the learning experience [e.g., home, work, family, role of women, education, religion, arts, the Industrial Revolution, agriculture, construction and impact of canals and railways].)

Planning for Teaching and Learning

This suggested model for planning teaching, learning, and assessment is based on the ‘backward design’ approach developed by Wiggins & McTighe (*Understanding by Design*, 1998).

1. Select content and determine inquiry approach

Teachers and students select content and generate inquiry questions guided by the Essential Question and Enduring Understandings. Approaches will vary based on student interest and available resources, and may include:

- Individual inquiry: each student explores different content
- Group inquiry: groups of students explore the same content
- Perspectives inquiry: individuals or groups explore content from diverse perspectives (e.g., socio-economic class, gender and sexual orientation, culture, ethnicity, religion, physical/mental ability, age . . .)
- Cooperative inquiry: small groups explore different content and share their learning with the class
- Whole class inquiry: the entire class explores the same content

2. Determine evidence and establish criteria for assessment *of* learning

In this stage of planning, teachers and students determine culminating tasks and descriptive criteria for the assessment *of* learning (e.g., products, performances, demonstrations, and other tasks that will provide evidence of understanding and historical thinking.)

3. Design teaching and learning and ongoing assessment strategies

In this stage, teachers design teaching and learning strategies that engage students in the application of Historical Thinking Concepts and Skills. The design should identify key primary sources and allow for differentiated instruction. With purpose in mind, teachers plan strategies that integrate assessment *as* and *for* learning through each phase of the learning experience (Activate, Acquire, Apply).

Refer to the Planning Template on the following pages.

Planning Template

Cluster 2: British North America (1763–1867) Learning Experience 2.1

Essential Question

How did British colonial rule change during this period, and what was its impact on life in North America?

Enduring Understandings

- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from *autonomous co-existence* to *colonialism* to the present stage of *renegotiation and renewal*.
- Canadian institutions and culture reflect Canada's history as a former colony of France and of Britain.
- French-English duality is rooted in Canada's history and is a constitutionally protected element of Canadian society.
- Canada's parliamentary system is based on the rule of law, representative democracy, and constitutional monarchy.

Core Concept:
Citizenship

Historical Thinking Concepts and Skills

Historical Content Focus

How has Canada's history shaped the Canada of today?

Student Tasks to Demonstrate Learning

Assessment
of learning

Learning and Assessment Strategies

Activate

Acquire

Assessment
as, for
learning

Apply

Learning Resources (including primary source evidence)

Learning Strategies

- [Appendix A:](#) Historical Thinking Instructional Strategy Templates
- [Appendix B:](#) General Instructional Strategy Templates

Teaching and Learning Supports

- [Appendix C:](#) Teacher Notes
- [Appendix D:](#) Student Resources
- [Appendix E:](#) Learning Resources

Cluster 2: British North America (1763-1867)

Learning Experience 2.2

Essential Question: *How did the fur trade, European settlement, and the rise of the Métis nation transform life for the peoples of the Northwest?*

Description of the Learning Experience

Students explore changes occurring in Western Canada with the creation of Rupert's Land, expansion of the fur trade, and the rise of the Métis nation. They investigate rivalries between the Hudson's Bay Company and the North West Company, including the competition that existed between the two companies for First Nations' support. Students examine the Métis way of life, the buffalo hunt, and the creation of the Selkirk (Red River) settlement.

Learning and Assessment Focus

Students will apply historical thinking concepts, and engage in inquiry on selected historical content as they focus on the following Enduring Understandings.

Enduring Understandings ([complete list by LE](#))

- First Nations, Métis, and Inuit peoples have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.
- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from *autonomous co-existence* to *colonialism* to the present stage of *renegotiation and renewal*.
- Canada's history is shaped by economic factors such as natural resources, agricultural and industrial development, the environment, technology, and global economic interdependence.

Historical Thinking Concepts

- Establish **historical significance**
- Use primary source **evidence**
- Identify **continuity and change**
- Analyze **cause and consequence**
- Take a **historical perspective**
- Consider the **ethical dimensions** of history

Historical Background

During the period of the existence of British North America (1763–1867), the Northwest was largely the preserve of First Nations and Métis in the West, and Inuit in the far North. Until 1869, when the Hudson’s Bay Company sold Rupert’s Land to Canada, Britain was largely content to allow the HBC to govern Western Canada. The company’s main interest was the fur trade, and the only settlements of any note were those created by Lord Selkirk and the Métis after 1812. The Métis and First Nations lived as independent peoples running their own affairs, although during this period the population of the First Nations declined drastically due to their vulnerability to European diseases. Events elsewhere in North America and the impact of the fur trade also led to some shifts of territory among various First Nations.

Hudson’s Bay Company and the North West Company struggled for control of the fur trade until their merger in 1821. This competition, along with the establishment of the Selkirk settlement at Red River and the threat of American expansion, combined to give the British government a more direct interest in the West. The Hind and Palliser expeditions reported that parts of the West—in particular the Red River and North Saskatchewan River valleys—were suitable for agriculture, thereby increasing outside interest in the region. The gold rush brought attention to the Pacific Northwest when in 1846, following an agreement between Britain and the United States, the international border along the 49th parallel was extended to the Pacific Ocean. Vancouver Island and British Columbia were united into a single British colony in 1866. When Canada was created as a self-governing Dominion in 1867, one of its first actions was to take possession of the West, which was regarded as a valuable source of raw materials and agriculture, a potential market for its goods, a place for immigrants to settle, and a means of creating a larger Canada stretching from the Atlantic to the Pacific.

The Canadian government viewed the Indigenous inhabitants of the West as impediments to Canadian expansion. First Nations were aware of the Robinson Superior and Huron Treaties negotiated in 1850, and demanded similar agreements with Canada. The Métis viewed Canadian expansion with mounting apprehension, perhaps due to the agitations of the Canadian Party, whose members had been active in Red River for a decade. Both the Métis and First Nations would attempt to ensure their survival in the face of an uncertain future: the Métis through organized resistance, and First Nations through the negotiations of the numbered treaties.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. Fur Trade and Settlement Rivalries

- Brief review of the western fur trade (e.g., Hudson’s Bay Company, voyageurs, Montreal traders, relations with First Nations) (*Refer back to LE 1.3*)
- Creation and operation of North West Company in Montreal (1783)
- Rivalry and conflict between HBC and NWC (e.g., trade routes, conflict with settlers, merger in 1821)

- Selkirk and Red River settlement (1812); relations with First Nations, HBC, NWC, and the Métis

2. The Métis Nation

- Birth of the Métis Nation, role in the fur trade, Métis settlement along the Red and Assiniboine rivers
- Way of life, buffalo hunt, lands, language, religion, role of women
- Pemmican proclamation, 1814; Seven Oaks incident (1816) (e.g., Cuthbert Grant, Métis Leader; Robert Semple, HBC Territorial Governor)
- Métis reaction to the Selkirk Settlement
- The end of HBC monopoly (Pierre Guillaume Sayer trial [1849]; Métis opposition to HBC monopoly of trade)
- Decline of the fur trade and buffalo hunt and impact on traditional way of life (Note: Refer to LE 3.1.)

3. Towards the Pacific Coast

(Note: This should be a brief treatment of key developments leading to British Columbia's entry into Confederation.)

- Westward explorations (e.g., Mackenzie [1793]; Vancouver [1792-94]; Thompson [1792, 1811]; Fraser [1808])
- Palliser and Hind expeditions (1857) (agricultural potential of the Prairies)
- Oregon issue (1846) establishes Canada-U.S. border in far west (Note: See LE 2.1.)
- British colonies and role of HBC on Pacific coast
- Gold Rush and impact (Fraser River [1858]; Cariboo [1860])
- Dispossession of First Nations

Planning for Teaching and Learning

This suggested model for planning teaching, learning, and assessment is based on the 'backward design' approach developed by Wiggins & McTighe (*Understanding by Design*, 1998).

1. Select content and determine inquiry approach

Teachers and students select content and generate inquiry questions guided by the Essential Question and Enduring Understandings. Approaches will vary based on student interest and available resources, and may include:

- Individual inquiry: each student explores different content
- Group inquiry: groups of students explore the same content
- Perspectives inquiry: individuals or groups explore content from diverse perspectives (e.g., socio-economic class, gender and sexual orientation, culture, ethnicity, religion, physical/mental ability, age . . .)
- Cooperative inquiry: small groups explore different content and share their learning with the class
- Whole class inquiry: the entire class explores the same content

2. Determine evidence and establish criteria for assessment *of* learning

In this stage of planning, teachers and students determine culminating tasks and descriptive criteria for the assessment *of* learning (e.g., products, performances, demonstrations, and other tasks that will provide evidence of understanding and historical thinking.)

3. Design teaching and learning and ongoing assessment strategies

In this stage, teachers design teaching and learning strategies that engage students in the application of Historical Thinking Concepts and Skills. The design should identify key primary sources and allow for differentiated instruction. With purpose in mind, teachers plan strategies that integrate assessment *as* and *for* learning through each phase of the learning experience (Activate, Acquire, Apply).

Refer to the Planning Template on the following pages.

Planning Template

Cluster 2: British North America (1763–1867) Learning Experience 2.2

Essential Question

How did the fur trade, European settlement, and the rise of the Métis nation transform life for the peoples of the Northwest?

Enduring Understandings

- First Nations, Métis, and Inuit peoples have a long history in North America and their diverse and complex cultures continue to adapt to changing conditions.
- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from *autonomous co-existence* to *colonialism* to the present stage of *renegotiation and renewal*.
- Canada's history is shaped by economic factors such as natural resources, agricultural and industrial development, the environment, technology, and global economic interdependence.

Core Concept:
Citizenship

Historical Thinking Concepts and Skills

Historical Content Focus

How has Canada's history shaped the Canada of today?

How has Canada's history shaped the Canada of today?

Student Tasks to Demonstrate Learning

Assessment
of learning

Learning and Assessment Strategies

Activate

Acquire

Assessment
as, for
learning

Apply

Learning Resources (including primary source evidence)

Learning Strategies

- [Appendix A](#): Historical Thinking Instructional Strategy Templates
- [Appendix B](#): General Instructional Strategy Templates

Teaching and Learning Supports

- [Appendix C](#): Teacher Notes
- [Appendix D](#): Student Resources
- [Appendix E](#): Learning Resources

Cluster 2: British North America (1763-1867)

Learning Experience 2.3

Essential Question: *Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?*

Description of the Learning Experience

Students examine the political, economic, and security challenges faced by the British colonies in North America. Students explore the possible solutions to these challenges, including some proposed by Britain and others proposed by the colonies. Students also investigate factors favouring a confederation of colonies, the passage of the *British North America Act*, and the creation of the Dominion of Canada.

Learning and Assessment Focus

Students will apply historical thinking concepts, and engage in inquiry on selected historical content as they focus on the following Enduring Understandings.

Enduring Understandings ([complete list by LE](#))

- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.
- Canada's parliamentary system is based on the rule of law, representative democracy, and constitutional monarchy.
- The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.
- French-English duality is rooted in Canada's history and is a constitutionally protected element of Canadian society.
- British cultural traditions and political institutions have played a role in shaping Canadian history and identity.
- Geographic, economic, cultural, and political links to the United States continue to be important factors in Canada's development.

Historical Thinking Concepts

- Establish **historical significance**
- Use primary source **evidence**
- Identify **continuity and change**
- Analyze **cause and consequence**
- Take a **historical perspective**
- Consider the **ethical dimensions** of history

Historical Background

By the 1860s, Britain's colonies in North America were facing serious challenges. English-French tensions in Canada East and Canada West were simmering, making it difficult to achieve stable government. Economic problems included a lack of investment for development such as canals and railways, Britain's adoption of free trade in the 1840s, and the repeal of the *Reciprocity Treaty* by the United States. Security concerns arose with respect to potential American hostility following the Civil War, as well as Britain's reluctance to defend its colonies. Britain's colonies were forced to find ways to strengthen their defences, to advance economic development, and achieve political stability on their own.

Some form of union seemed to offer a solution to these issues, but the colonies worried about losing their own particular identities or facing other disadvantages. While the Atlantic colonies were considering a Maritime union, the colony of Canada West and Canada East proposed a larger confederation. Britain was supportive of some form of union, as it was very reluctant to alienate or engage in war with the United States. At conferences in Charlottetown and Québec in 1864, representatives of the colonies agreed on a constitution. The colonial legislatures of Canada, New Brunswick, and Nova Scotia approved the union, while Prince Edward Island and Newfoundland opted against it. Delegates to the London conference in 1866 agreed on a final plan and drafted the *British North America Act*. The British Parliament approved the *BNA Act* and, on July 1, 1867, the new Dominion of Canada came into existence.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. Challenges Facing British North America

- The issue of representation by population in the Canadas (Canada East and Canada West)
- Political deadlock in the Canadas; French-English tensions and consequences of the Act of Union (Note: Refer to LE 2.1.)
- Economic challenges (e.g., construction of railroads and canals, need for investment)
- Territorial and trade challenges from the United States: end of reciprocity (1866); Civil War tensions; manifest destiny and U.S. expansionism, Fenian raids
- British support for Confederation; reduction in colonial and military defence costs in North America and maintenance of good relations with the United States

2. Seeking Political Solutions

- The "Great Coalition" (1864) of Brown, Macdonald, and Cartier
- The movement for Maritime union
- The Charlottetown Conference (1864)
- The Quebec Conference (1864) and the 72 Resolutions (negotiation of federal-provincial responsibilities)
- Reasons to support and oppose Confederation in each of the colonies (Canada East, Canada West, Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland)

3. Making Confederation a Reality

- The London Conference (1866–1867), participating colonies (Canada East, Canada West, Nova Scotia, and New Brunswick)
- Ratification of federal-provincial powers
- Passage of the *British North America Act*, and proclamation of the Dominion of Canada on July 1, 1867
- Major features of Canadian federalism (e.g., British Parliamentary system; monarchy, role of Governor General, division of federal-provincial powers)

Planning for Teaching and Learning

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1. Select content and determine inquiry approach

Teachers and students select content and generate inquiry questions guided by the Essential Question and Enduring Understandings. Approaches will vary based on student interest and available resources, and may include:

- Individual inquiry: each student explores different content
- Group inquiry: groups of students explore the same content
- Perspectives inquiry: individuals or groups explore content from diverse perspectives (e.g., socio-economic class, gender and sexual orientation, culture, ethnicity, religion, physical/mental ability, age . . .)
- Cooperative inquiry: small groups explore different content and share their learning with the class
- Whole class inquiry: the entire class explores the same content

2. Determine evidence and establish criteria for assessment *of* learning

In this stage of planning, teachers and students determine culminating tasks and descriptive criteria for the assessment *of* learning (e.g., products, performances, demonstrations, and other tasks that will provide evidence of understanding and historical thinking.)

3. Design teaching and learning and ongoing assessment strategies

In this stage, teachers design teaching and learning strategies that engage students in the application of Historical Thinking Concepts and Skills. The design should identify key primary sources and allow for differentiated instruction. With purpose in mind, teachers plan strategies that integrate assessment *as* and *for* learning through each phase of the learning experience (Activate, Acquire, Apply).

Refer to the Planning Template on the following pages.

Planning Template

Cluster 2: British North America (1763–1867) Learning Experience 2.3

Essential Question

Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?

Enduring Understandings

- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.
- Canada's parliamentary system is based on the rule of law, representative democracy, and constitutional monarchy.
- The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.
- French-English duality is rooted in Canada's history and is a constitutionally protected element of Canadian society.
- British cultural traditions and political institutions have played a role in shaping Canadian history and identity.
- Geographic, economic, cultural, and political links to the United States continue to be important factors in Canada's development.

Core Concept:
Citizenship

Historical Thinking Concepts and Skills

Historical Content Focus

How has Canada's history shaped the Canada of today?

How has Canada's history shaped the Canada of today?

Student Tasks to Demonstrate Learning

Assessment
of learning

Learning and Assessment Strategies

Activate

Acquire

Assessment
as, for
learning

Apply

Learning Resources (including primary source evidence)

Learning Strategies

- [Appendix A](#): Historical Thinking Instructional Strategy Templates
- [Appendix B](#): General Instructional Strategy Templates

Teaching and Learning Supports

- [Appendix C](#): Teacher Notes
- [Appendix D](#): Student Resources
- [Appendix E](#): Learning Resources

Cluster 3: Becoming a Sovereign Nation (1867-1931)

Learning Experience 3.1

Essential Question: *Why did the Métis resist the westward expansion of Canada, and what were the consequences?*

Description of the Learning Experience

Students focus on the transition of Rupert's Land to Canadian rule, the Métis resistance at Red River, and Manitoba's entry into Confederation. They explore ideas related to the Northwest resistance, the trial and execution of Louis Riel, and the political impact of these events on Central Canada. Students also develop an understanding of the building of the railway, European immigration and settlement, and the creation of the North West Mounted Police.

Learning and Assessment Focus

Students will apply historical thinking concepts, and engage in inquiry on selected historical content as they focus on the following Enduring Understandings.

Enduring Understandings ([complete list by LE](#))

- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from *autonomous co-existence* to *colonialism* to the present stage of *renegotiation and renewal*.
- First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Aboriginal peoples in Canada, along with recognition and affirmation of their existing Aboriginal and treaty rights.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.
- *Nouvelle-France, Acadie, Québec*, and francophone communities across Canada play a defining role in Canadian history and identity.

Historical Thinking Concepts

- Establish **historical significance**
- Use primary source **evidence**
- Identify **continuity and change**
- Analyze **cause and consequence**
- Take a **historical perspective**
- Consider the **ethical dimensions** of history

Historical Background

With the creation of Canada as a self-governing Dominion in 1867, many of the challenges faced by the British North American colonies appeared to have been resolved—at least for the time being. The new Dominion could now turn its attention to those colonies reluctant to join Confederation, and to expanding its territory by consolidating control of Rupert’s Land. One of the first actions of the Dominion was to take possession of Western Canada.

Colonization of First Nations in the West occurred as the treaties that had been negotiated with Canada were largely ignored. The treaty promises were replaced by a policy of assimilation, implemented through various means such as the *Indian Act* of 1876 and the creation of Indian residential schools. These measures resulted in the loss of traditional lands, widespread poverty, and the social and political marginalization that continues to characterize many First Nations communities today. The Métis of Red River and the Saskatchewan country to the northwest would endure similar suffering as a result of colonization.

As described in Learning Experience 1.3, the Métis played an important role in the fur trade era in Western Canada. However, when the Dominion of Canada bought Rupert’s Land from the Hudson’s Bay Company in 1869, the Métis in the region were not consulted. Not surprisingly, they wondered what their future would be in this newly created Canada.

In 1869, when government survey parties arrived in Red River to prepare for the transfer of Rupert’s Land to Canada and the construction of the railway, the Métis decided on a course of resistance. Under the leadership of Louis Riel, they created a Provisional Government and presented a List of Rights to Ottawa, offering terms under which Manitoba would enter Confederation. The *Manitoba Act* of 1870, which brought Manitoba into Confederation as a province, was a result of the Métis resistance. The act ensured language, religious, and land rights for the “old settlers,” including the Métis who lived in Manitoba prior to 1870.

With the arrival in August 1870 of the Red River Expeditionary Force, made up of regular and militia units from Ontario and Québec, the Métis were subject to a campaign of brutality in reprisal for the perceived crimes of the Provisional Government. The scrip process, by which Canada attempted to extinguish Métis land title, was characterized by irregularities, fraudulence, and delays. These events led to the dispersion of the Métis—with many leaving Red River to settle in the Saskatchewan country.

Similar events unfolded in the Northwest in 1885 when the Métis—again under Riel’s leadership and supported by some First Nations—once more took up arms in resistance to the Canadian government’s disregard for their rights. Despite initial successes, this resistance was defeated by Canadian troops, who had been transported on the newly constructed railway. Riel surrendered, was found guilty of high treason by an all-European jury, and was sentenced to hang. These events had major political ramifications in Québec and Ontario, but governments at all levels largely ignored the question of Métis rights. The West was now securely in the hands of the Canadian government, Manitoba had become a province, and the lands to the north and west became known as the Northwest Territories.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. Red River Resistance and Manitoba's entry into Confederation (1869–70)

- Canada acquires Rupert's Land (1869) and expands westward
- Métis grievances and demands
- Tensions at Red River between Métis and Canadians, execution of Thomas Scott, consequences, and government response
- Louis Riel and provisional government, Métis Bill of Rights
- McDougall's proclamation
- *Manitoba Act* (1870)
- Retribution and violence against Métis
- Scrip and Métis land loss
- Dispersion of the Métis

2. Northwest Resistance (1884–85)

- Problems facing Métis and First Nations in the West
- Return of Louis Riel
- Policies of Canadian government
- The North West Mounted Police and the Canadian Pacific Railway
- Escalation of conflict (Batôche, Fish Creek)
- Government response and impact on Métis and First Nations
- Trial and execution of Riel and political consequences in the West, in Ontario, and in Québec
- Changing views of Riel and Métis resistance over time

(Note: Refer to LE 3.3 for subsequent Métis-Canada relations.)

Planning for Teaching and Learning

This suggested model for planning teaching, learning, and assessment is based on the "backward design" approach developed by Wiggins & McTighe (*Understanding by Design*, 1998).

1. Select content and determine inquiry approach

Teachers and students select content and generate inquiry questions guided by the Essential Question and Enduring Understandings. Approaches will vary based on student interest and available resources, and may include:

- Individual inquiry: each student explores different content
- Group inquiry: groups of students explore the same content
- Perspectives inquiry: individuals or groups explore content from diverse perspectives (e.g., socio-economic class, gender and sexual orientation, culture, ethnicity, religion, physical/mental ability, age . . .)
- Cooperative inquiry: small groups explore different content and share their learning with the class
- Whole class inquiry: the entire class explores the same content

2. Determine evidence and establish criteria for assessment *of* learning

In this stage of planning, teachers and students determine culminating tasks and descriptive criteria for the assessment *of* learning (e.g., products, performances, demonstrations, and other tasks that will provide evidence of understanding and historical thinking.)

3. Design teaching and learning and ongoing assessment strategies

In this stage, teachers design teaching and learning strategies that engage students in the application of Historical Thinking Concepts and Skills. The design should identify key primary sources and allow for differentiated instruction. With purpose in mind, teachers plan strategies that integrate assessment *as* and *for* learning through each phase of the learning experience (Activate, Acquire, Apply).

Refer to the Planning Template on the following pages.

Planning Template

Cluster 3: Becoming a Sovereign Nation (1867–1931) Learning Experience 3.1

Essential Question

What role did the Métis play in the westward expansion of Canada?

Enduring Understandings

- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from *autonomous co-existence* to *colonialism* to the present stage of *renegotiation and renewal*.
- First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Aboriginal peoples in Canada, along with recognition and affirmation of their existing Aboriginal and treaty rights
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.
- *Nouvelle-France*, *Acadie*, Québec, and francophone communities across Canada play a defining role in Canadian history and identity.

Core Concept:
Citizenship

Historical Thinking Concepts and Skills

Historical Content Focus

How has Canada's history shaped the Canada of today?

How has Canada's history shaped the Canada of today?

Student Tasks to Demonstrate Learning

Assessment
of learning

Learning and Assessment Strategies

Activate

Acquire

Assessment
as, for
learning

Apply

Learning Resources (including primary source evidence)

Learning Strategies

- [Appendix A:](#) Historical Thinking Instructional Strategy Templates
- [Appendix B:](#) General Instructional Strategy Templates

Teaching and Learning Supports

- [Appendix C:](#) Teacher Notes
- [Appendix D:](#) Student Resources
- [Appendix E:](#) Learning Resources

Cluster 3: Becoming a Sovereign Nation (1867-1931)

Learning Experience 3.2

Essential Question: *How did territorial expansion, immigration, and industrialization change life for men and women in Canada?*

Description of the Learning Experience

Students examine the territorial expansion of Canada following Confederation, construction of the Canadian Pacific Railway, immigration, and settlement. Students investigate social issues related to cultural diversity, industrialization, the labour movement, urbanization, and the rights of women. Students also examine the changing role of government, emerging federal-provincial relations including western discontent over agricultural and trade issues, and the rise of reform movements.

Learning and Assessment Focus

Students will apply historical thinking concepts, and engage in inquiry on selected historical content as they focus on the following Enduring Understandings.

Enduring Understandings ([complete list by LE](#))

- Immigration has helped shape Canada's history and continues to shape Canadian society and identity.
- The history of Canadian citizenship is characterized by an ongoing struggle to achieve equality and social justice for all.
- The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.
- Canada's history is shaped by economic factors such as natural resources, agricultural and industrial development, the environment, technology, and global economic interdependence.

Historical Thinking Concepts

- Establish **historical significance**
- Use primary source **evidence**
- Identify **continuity and change**
- Analyze **cause and consequence**
- Take a **historical perspective**
- Consider the **ethical dimensions** of history

Historical Background

The creation and expansion of the Dominion of Canada brought together separate colonies, each with its own history and identity. Successive governments of the new Dominion faced the challenge of taking Canada from a name on a map to a united and prosperous country that merited the support of its citizens. Addressing this challenge required political, economic, social, and cultural development.

From a political perspective, Canada encompassed most of the colonies that had initially stayed out of Confederation, assumed its present national borders (except for Newfoundland), created new provinces, claimed sovereignty over the Arctic, and strengthened its democratic institutions. Canada also began to take a role in international affairs, including the Boer War, the First World War, and membership in the League of Nations. In 1931, with the *Statute of Westminster*, Canada achieved full control over its foreign policy.

Economically speaking, Canada promoted the development of agriculture, forestry, mining, and industry, and created national communications and transportation systems, including the Canadian Pacific Railway.

From a social perspective, Canada encouraged large-scale immigration and created a foundation for a multi-ethnic, multicultural Canada. At the same time, in the West, the francophone population became a minority. Questions relating to the role of women and the right to vote, labour unions, and regional differences further challenged the new Dominion.

Culturally, successive Canadian governments set out to create a shared sense of Canadian identity so that people would see themselves as both Canadians and as British subjects.

Although these policies were somewhat successful, they had negative consequences for the Aboriginal Peoples of Canada. As the demographic profile of the country changed, federal government policies did not always equally benefit all regions and groups. As a result, governments assumed increased responsibilities in areas such as education, public health, policing, and taxation, and new demands arose for social and political reform. Throughout the period from 1867 to 1931, Canadians debated the kind of country they wanted Canada to be and what it meant to be Canadian. Unfortunately, many groups were excluded from the debate, including First Nations, Métis, and Inuit.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. Canadian Expansion Sea to Sea

- Canada's vision for nation-building: CPR, settlement, agricultural and industrial development, dispossession of First Nations lands and displacement of Métis (for more detail on the Métis and First Nations, see LEs 3.1 and 3.3)
- *Dominion Lands Act* (1872) (homesteading)
- Macdonald's National Policy (1879)
- Expanding Confederation: British Columbia (1871); Prince Edward Island (1873); Northwest Territories (1875); Saskatchewan and Alberta (1905)

2. Immigration and Settlement

- Clifford Sifton and immigration policy, racial immigration restrictions (e.g., Chinese Head Tax, restrictions on Asian immigration)
- Arrival in the West of Ukrainian, Mennonites, Doukhobors, Icelanders, Ontario settlers...
- Impact of immigration on Canada, social and demographic change, challenges of integration
- Manitoba schools question
- Debate about Canadian identity, emerging pluralism, emerging nationalism in Québec

3. Growth and Industrialization

- Exploitation of natural resources (e.g., agriculture, mining [gold rushes, coal, metallic minerals]; logging, fisheries...)
- Impact of growth in transportation and communication
- Effects of industrialization and urbanization: growth of cities, trade unions, Winnipeg General Strike (1919)

4. Social Reform

- The role of women: women in the workforce (including during the First World War), Nellie McClung and suffrage in Manitoba (1916); Persons Case (1929); prohibition and temperance
- Western discontent: tariffs and freight rates; agrarian reform (grain growers association, start of cooperatives, and emergence of United Farmers movement)

5. Political Change

- Federal-provincial relations; Oliver Mowat and provincial rights, changing and expanding role of government, social programs, education, public health, labour, public services
- Defining political institutions (e.g., external affairs, free trade, Laurier liberalism, King-Byng affair [1926])

(Note: The social impact of the First World War may be studied in this LE or in LE 3.4.)

Alternate approaches to organizing content for this learning experience

1. The Prime Ministers of Canada (1867–1931)

- John A. Macdonald (Conservative) (1867–1873; 1878–1891)
- Alexander Mackenzie (Liberal) (1873–1878)
- Wilfrid Laurier (Liberal) (1896–1911)
- Robert Borden (Conservative) (1911–1920)
- Arthur Meighen (Conservative) (1920–1921; 1926)
- William Lyon Mackenzie King (Liberal) (1921–1926; 1926–1930)

2. Challenges Facing Canadian Government

- Creating/strengthening national unity/identity
- Economic growth

- Federal-provincial relations
- Relationship with Britain (Note: Refer to LE 3.4.)
- Relationship with the United States (Note: Refer to LE 3.4.)
- Social security
- Language and cultural issues
- Relationship with First Peoples (Note: Refer to LE 3.4.)

(Note: Students should understand that the policies governments adopted to deal with these challenges were not necessarily effective or defensible, and that they often gave rise to controversy and disagreement.)

Planning for Teaching and Learning

This suggested model for planning teaching, learning, and assessment is based on the ‘backward design’ approach developed by Wiggins & McTighe (*Understanding by Design*, 1998).

1. Select content and determine inquiry approach

Teachers and students select content and generate inquiry questions guided by the Essential Question and Enduring Understandings. Approaches will vary based on student interest and available resources, and may include:

- Individual inquiry: each student explores different content
- Group inquiry: groups of students explore the same content
- Perspectives inquiry: individuals or groups explore content from diverse perspectives (e.g., socio-economic class, gender and sexual orientation, culture, ethnicity, religion, physical/mental ability, age . . .)
- Cooperative inquiry: small groups explore different content and share their learning with the class
- Whole class inquiry: the entire class explores the same content

2. Determine evidence and establish criteria for assessment *of* learning

In this stage of planning, teachers and students determine culminating tasks and descriptive criteria for the assessment *of* learning (e.g., products, performances, demonstrations, and other tasks that will provide evidence of understanding and historical thinking.)

3. Design teaching and learning and ongoing assessment strategies

In this stage, teachers design teaching and learning strategies that engage students in the application of Historical Thinking Concepts and Skills. The design should identify key primary sources and allow for differentiated instruction. With purpose in mind, teachers plan strategies that integrate assessment *as* and *for* learning through each phase of the learning experience (Activate, Acquire, Apply).

Refer to the Planning Template on the following pages.

Planning Template

Cluster 3: Becoming a Sovereign Nation (1867–1931)

Learning Experience 3.2

Essential Question

How did territorial expansion, immigration, and industrialization change life for men and women in Canada?

Enduring Understandings

- Immigration has helped shape Canada's history and continues to shape Canadian society and identity.
- The history of Canadian citizenship is characterized by an ongoing struggle to achieve equality and social justice for all.
- The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.
- Canada's history is shaped by economic factors such as natural resources, agricultural and industrial development, the environment, technology, and global economic interdependence.

Core Concept:
Citizenship

Historical Thinking Concepts and Skills

Historical Content Focus

Student Tasks to Demonstrate Learning

How has Canada's history shaped the Canada of today?

How has Canada's history shaped the Canada of today?

Learning and Assessment Strategies

Activate

Assessment
of learning

Acquire

Assessment
as, for
learning

Apply

Learning Resources (including primary source evidence)

Learning Strategies

- [Appendix A](#): Historical Thinking Instructional Strategy Templates
- [Appendix B](#): General Instructional Strategy Templates

Teaching and Learning Supports

- [Appendix C](#): Teacher Notes
- [Appendix D](#): Student Resources
- [Appendix E](#): Learning Resources

Cluster 3: Becoming a Sovereign Nation (1867–1931)

Learning Experience 3.3

Essential Question: *How did Canada’s relationship with First Nations, Métis, and Inuit peoples change after Confederation?*

Description of the Learning Experience

Students explore changes in First Nations and Métis life brought about by the decline of the fur trade and buffalo hunt, and the arrival of settlers in the West. They acquire knowledge of the numbered treaties and the different understandings of the treaties held by the First Nations and the Canadian government. Students also examine the *Indian Act* and issues related to the creation of reserves and residential schools, as well as the resultant marginalization and attempts at assimilation of First Nations.

Learning and Assessment Focus

Students will apply historical thinking concepts, and engage in inquiry on selected historical content as they focus on the following Enduring Understandings.

Enduring Understandings ([complete list by LE](#))

- First Nations, Inuit, and Métis peoples have a long history in North America and their diverse and complex cultures continue to adapt to changing conditions.
- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from *autonomous co-existence* to *colonialism* to the present stage of *renegotiation and renewal*.
- First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Aboriginal peoples in Canada, along with recognition and affirmation of their existing Aboriginal and treaty rights.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.

Historical Thinking Concepts

- Establish **historical significance**
- Use primary source **evidence**
- Identify **continuity and change**
- Analyze **cause and consequence**
- Take a **historical perspective**
- Consider the **ethical dimensions** of history

Historical Background

The decline of the fur trade in the 19th century, along with increasing European settlement, fundamentally changed the relationship between First Nations, Métis, and Inuit peoples and Europeans. As a result of new settlement and colonial policies, First Nations in post-Confederation Canada became increasingly marginalized and were no longer treated as equals and allies, but as inferiors, dependents, and impediments to civilization.

First Nations in Western Canada lived as autonomous and self-governing peoples prior to and during the early years of European arrival and settlement. First Nations were the majority population and participated in the fur trade on their own terms. European and Canadian fur traders knew their success depended on the cooperation of First Nations, and they cultivated relationships based on partnership and equality.

This relationship changed in the 1870s. The Dominion of Canada was anxious to open up the West to Canadian and European settlement, and negotiated the numbered treaties with First Nations. Although these treaties recognized certain rights, they extinguished Aboriginal title to First Nations lands, and relegated First Nations to reserves. In addition, the Canadian government pursued a policy of assimilation, most notably through the passage of the *Indian Act* and the creation of Indian residential schools—both of which were specifically intended to eliminate Aboriginal traditions and cultures. In spite of the fact that treaties were nation-to-nation agreements that implicitly acknowledged First Nations autonomy, the Canadian government did not honour the terms of these treaties. This led to the increasing social, economic, and political marginalization of First Nations.

After Confederation, events in the West also had profound effects on the Métis. As discussed in Learning Experience 3.1, Métis resistance to the Canadian government and negotiation of Métis rights led to Manitoba's entry into Confederation in 1870. Despite the seminal role of the Métis in bringing Manitoba into Confederation, their defeat at Batôche in 1885 and the subsequent massive influx of immigrants led to the political, economic, and social marginalization of the Métis. They would become known as Canada's "forgotten people."

The creation of the Northwest Territories in 1870 began a process of change for the Inuit in the far North. This time period saw the arrival of explorers, missionaries, fur traders, fishers, and whalers, as well as the North West Mounted Police, all contributing to rapid social, economic, and cultural change. As was the case with First Nations, the Inuit were ravaged by European diseases. The long-term effects brought about by increasing contact with non-Inuit cultures are still evident today, including the introduction of non-traditional goods such as liquor, the imposition of an alien legal system, and the transition from a traditional to a wage-based economy.

The continuing challenge for First Nations, Métis, and Inuit peoples was how to establish a relationship with Canada that would guarantee justice and equality and allow them to retain the benefits of their traditional cultures.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. From Allies to Subordinates

- Colonialism and eurocentrism: *Gradual Civilization Act* (1857)
- Transition from Peace and Friendship treaties to extinguishment of Aboriginal title to the land
- The numbered treaties (1870s and beyond)
- Negotiating the treaties, role of the Crown, terms of the treaties; Aboriginal rights; government promises; creation of reserves; relevance of the treaties today (e.g., fishing and hunting rights)
- Differing understandings of the treaties: oral versus written tradition; treaty as a sacred covenant; treaty as a nation-to-nation agreement

3. The *Indian Act* (1876)

- Intent of the *Indian Act*: assimilation and control, main provisions
- Impact of the *Indian Act* on First Nations (e.g., identity and registration, gender distinctions, band council, pass system, role of Indian commissioner and agent, economic and political marginalization of reserves)

4. Assimilationist Policies

- Residential schools (1870s–1960s) aims and consequences, role of churches, government
- Suppression of First Nations languages and cultural practices (e.g., potlatch, sun dance)
- Issues of citizenship (e.g., right to vote)
- First Nations participation in the First World War; enfranchisement

Planning for Teaching and Learning

This suggested model for planning teaching, learning, and assessment is based on the ‘backward design’ approach developed by Wiggins & McTighe (*Understanding by Design*, 1998).

1. Select content and determine inquiry approach

Teachers and students select content and generate inquiry questions guided by the Essential Question and Enduring Understandings. Approaches will vary based on student interest and available resources, and may include:

- Individual inquiry: each student explores different content
- Group inquiry: groups of students explore the same content
- Perspectives inquiry: individuals or groups explore content from diverse perspectives (e.g., socio-economic class, gender and sexual orientation, culture, ethnicity, religion, physical/mental ability, age . . .)
- Cooperative inquiry: small groups explore different content and share their learning with the class
- Whole class inquiry: the entire class explores the same content

2. Determine evidence and establish criteria for assessment *of* learning

In this stage of planning, teachers and students determine culminating tasks and descriptive criteria for the assessment *of* learning (e.g., products, performances, demonstrations, and other tasks that will provide evidence of understanding and historical thinking.)

3. Design teaching and learning and ongoing assessment strategies

In this stage, teachers design teaching and learning strategies that engage students in the application of Historical Thinking Concepts and Skills. The design should identify key primary sources and allow for differentiated instruction. With purpose in mind, teachers plan strategies that integrate assessment *as* and *for* learning through each phase of the learning experience (Activate, Acquire, Apply).

Refer to the Planning Template on the following pages.

Planning Template

Cluster 3: Becoming a Sovereign Nation (1867–1931) Learning Experience 3.3

Essential Question

How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation?

Enduring Understandings

- First Nations, Inuit, and Métis peoples have a long history in North America and their diverse and complex cultures continue to adapt to changing conditions.
- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from *autonomous co-existence* to *colonialism* to the present stage of *renegotiation and renewal*.
- First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Aboriginal peoples in Canada, along with recognition and affirmation of their existing Aboriginal and treaty rights
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.

Core Concept:
Citizenship

Historical Thinking Concepts and Skills

Historical Content Focus

How has Canada's history shaped the Canada of today?

How has Canada's history shaped the Canada of today?

Student Tasks to Demonstrate Learning

Assessment
of learning

Learning and Assessment Strategies

Activate

Acquire

Assessment
as, for
learning

Apply

Learning Resources (including primary source evidence)

Learning Strategies

- [Appendix A](#): Historical Thinking Instructional Strategy Templates
- [Appendix B](#): General Instructional Strategy Templates

Teaching and Learning Supports

- [Appendix C](#): Teacher Notes
- [Appendix D](#): Student Resources
- [Appendix E](#): Learning Resources

Cluster 3: Becoming a Sovereign Nation (1867–1931)

Learning Experience 3.4

Essential Question: *How was Canada’s identity as a nation shaped by the First World War, and by its changing relationship to Great Britain and the world?*

Description of the Learning Experience

Students explore Canada’s subordinate status in international affairs as a member of the British Empire in the years following Confederation, and investigate Canada’s involvement in the First World War, including military contributions and events on the home front. Students develop an understanding of Canada’s increasing independence in foreign affairs in the post-war period leading up to the *Statute of Westminster*, which granted Canada full control over its foreign policy.

Learning and Assessment Focus

Students will apply historical thinking concepts, and engage in inquiry on selected historical content as they focus on the following Enduring Understandings.

Enduring Understandings ([complete list by LE](#))

- British cultural traditions and political institutions have played a role in shaping Canadian history and identity.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French-British colonial rule to a self-governing confederation of provinces and territories.
- Canada continues to be influenced by issues of war and peace, international relations, and global interactions.
- Since the beginning of the 20th century, Canada has played an increasingly active role in work affairs through trade and development, military engagement, and participation in international organizations.

Historical Thinking Concepts

- Establish **historical significance**
- Use primary source **evidence**
- Identify **continuity and change**
- Analyze **cause and consequence**
- Take a **historical perspective**
- Consider the **ethical dimensions** of history

Historical Background

In 1867, Canada was a self-governing dominion with respect to domestic affairs. However, Britain still made decisions for its colonies regarding international affairs. Canada was a member of the British Empire and, until the post-First World War period, had its external affairs largely controlled by Great Britain. Canada's head of state was a Governor General who was appointed by Britain and who served as representative of the British monarch. Canada was expected to support the mother country and was automatically involved when Britain entered the First World War in 1914 (although free to decide just what part it would play).

Canada made important military contributions to the Western Front, as well as to the war at sea and in the air. Canada's reputation was enhanced in 1917 with membership in the Imperial War Cabinet, giving it an important voice in war planning. Mobilization in support of the war effort at home resulted in significant economic growth and a new sense of pride and independence among Canadians. This was in spite of serious disagreements about conscription, in particular between anglophones and francophones.

At the end of the Great War, Canada became a member of the League of Nations in its own right, thereby winning recognition that it was more than simply a colony of Great Britain. The passage of the *Statute of Westminster* in 1931 gave Canada and other British colonies the right to make their own foreign policy decisions without seeking British approval. Even before this, Canadian governments had begun to have a voice in decisions that affected Canada. This was usually the case in decisions involving the United States that also affected Canada, as in the *Treaty of Washington* of 1871, the Alaska boundary dispute settlement of 1903, or the *Boundaries Water Treaty* of 1909. The first international treaty that Canada signed on its own behalf, without having to seek British approval, was the *Halibut Treaty* of 1923, which regulated fishing in Canadian-American coastal border waters. The transition from colonial status (1867) to control over foreign policy (1931) and finally to full constitutional independence (1982) is an important theme in Canadian history.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. Emerging Canadian Sovereignty (1867–1914)

- Affirming Canada's presence as an independent nation: Treaty of Washington (1871); Imperial (Colonial) Conferences (1887–1914); Borden and the Imperial War Cabinet (Resolution IX, 1918)
- Canada-U.S. relations: fishing rights on Pacific coast; Alaska Boundary issue (1903); International Joint Commission (1909)
- Laurier and Canadian autonomy (e.g., Boer War [1899–1902], Department of External Affairs [1909], and Naval Service Bill [1910])

2. Canada and the First World War (1914–1918)

- Origins of the War; brief overview of rising European nationalism and militarism
- Canada supports Britain and enters the war; Imperial War Cabinet

- Canada's military contribution: the Western Front and trench warfare; major battles (e.g., Ypres [1915], Somme [1916], Vimy Ridge [1917], Passchendaele [1917], 100 Days [1918])
- Significant involvement of Aboriginal peoples
- Conscription crisis (1917)
- The home front: war industries; popular support for war effort; role of women; propaganda; enemy aliens (e.g., Ukrainian internment) (Note: Refer to social change in LE 3.2.)
- Armistice (1918)

3. Canada and the World (1918–1931)

- Treaty of Versailles (1919), Canada signs independently
- Canada joins League of Nations (1920)
- Mackenzie King (1921–1930) and increasing assertion of Canadian independence from Britain (e.g., Chanak Affair [1922], Halibut Treaty [1923], Balfour Declaration [1926], establishment of Canadian diplomatic offices abroad)
- Statute of Westminster (1931)

Planning for Teaching and Learning

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1. Select content and determine inquiry approach

Teachers and students select content and generate inquiry questions guided by the Essential Question and Enduring Understandings. Approaches will vary based on student interest and available resources, and may include:

- Individual inquiry: each student explores different content
- Group inquiry: groups of students explore the same content
- Perspectives inquiry: individuals or groups explore content from diverse perspectives (e.g., socio-economic class, gender and sexual orientation, culture, ethnicity, religion, physical/mental ability, age . . .)
- Cooperative inquiry: small groups explore different content and share their learning with the class
- Whole class inquiry: the entire class explores the same content

2. Determine evidence and establish criteria for assessment of learning

In this stage of planning, teachers and students determine culminating tasks and descriptive criteria for the assessment of learning (e.g., products, performances, demonstrations, and other tasks that will provide evidence of understanding and historical thinking.)

3. Design teaching and learning and ongoing assessment strategies

In this stage, teachers design teaching and learning strategies that engage students in the application of Historical Thinking Concepts and Skills. The design should identify key primary sources and allow for differentiated instruction. With purpose in mind, teachers

plan strategies that integrate assessment *as* and *for* learning through each phase of the learning experience (Activate, Acquire, Apply).

Refer to the Planning Template on the following pages.

Planning Template

Cluster 3: Becoming a Sovereign Nation (1867–1931) Learning Experience 3.4

Essential Question

How was Canada's identity as a nation shaped by the First World War and by its changing relationship to Great Britain and the world?

Enduring Understandings

- British cultural traditions and political institutions have played a role in shaping Canadian history and identity.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French-British colonial rule to a self-governing confederation of provinces and territories.
- Canada continues to be influenced by issues of war and peace, international relations, and global interactions.
- Since the beginning of the 20th century, Canada has played an increasingly active role in world affairs through trade and development, military engagement, and participation in international organizations.

Core Concept:
Citizenship

Historical Thinking Concepts and Skills

Historical Content Focus

How has Canada's history shaped the Canada of today?

How has Canada's history shaped the Canada of today?

Student Tasks to Demonstrate Learning

Assessment
of learning

Learning and Assessment Strategies

Activate

Acquire

Assessment
as, for
learning

Apply

Learning Resources (including primary source evidence)

Learning Strategies

- [Appendix A](#): Historical Thinking Instructional Strategy Templates
- [Appendix B](#): General Instructional Strategy Templates

Teaching and Learning Supports

- [Appendix C](#): Teacher Notes
- [Appendix D](#): Student Resources
- [Appendix E](#): Learning Resources

Cluster 4: Achievements and Challenges (1931–1982)

Learning Experience 4.1

Essential Question: *How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution?*

Description of the Learning Experience

Students explore how successive Canadian governments assumed increasing responsibility for the well-being of Canadians. Students acquire knowledge of the development and impact of new political parties, the women's movement, the labour movement, First Nations organizations, and other groups dedicated to the pursuit of social justice. Students develop an understanding of the changing definitions of the rights and duties of citizenship and the role of government.

Learning and Assessment Focus

Students will apply historical thinking concepts, and engage in inquiry on selected historical content as they focus on the following Enduring Understandings.

Enduring Understandings ([complete list by LE](#))

- First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Aboriginal peoples in Canada, along with recognition and affirmation of their existing Aboriginal and treaty rights.
- The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.
- The history of Canadian citizenship is characterized by an ongoing struggle to achieve equality and social justice for all.

Historical Thinking Concepts

- Establish **historical significance**
- Use primary source **evidence**
- Identify **continuity and change**
- Analyze **cause and consequence**
- Take a **historical perspective**
- Consider the **ethical dimensions** of history

Historical Background

Canada experienced profound political, economic, and social changes between 1931 and 1982. The *Statute of Westminster* granted Canada the right to exercise its independence in domestic and foreign affairs. The Great Depression of the 1930s led to the creation of political parties with new ideas as to how Canada should be reformed.

During and after the Depression and the Second World War, governments took on increased responsibilities for the well-being of citizens, such as the provision of Family Allowances, Old Age Security, and Medicare. The Quiet Revolution in Québec in the 1960s led to demands for a new status for Québec within Confederation and even for independence. The women's movement drew renewed attention to the need to improve the status of women in Canadian society, leading to the establishment of the Royal Commission on the Status of Women in 1970. The labour movement sought better protection for workers' rights through the trade union movement and support of a government unemployment insurance program. First Nations pressed their case for fair treatment and equity through the establishment of provincial and national organizations, such as the Assembly of First Nations, which worked in support for the right to vote, self-government, and protection of treaty and Aboriginal rights.

Sustained economic growth after the Second World War resulted in a higher standard of living for many Canadians, while changing immigration patterns made Canada an increasingly diverse society. The economic, social, and political challenges of this period led to changing relationships between the federal and provincial governments. Canada became officially bilingual, endorsed multiculturalism, and entrenched human rights in the new 1982 Constitution. With the patriation of the Constitution, Canada finally realized its independence from Great Britain. These events brought about the emergence of a new (although much contested) sense of Canadian identity. It was an identity no longer rooted in Canada's connection to Britain. By 1982, Canada had become much like the Canada we know today.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. The Great Depression

- The Great Depression: origins and impact on peoples' lives
- Government response: R. B. Bennett, *Unemployment Relief Act* (1932); relief camps and public service (1932); creation of Bank of Canada (1934); proposed New Deal in U.S. (1935); Canadian Wheat Board (1935); Prairie Farm Rehabilitation Act (PFRA) (1935); and attempts to suppress Communism
- Mobilization and Protest: protest marches, On To Ottawa trek (1935); Regina Riot (1935)
- Trade Union movement: Workers Unity League; major strikes; creation of Congress of Industrial Organizations
- New political parties: the Co-operative Commonwealth Federation; Social Credit; Union Nationale; Communist Party; Reconstruction Party

2. Social Reform and Change

- Growth of the welfare state
- Royal Commission on Dominion-Provincial Relations (Rowell-Sirois) (1937–1940) unemployment insurance (1940); Marsh Report (1943); Family Allowances (1945);

Old Age Security (OAS) (1951); Registered Retirement Savings Plan (1957); Canada Pension Plan (1965); *Medical Care Act* (Medicare) (1966); Canada Assistance Plan (1966)

- Post-war prosperity: rural electrification; urban growth (rise of suburbs); television; transportation; rising living standards; baby boom; oil industry in the West; changing patterns of agriculture, business and industry
- Protecting human rights: Canadian Bill of Rights (Diefenbaker) (1960); women's movement and feminism, Royal Commission on Status of Women (1970); federal & provincial human rights commissions

3. The First Nations (Note: Also see LE 5.3.)

- Political resurgence of First Nations
- Right to vote (1960); National Indian Council (1961); National Indian Brotherhood (1968) (became the Assembly of First Nations, 1982); *White Paper* (1969); Native Council of Canada (1970)
- Drive for self-government (1970s)

Planning for Teaching and Learning

This suggested model for planning teaching, learning, and assessment is based on the ‘backward design’ approach developed by Wiggins & McTighe (*Understanding by Design*, 1998).

1. Select content and determine inquiry approach

Teachers and students select content and generate inquiry questions guided by the Essential Question and Enduring Understandings. Approaches will vary based on student interest and available resources, and may include:

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- Cooperative inquiry: small groups explore different content and share their learning with the class
- Whole class inquiry: the entire class explores the same content

2. Determine evidence and establish criteria for assessment of learning

In this stage of planning, teachers and students determine culminating tasks and descriptive criteria for the assessment of learning (e.g., products, performances, demonstrations, and other tasks that will provide evidence of understanding and historical thinking.)

3. Design teaching and learning and ongoing assessment strategies

In this stage, teachers design teaching and learning strategies that engage students in the application of Historical Thinking Concepts and Skills. The design should identify key primary sources and allow for differentiated instruction. With purpose in mind, teachers plan strategies that integrate assessment *as* and *for* learning through each phase of the learning experience (Activate, Acquire, Apply).

Refer to the Planning Template on the following pages.

Planning Template

Cluster 4: Achievements and Challenges (1931–1982) Learning Experience 4.1

Essential Question

How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution?

Enduring Understandings

- First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Aboriginal peoples in Canada, along with recognition and affirmation of their existing Aboriginal and treaty rights.
- The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.
- The history of Canadian citizenship is characterized by an ongoing struggle to achieve equality and social justice for all.

Core Concept:
Citizenship

Historical Thinking Concepts and Skills

Historical Content Focus

How has Canada's history shaped the Canada of today?

How has Canada's history shaped the Canada of today?

Student Tasks to Demonstrate Learning

Assessment
of learning

Learning and Assessment Strategies

Activate

Acquire

Assessment
as, for
learning

Apply

Learning Resources (including primary source evidence)

Learning Strategies

- [Appendix A](#): Historical Thinking Instructional Strategy Templates
- [Appendix B](#): General Instructional Strategy Templates

Teaching and Learning Supports

- [Appendix C](#): Teacher Notes
- [Appendix D](#): Student Resources
- [Appendix E](#): Learning Resources

Cluster 4: Achievements and Challenges (1931–1982)

Learning Experience 4.2

Essential Question: *How did the establishment of national institutions contribute to defining Canadian identity?*

Description of the Learning Experience

Students develop an understanding of the idea that Canadian independence was obtained incrementally, and of how this gave rise to the desire for a fully independent state. Students acquire knowledge of ways in which successive Canadian governments placed a growing emphasis on defining and promoting a distinctively Canadian identity through the establishment of national institutions. Students also investigate the debates around identity relating to regional, linguistic, gender, ethnic and cultural factors, and issues related to the idea of a national Canadian identity.

Learning and Assessment Focus

Students will apply historical thinking concepts, and engage in inquiry on selected historical content as they focus on the following Enduring Understandings.

Enduring Understandings ([complete list by LE](#))

- Canadian identity, citizenship, and nationhood are subjects of ongoing debate in Canada's pluralistic society.
- French-English duality is rooted in Canada's history and is a constitutionally protected element of Canadian society.
- The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.

Historical Thinking Concepts

- Establish **historical significance**
- Use primary source **evidence**
- Identify **continuity and change**
- Analyze **cause and consequence**
- Take a **historical perspective**
- Consider the **ethical dimensions** of history

Historical Background

Canada's participation in the two world wars and the granting of full independence with the *Statute of Westminster* greatly enhanced the idea of a distinct Canadian national identity. The challenges of the Great Depression and the political, economic, and social developments in the post-Second World War period gave rise to a sense of nationalism and the establishment of a number of national institutions and symbols intended to protect and promote Canadian identity, culture, and society. These included the creation of the Canadian Broadcasting Corporation and the National Film Board, and the passing of the *Citizenship Act*, the *Multiculturalism Act*, and others. This period also brought Canada into a much closer relationship with the United States through geographic, economic, strategic, and cultural ties. This relationship led to further debate about the idea of a Canadian identity and whether Canada was, in fact, culturally distinct from its southern neighbour.

Although the Liberal and Conservative parties dominated politics, various other national and provincial political parties left their mark during this period. Political parties such as the Cooperative Commonwealth Federation (which later became the New Democratic Party), Social Credit, Union Nationale, and others presented Canadians with a range of ideas about the kind of country Canada was becoming and about how it should define itself. The adoption of the new Canadian flag and the hosting of the International Exposition (Expo 67) celebrating Canada's 100th birthday were seen as great achievements, and enhanced Canada's identity and pride. The patriation of the Constitution and the entrenchment of the *Canadian Charter of Rights and Freedoms* were additional steps in Canada's move towards independence from Great Britain, and further solidified its identity and role as a member of the international community.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. Canadian Citizenship and Identity

- Impact of the two World Wars on Canadians' sense of national identity
- *Citizenship Act* (1947); Royal Commission on Bilingualism and Biculturalism (1963); Canadian Flag (1965); Confederation Centennial (Expo) (1967)
- Trudeau as Prime Minister (1968–1979, 1980–1984): *Official Languages Act* (1969); *Multiculturalism Act* (1971); changing immigration policies, formation of VIA Rail

2. Promoting Canadian Culture

- Creation of the Canadian Broadcasting Corporation (CBC) (1936), and National Film Board (NFB) (1939)
- The Massey Commission (Royal Commission on National Development in the Arts, Letters and Sciences) (1948–1951), and its impact
- Government promotion of Canadian culture and arts; CBC, NFB, Canada Council, (1957); Canadian Radio Television and Telecommunications Commission (1968)
- Debate about Americanization of Canadian culture (Note: Also refer to LE 4.3.)

Planning for Teaching and Learning

This suggested model for planning teaching, learning, and assessment is based on the ‘backward design’ approach developed by Wiggins & McTighe (*Understanding by Design*, 1998).

1. Select content and determine inquiry approach

Teachers and students select content and generate inquiry questions guided by the Essential Question and Enduring Understandings. Approaches will vary based on student interest and available resources, and may include:

- Individual inquiry: each student explores different content
- Group inquiry: groups of students explore the same content
- Perspectives inquiry: individuals or groups explore content from diverse perspectives (e.g., socio-economic class, gender and sexual orientation, culture, ethnicity, religion, physical/mental ability, age . . .)
- Cooperative inquiry: small groups explore different content and share their learning with the class
- Whole class inquiry: the entire class explores the same content

2. Determine evidence and establish criteria for assessment *of* learning

In this stage of planning, teachers and students determine culminating tasks and descriptive criteria for the assessment *of* learning (e.g., products, performances, demonstrations, and other tasks that will provide evidence of understanding and historical thinking.)

3. Design teaching and learning and ongoing assessment strategies

In this stage, teachers design teaching and learning strategies that engage students in the application of Historical Thinking Concepts and Skills. The design should identify key primary sources and allow for differentiated instruction. With purpose in mind, teachers plan strategies that integrate assessment *as* and *for* learning through each phase of the learning experience (Activate, Acquire, Apply).

Refer to the Planning Template on the following pages.

Planning Template

Cluster 4: Achievements and Challenges (1931–1982) Learning Experience 4.2

Essential Question

How did the establishment of national institutions contribute to defining Canadian identity?

Enduring Understandings

- Canadian identity, citizenship, and nationhood are subjects of ongoing debate in Canada's pluralistic society.
- French-English duality is rooted in Canada's history and is a constitutionally protected element of Canadian society.
- The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.

Core Concept:
Citizenship

Historical Thinking Concepts and Skills

Historical Content Focus

Student Tasks to Demonstrate Learning

Assessment
of learning

How has Canada's history shaped the Canada of today?

How has Canada's history shaped the Canada of today?

Learning and Assessment Strategies

Activate

Acquire

Apply

Assessment
as, for
learning

Learning Resources (including primary source evidence)

Learning Strategies

- [Appendix A](#): Historical Thinking Instructional Strategy Templates
- [Appendix B](#): General Instructional Strategy Templates

Teaching and Learning Supports

- [Appendix C](#): Teacher Notes
- [Appendix D](#): Student Resources
- [Appendix E](#): Learning Resources

Cluster 4: Achievements and Challenges (1931–1982)

Learning Experience 4.3

Essential Question: *How was Canada’s presence on the world stage shaped by its role in the Second World War and its growing participation in the international community?*

Description of the Learning Experience

Students examine how Canada became involved in the Second World War and who was involved, and investigate Canada’s many contributions to the Allied war effort. They gain an understanding of the impact of the war on life in Canada. Students acquire knowledge of Canada’s role in the post-war world, especially membership in the United Nations and the North Atlantic Treaty Organization (NATO), involvement in the Korean War and the Cold War, settlement of the Suez Crisis, and support for peacekeeping and international development. Students also examine Canada’s growing international stature and rise as a “middle power” in the world.

Learning and Assessment Focus

Students will apply historical thinking concepts, and engage in inquiry on selected historical content as they focus on the following Enduring Understandings.

Enduring Understandings ([complete list by LE](#))

- Canada continues to be influenced by issues of war and peace, international relations, and global interactions.
- Geographic, economic, cultural, and political links to the United States continue to be important factors in Canada’s development.
- Since the beginning of the 20th century, Canada has played an increasingly active role in world affairs through trade and development, military engagement, and participation in international organizations.
- Global interdependence challenges Canadians to examine and redefine the responsibilities of citizenship.

Historical Thinking Concepts

- Establish **historical significance**
- Use primary source **evidence**
- Identify **continuity and change**
- Analyze **cause and consequence**
- Take a **historical perspective**
- Consider the **ethical dimensions** of history

Historical Background

In the years following the First World War and the passage of the *Statute of Westminster*, Canada played an increasingly independent role in international affairs and was no longer seen as a colony of Britain. Canada made its own decision to enter the Second World War, with important contributions to the war effort both at home and in the European and Pacific theatres. Canada also signed a number of military agreements with the United States. Mobilization in support of the war effort at home resulted in economic growth and a strong sense of pride and independence among Canadians. At the same time, however, there were disagreements about conscription, restrictions on Asian and Jewish immigration, and the internment of Japanese Canadians. Canada played important roles in the Korean War as well as in the Cold War—in particular, through the establishment of the Distant Early Warning Systems (DEW Line) in the North, and through membership in the North Atlantic Treaty Organization and the North American Aerospace Defence Command.

Canada was supportive of the United Nations, took part in many U.N. peacekeeping operations, and contributed to many international development projects. In addition, Canada became a member of many international organizations, including the Commonwealth and la Francophonie. From 1939 onwards, Canada forged increasingly closer links with the United States in areas such as defence, trade, investment, and culture. This relationship became a subject of continuing debate in this country. Canada also became more active in world trade. Canada's economy and standard of living was becoming increasingly dependent on its success as a trading nation. As in previous periods of its history, Canadians were also increasingly linked to the rest of the world through growing immigration. Between 1931 and 1982, Canada became a well-known and respected member of the international community, and came to be described as a *middle power* with growing influence in world affairs.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. The Second World War

- Brief explanation of causes and background of Second World War (e.g., German invasion of Poland, Allied/Axis Powers, rise of Nazism, rise of Fascism in Italy, tension in the Pacific, failure of League of Nations)
- Canada independently declares war on Germany (September 1939)
- Battle of Britain (August–September 1940); Battle of the Atlantic (1940–1941); Merchant Marine, Royal Canadian Air Force (RCAF)
- Canada declares war on Japan (1941); Battle of Hong Kong (1941)
- Canada and the War in Europe: Dieppe Raid, Allied invasion of Italy, Normandy invasion and campaign in NW Europe (D-Day, June 6, 1944, Juno Beach)
- Liberation of France and Holland; VE Day (Victory in Europe, May 7, 1945)
- United States drops atomic bombs on Hiroshima and Nagasaki (August 1945)

2. The Impact of the War on Canada

- The war effort in Canada: rationing, war industry; agriculture; role of schools; support for war
- British Commonwealth Air Training Plan (BCATP) (1939–1944)

- Pre-war restrictions on Asian and Jewish immigration; wartime internment of Japanese and of some Germans, Italians, and others suspected of disloyalty; the Holocaust
- Conscription crisis (1942–1944)
- First Nations, Métis, and Inuit enlistment and enfranchisement
- Increasing cooperation with USA: Ogdensburg Agreement (1940); Hyde Park Declaration (1941); Alaska Highway (1942–1943)

3. Canada in the Post-War World (1945–1982)

- Creation of United Nations (1945); Universal Declaration of Human Rights (1948)
- Newfoundland joins Canada (1949)
- Cold War: tensions with USSR; fear of communism; Gouzenko affair, North Atlantic Treaty Organization (NATO) (1949); Korean War (1950–1953); nuclear arms race, NORAD (1958); DEW-line; Cuban Missile Crisis (1962)
- Suez Crisis (1956) (Pearson); Canada and U.N. peacekeeping
- Canada–U.S. relations: North American Air Defense Command (NORAD)
- Canada–U.S. Auto Pact (1965); Canadian debates about American influence on Canada
- Emergence of Canada as a middle power (St. Laurent, Pearson, Diefenbaker, Trudeau)

Planning for Teaching and Learning

This suggested model for planning teaching, learning, and assessment is based on the ‘backward design’ approach developed by Wiggins & McTighe (*Understanding by Design*, 1998).

1. Select content and determine inquiry approach

Teachers and students select content and generate inquiry questions guided by the Essential Question and Enduring Understandings. Approaches will vary based on student interest and available resources, and may include:

- Individual inquiry: each student explores different content
- Group inquiry: groups of students explore the same content
- Perspectives inquiry: individuals or groups explore content from diverse perspectives (e.g., socio-economic class, gender and sexual orientation, culture, ethnicity, religion, physical/mental ability, age . . .)
- Cooperative inquiry: small groups explore different content and share their learning with the class
- Whole class inquiry: the entire class explores the same content

2. Determine evidence and establish criteria for assessment of learning

In this stage of planning, teachers and students determine culminating tasks and descriptive criteria for the assessment of learning (e.g., products, performances, demonstrations, and other tasks that will provide evidence of understanding and historical thinking.)

3. Design teaching and learning and ongoing assessment strategies

In this stage, teachers design teaching and learning strategies that engage students in the application of Historical Thinking Concepts and Skills. The design should identify key primary sources and allow for differentiated instruction. With purpose in mind, teachers plan strategies that integrate assessment *as* and *for* learning through each phase of the learning experience (Activate, Acquire, Apply).

Refer to the Planning Template on the following pages.

Planning Template

Cluster 4: Achievements and Challenges (1931–1982)

Learning Experience 4.3

Essential Question

How was Canada's presence on the world stage shaped by its role in the Second World War and its growing participation in the international community?

Enduring Understandings

- Canada continues to be influenced by issues of war and peace, international relations and global interactions.
- Geographic, economic, cultural, and political links to the United States continue to be important factors in Canada's development.
- Since the beginning of the 20th century, Canada has played an increasingly active role in world affairs through trade and development, military engagement, and participation in international organizations.
- Global interdependence challenges Canadians to examine and redefine the responsibilities of citizenship.

Core Concept:
Citizenship

Historical Thinking Concepts and Skills

Historical Content Focus

How has Canada's history shaped the Canada of today?

How has Canada's history shaped the Canada of today?

Student Tasks to Demonstrate Learning

Assessment
of learning

Learning and Assessment Strategies

Activate

Acquire

Assessment
as, for
learning

Apply

Learning Resources (including primary source evidence)

Learning Strategies

- [Appendix A](#): Historical Thinking Instructional Strategy Templates
- [Appendix B](#): General Instructional Strategy Templates

Teaching and Learning Supports

- [Appendix C](#): Teacher Notes
- [Appendix D](#): Student Resources
- [Appendix E](#): Learning Resources

Cluster 4: Achievements and Challenges (1931–1982)

Learning Experience 4.4

Essential Question: *How was Canadian Federalism challenged by federal-provincial tensions and the debate over the status of Québec?*

Description of Learning Experience

Students examine the division of powers between the national and provincial governments as well as federal-provincial tensions. Students acquire knowledge of how Canada came to be a multicultural country within a bilingual framework. Students gain an understanding of Canada as a country of regions and ways in which federalism was challenged by regional and cultural identities. Students also acquire knowledge of Québec's place within the Canadian federation and explore attempts at constitutional reform to resolve long-standing issues relating to the French-English duality in Canada.

Learning and Assessment Focus

Students will apply historical thinking concepts, and engage in inquiry on selected historical content as they focus on the following Enduring Understandings.

Enduring Understandings ([complete list by LE](#))

- French-English duality is rooted in Canada's history and is a constitutionally protected element of Canadian society.
- As a result of Québec's unique identity and history, its place in the Canadian Confederation continues to be a subject of debate.
- French-English relations play an ongoing role in the debate about majority-minority responsibilities and rights of citizens in Canada.
- The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.

Historical Thinking Concepts

- Establish **historical significance**
- Use primary source **evidence**
- Identify **continuity and change**
- Analyze **cause and consequence**
- Take a **historical perspective**
- Consider the **ethical dimensions** of history

Historical Background

While Canada's international stature grew, the federation faced a considerable challenge on the home front regarding the division of federal-provincial powers and responsibilities. Although the *British North America Act* of 1867 spelled out the respective responsibilities of the different levels of government, there was some overlap of powers. Changing economic and social conditions during the Depression era resulted in new issues that were not envisioned at the time of Confederation. The burden of relief from the effects of the Depression fell largely on the provinces, but they did not have the resources to pay for what needed to be done. The result was an agreement that Canadians were entitled to the same level of services wherever they lived, and that richer provinces and the federal government should help poorer provinces. During the Second World War, the federal government strengthened its powers to support the war effort; however, after the war, the provinces began to press for more powers.

In the 1960s, the Quiet Revolution in Québec renewed the debate about federal-provincial relations. The growth of Québec nationalism, the desire to modernize Québec society and the move to liberate it from the powerful grip of the Catholic Church led to profound social and political changes. A new debate arose about the place of Québec in Confederation and issues related to the division of powers between provincial and federal levels of government. Running through this debate were questions of national identity and national unity. The election of the Parti Québécois, the first referendum on sovereignty-association, and the patriation of the Canadian Constitution all served to emphasize French-English duality and fueled the ongoing debate about federal-provincial relations.

Further challenges to federalism were posed by a sense of alienation in the western provinces, as well as increasing First Nations, Métis, and Inuit activism. The western provinces perceived their interests as largely ignored by the federal government, and felt they did not have adequate political representation in Ottawa to address their concerns. Disagreements over issues such as the National Energy Program and the Canadian Wheat Board strained federal-provincial relations and led to a sense of alienation in western Canada. This sense of alienation would eventually result in the formation of the Reform Party. First Nations activists were spurred on by the Trudeau government's attempt to do away with Indian Status, as outlined in the 1969 *White Paper*. The impassioned response by First Nations signaled the beginning of a period of intense renegotiations for a renewed relationship with Canada. National Aboriginal organizations grew out of this activism, such as the Assembly of First Nations (founded in 1982) and the Métis National Council (founded in 1983), as well as the move for the creation of the territory of Nunavut (1999).

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. Emerging Nationalism in Québec, From French-Canadian to Québécois

- Québec's view of federalism: concept of two founding peoples; Québec concern for protection of distinct culture; 1867 act or pact?
- Maurice Duplessis and Union Nationale: role of the Catholic church (1936–1959)
- The Quiet Revolution (1960s), and the policy of *maîtres chez nous*
- Changing federalism (Pearson, Diefenbaker, Trudeau)
- The Royal Commission on Bilingualism and Biculturalism (1963)
- FLQ crisis (*Front de Libération du Québec*) (October 1970)
- Unsuccessful attempts at constitutional reform (e.g., Victoria Charter, Bourassa [1971])
- *Parti Québécois* forms government in Québec (1976); Bill 101, René Lévesque, and the idea of sovereignty-association
- Referendum on sovereignty-association and results (1980)
- Constitutional reform (1982)

(Note: Make brief mention here of reform as a consequence of the changing relationship between Québec and the rest of Canada; refer to LE 5.1 for a detailed study of constitutional reform.)

2. Challenges to Federalism

- First Nations political activism: Change to *Indian Act* allowing land claims (1951); phasing out of residential schools (1960s); the *White Paper* (1969–1971); Berger Commission (1974–1977); James Bay and Northern Québec Agreement (1975) (first “modern” treaty with First Nations)
- National Indian Brotherhood (1968); Assembly of First Nations (1982); land claims disputes
- Regional disparities and federal-provincial relations: western alienation from National Energy Program (1980); debates over National Wheat Board, CF-18 (fighter jet) issue (1986); political representation, federal resource policies, regional identities

Planning for Teaching and Learning

This suggested model for planning teaching, learning, and assessment is based on the “backward design” approach developed by Wiggins & McTighe (*Understanding by Design*, 1998).

1. Select content and determine inquiry approach

Teachers and students select content and generate inquiry questions guided by the Essential Question and Enduring Understandings. Approaches will vary based on student interest and available resources, and may include:

- Individual inquiry: each student explores different content
- Group inquiry: groups of students explore the same content
- Perspectives inquiry: individuals or groups explore content from diverse perspectives (e.g., socio-economic class, gender and sexual orientation, culture, ethnicity, religion, physical/mental ability, age . . .)
- Cooperative inquiry: small groups explore different content and share their learning with the class
- Whole class inquiry: the entire class explores the same content

2. Determine evidence and establish criteria for assessment *of* learning

In this stage of planning, teachers and students determine culminating tasks and descriptive criteria for the assessment *of* learning (e.g., products, performances, demonstrations, and other tasks that will provide evidence of understanding and historical thinking.)

3. Design teaching and learning and ongoing assessment strategies

In this stage, teachers design teaching and learning strategies that engage students in the application of Historical Thinking Concepts and Skills. The design should identify key primary sources and allow for differentiated instruction. With purpose in mind, teachers plan strategies that integrate assessment *as* and *for* learning through each phase of the learning experience (Activate, Acquire, Apply).

Refer to the Planning Template on the following pages.

Planning Template

Cluster 4: Achievements and Challenges (1931–1982) Learning Experience 4.4

Essential Question

How was Canadian Federalism challenged by federal-provincial tensions and the debate over the status of Québec?

Enduring Understandings

- French-English duality is rooted in Canada's history and is a constitutionally protected element of Canadian society.
- As a result of Québec's unique identity and history, its place in the Canadian Confederation continues to be a subject of debate.
- French-English relations play an ongoing role in the debate about majority-minority responsibilities and rights of citizens in Canada.
- The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.

Core Concept:
Citizenship

Historical Thinking Concepts and Skills

Historical Content Focus

How has Canada's history shaped the Canada of today?

How has Canada's history shaped the Canada of today?

Student Tasks to Demonstrate Learning

Assessment
of learning

Learning and Assessment Strategies

Activate

Acquire

Assessment
as, for
learning

Apply

Learning Resources (including primary source evidence)

Learning Strategies

- [Appendix A](#): Historical Thinking Instructional Strategy Templates
- [Appendix B](#): General Instructional Strategy Templates

Teaching and Learning Supports

- [Appendix C](#): Teacher Notes
- [Appendix D](#): Student Resources
- [Appendix E](#): Learning Resources

Cluster 5: Defining Contemporary Canada (1982-present)

Learning Experience 5.1

Essential Question: *How has Canada been shaped by the Charter of Rights and Freedoms, cultural diversity, and demographic and technological change?*

Description of Learning Experience

Students acquire knowledge of the provisions of the *Constitution Act*, the entrenchment of the *Charter of Rights and Freedoms*, and how they affected human rights in Canada. Students examine Canada's growing cultural diversity and the challenges of pluralism. Students also investigate the effects of changing demographic patterns, urbanization, and technological change.

Learning and Assessment Focus

Students will apply historical thinking concepts, and engage in inquiry on selected historical content as they focus on the following Enduring Understandings.

Enduring Understandings ([complete list by LE](#))

- Canadian identity, citizenship, and nationhood are subjects of ongoing debate in Canada's pluralistic society.
- Immigration has helped shape Canada's history and continues to shape Canadian society and identity.
- The history of Canadian citizenship is characterized by an ongoing struggle to achieve equality and social justice for all.
- The meaning of citizenship has evolved over time and the rights, responsibilities, and freedoms of Canadian citizens are subject to continuing debate.

Historical Thinking Concepts

- Establish **historical significance**
- Use primary source **evidence**
- Identify **continuity and change**
- Analyze **cause and consequence**
- Take a **historical perspective**
- Consider the **ethical dimensions** of history

Historical Background

The patriation of the Canadian Constitution, formalized through the *Constitution Act*, gave Canada exclusive control over its constitutional affairs. This was the final step to full independence from Great Britain. The *Charter of Rights and Freedoms* was entrenched in the Constitution and accelerated the process by which human rights became politically important. It also changed significantly the relationship between Parliament and the courts. Among other things, the Charter guaranteed gender equality and minority rights, confirmed Canada's bilingual nature, and recognized and affirmed existing Aboriginal and treaty rights.

Canadians also had to deal with a variety of social questions, including abortion, gay marriage, gun control, and the impact of cultural diversity. Immigration patterns were changing as increasing numbers of immigrants and refugees arrived from Africa, Asia, and Latin America. Canada's growing diversity of peoples resulted in debates about the degree to which accommodations should be made for different values and beliefs, and what constituted a modern Canadian identity. Continued urbanization and rapid technological advancements further defined contemporary Canada.

These years also saw a continuing debate over the nature of federalism around issues such as the National Energy Program, constitutional reform, funding of social programs, and equalization payments. The Free Trade Agreement (and then NAFTA) tied the Canadian economy more closely to that of the United States, and Canadian governments paid increasing attention to Canada-U.S. relations. Economically in the 1990s, governments cut back on social services in a drive to eliminate the deficit. These actions raised questions of the respective roles of government and the private sector, as in the case of health care. By the 1990s, Canadians were becoming increasingly concerned about issues related to sustainable development and the protection of the environment. Climate change became a major concern in the early years of the 21st century, as did the impacts of the global recession of 2008.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. Patriation and Constitutional Reform

- Patriation of Constitution: terms of *Constitution Act* of 1982 (including provisions for First Nations); federal-provincial conferences; Québec refusal to ratify new constitution; First Nations protests
- Entrenchment of *Charter of Rights and Freedoms*: Notwithstanding clause; changing role of Supreme Court of Canada; issue of individual versus collective rights; First Nations, Métis, and Inuit rights
- Notable Charter cases: abortion rights; same sex marriage; language rights; gender equity; minority issues (turbans in RCMP, kirpans in schools); detainment of citizens for security purposes...
- Debate over the relationship between Parliament and the courts

2. A Modern Pluralistic Society

- Changing demographic profiles: ethnic and cultural diversity of immigrants; refugees; rural-urban migration and urbanization; baby boom; aging population and impact on social programs (Note: Refer back to LE 4.2 for changes in immigration policy, 1960s.)

- Debate over national identity in a pluralistic society: the nature of Canadian multiculturalism; what Canadians have in common that makes them Canadian
- Rapidly changing technology: impact on mass communication and citizen involvement, on the economy, on work, on education, and on daily life

Planning for Teaching and Learning

This suggested model for planning teaching, learning, and assessment is based on the ‘backward design’ approach developed by Wiggins & McTighe (*Understanding by Design*, 1998).

1. Select content and determine inquiry approach

Teachers and students select content and generate inquiry questions guided by the Essential Question and Enduring Understandings. Approaches will vary based on student interest and available resources, and may include:

- Individual inquiry: each student explores different content
- Group inquiry: groups of students explore the same content
- Perspectives inquiry: individuals or groups explore content from diverse perspectives (e.g., socio-economic class, gender and sexual orientation, culture, ethnicity, religion, physical/mental ability, age . . .)
- Cooperative inquiry: small groups explore different content and share their learning with the class
- Whole class inquiry: the entire class explores the same content

2. Determine evidence and establish criteria for assessment *of* learning

In this stage of planning, teachers and students determine culminating tasks and descriptive criteria for the assessment *of* learning (e.g., products, performances, demonstrations, and other tasks that will provide evidence of understanding and historical thinking.)

3. Design teaching and learning and ongoing assessment strategies

In this stage, teachers design teaching and learning strategies that engage students in the application of Historical Thinking Concepts and Skills. The design should identify key primary sources and allow for differentiated instruction. With purpose in mind, teachers plan strategies that integrate assessment *as* and *for* learning through each phase of the learning experience (Activate, Acquire, Apply).

Refer to the Planning Template on the following pages.

Planning Template

Cluster 5: Defining Contemporary Canada (1982–present) Learning Experience 5.1

Essential Question

How has Canada been shaped by the Charter of Rights and Freedoms, cultural diversity, and demographic and technological change?

Enduring Understandings

- Canadian identity, citizenship, and nationhood are subjects of ongoing debate in Canada's pluralistic society.
- Immigration has helped shape Canada's history and continues to shape Canadian society and identity.
- The history of Canadian citizenship is characterized by an ongoing struggle to achieve equality and social justice for all.
- The meaning of citizenship has evolved over time, and the rights, responsibilities, and freedoms of Canadian citizens are subject to continuing debate.

Core Concept:
Citizenship

Historical Thinking Concepts and Skills

Historical Content Focus

Student Tasks to Demonstrate Learning

Assessment
of learning

How has Canada's history shaped the Canada of today?

How has Canada's history shaped the Canada of today?

Learning and Assessment Strategies

Activate

Acquire

Apply

Assessment
as, for
learning

Learning Resources (including primary source evidence)

Learning Strategies

- [Appendix A](#): Historical Thinking Instructional Strategy Templates
- [Appendix B](#): General Instructional Strategy Templates

Teaching and Learning Supports

- [Appendix C](#): Teacher Notes
- [Appendix D](#): Student Resources
- [Appendix E](#): Learning Resources

Cluster 5: Defining Contemporary Canada (1982-present)

Learning Experience 5.2

Essential Question: *How has the question of national unity influenced federalism, constitutional debate, and political change?*

Description of Learning Experience:

Students explore how the patriation of the Constitution without the consent of Québec affected national unity. Students examine attempts to get Québec to sign the patriated Constitution, particularly the Meech Lake and Charlottetown Accords and their results. Students also investigate the implications of the debate over Québec's place in the Canadian federation, and how the major political parties responded to this debate.

Learning and Assessment Focus

Students will apply historical thinking concepts, and engage in inquiry on selected historical content as they focus on the following Enduring Understandings.

Enduring Understandings ([complete list by LE](#))

- *Nouvelle-France, Acadie, Québec, and francophone communities across Canada have played and continue to play a role in shaping Canadian history and identity.*
- As a result of Québec's unique identity and history, its place in the Canadian Confederation continues to be the subject of debate.
- French-English relations play an ongoing role in the debate about majority-minority rights and responsibilities of citizens in Canada.
- The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.

Historical Thinking Concepts

- Establish **historical significance**
- Use primary source **evidence**
- Identify **continuity and change**
- Analyze **cause and consequence**
- Take a **historical perspective**
- Consider the **ethical dimensions** of history

Historical Background

When the Constitution was patriated in 1982, the government of Québec refused to give its assent. This raised to a new level the continuing question of Québec's place in Confederation. Should Québec be considered to be just like any other province, or should it be considered a distinct nation in its own right, whether inside or outside of Canada? Or, should Québec be recognized as a distinct society, and, if so, what exactly would this mean? Should the Québec government have special powers to promote and protect Québec's distinctiveness? Following his election in 1984, Prime Minister Brian Mulroney promised to bring Québec "into the Constitution." The result was a long round of negotiations, leading first to the Meech Lake Accord of 1987 and then the Charlottetown Accord of 1992. Both Accords not only failed to win sufficient support, but widened the debate to include questions about how Canada's First Nations, Métis, and Inuit and the western provinces could gain what they saw as their rightful places in Confederation.

Nationalist sentiment continued to grow in Québec, and in 1995 a sovereignty referendum came very close to winning majority support. In response, the Canadian Parliament declared Québec to be a distinct society and, in 2000, passed the *Clarity Act*, setting out the conditions for any future referendum on Québec independence. A 2003 Liberal victory in the Québec provincial election seemed to make the question of Québec separatism less urgent for the rest of Canada, but the question of Québec identity and its place in Confederation remained. In 2006, the Canadian Parliament recognized Québec as "a nation within a united Canada," without clarifying the meaning and implications of this recognition. Debates about national unity and constitutional reform, previously seen largely as debates between Québec and the rest of Canada, continued to become more complex and to elude solution.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. The Place of Québec in Canada

- Brief review of Québec nationalism up to the 1980 referendum
- Question of recognition as a distinct society/nation and impact on federal-provincial powers; Québec's refusal to ratify the 1982 Constitution (Note: Refer back to LE 5.1.); Bourassa's demands (1986)
- Meech Lake Accord (1987–1990) and results; major players (Mulroney, Bourassa, Elijah Harper, Wells, Filmon); provincial ratification process; formation of Bloc Québécois (Bouchard) and its role in national politics
- Charlottetown Accord (1992); referendum (Oct. 26, 1992) and results
- Québec referendum on sovereignty (1995) and results
- Calgary Declaration (1997)
- Supreme Court judgment about right to secede (1998); *Clarity Act* (2000)
- Parliament recognizes Québec as a nation within a united Canada (2006)

2. National Unity and Changing Politics

- Founding of Reform Party (Preston Manning, 1987), and rise to Official Opposition in 1997; Canadian Alliance Party (February 2000); creation of new Conservative Party of Canada (Harper, 2003)
- Issues of federal-provincial division of powers (e.g., equalization payments; health care issues (Romanow Report, 2002); control of natural resources

- Question of Senate reform (e.g., elected senate, term appointments, abolition)
- Economic recession and financial crisis (2008–2009)
- Growing debate about powers and responsibilities of government
- Shifting political spectrum; Mulroney conservatism, Liberal majority governments under Chretien, emergence of Green Party, minority governments (Harper), role of opposition parties (Bloc Québécois, NDP), balance of power, prorogation of Parliament in December 2008; opposition coalition, recent federal elections, political parties' positions on issues of federalism

Planning for Teaching and Learning

This suggested model for planning teaching, learning, and assessment is based on the ‘backward design’ approach developed by Wiggins & McTighe (*Understanding by Design*, 1998).

1. Select content and determine inquiry approach

Teachers and students select content and generate inquiry questions guided by the Essential Question and Enduring Understandings. Approaches will vary based on student interest and available resources, and may include:

- Individual inquiry: each student explores different content
- Group inquiry: groups of students explore the same content
- Perspectives inquiry: individuals or groups explore content from diverse perspectives (e.g., socio-economic class, gender and sexual orientation, culture, ethnicity, religion, physical/mental ability, age . . .)
- Cooperative inquiry: small groups explore different content and share their learning with the class
- Whole class inquiry: the entire class explores the same content

2. Determine evidence and establish criteria for assessment of learning

In this stage of planning, teachers and students determine culminating tasks and descriptive criteria for the assessment of learning (e.g., products, performances, demonstrations, and other tasks that will provide evidence of understanding and historical thinking.)

3. Design teaching and learning and ongoing assessment strategies

In this stage, teachers design teaching and learning strategies that engage students in the application of Historical Thinking Concepts and Skills. The design should identify key primary sources and allow for differentiated instruction. With purpose in mind, teachers plan strategies that integrate assessment *as* and *for* learning through each phase of the learning experience (Activate, Acquire, Apply).

Refer to the Planning Template on the following pages.

Planning Template

Cluster 5: Defining Contemporary Canada (1982–present) Learning Experience 5.2

Essential Question

How has the question of national unity influenced federalism, constitutional debate and political change?

Enduring Understandings

- *Nouvelle-France, Acadie, Québec, and francophone communities across Canada have played and continue to play a role in shaping Canadian history and identity.*
- *As a result of Québec's unique identity and history, its place in the Canadian Confederation continues to be the subject of debate.*
- *French-English relations play an ongoing role in the debate about majority-minority rights and responsibilities of citizens in Canada.*
- *The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.*

Core Concept:
Citizenship

Historical Thinking Concepts and Skills

Historical Content Focus

How has Canada's history shaped the Canada of today?

How has Canada's history shaped the Canada of today?

Student Tasks to Demonstrate Learning

Assessment
of learning

Learning and Assessment Strategies

Activate

Acquire

Assessment
as, for
learning

Apply

Learning Resources (including primary source evidence)

Learning Strategies

- [Appendix A](#): Historical Thinking Instructional Strategy Templates
- [Appendix B](#): General Instructional Strategy Templates

Teaching and Learning Supports

- [Appendix C](#): Teacher Notes
- [Appendix D](#): Student Resources
- [Appendix E](#): Learning Resources

Cluster 5: Defining Contemporary Canada (1982-present)

Learning Experience 5.3

Essential Question: *How are the First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?*

Description of Learning Experience

Students examine the guarantees provided to Canada's Aboriginal Peoples by the *Charter of Rights and Freedoms* (Sections 25 and 35) and their role in the Meech Lake Accord and Charlottetown Accord. Students acquire knowledge of the different ways in which First Nations, Métis, and Inuit organizations and communities are taking action to gain a greater degree of cultural, political, and economic self-determination, and the responses to these actions by the Canadian and provincial governments.

Learning and Assessment Focus

Students will apply historical thinking concepts, and engage in inquiry on selected historical content as they focus on the following Enduring Understandings.

Enduring Understandings ([complete list by LE](#))

- First Nations, Métis, and Inuit peoples play an ongoing role in shaping Canadian history and identity.
- First Nations, Métis, and Inuit peoples have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.
- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from autonomous co-existence to colonialism to the present stage of renegotiation and renewal.
- First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Aboriginal peoples in Canada, along with recognition and affirmation of their existing Aboriginal and treaty rights.

Historical Thinking Concepts

- Establish **historical significance**
- Use primary source **evidence**
- Identify **continuity and change**
- Analyze **cause and consequence**
- Take a **historical perspective**
- Consider the **ethical dimensions** of history

Historical Background

By the end of the 19th century, many Aboriginal peoples found themselves in a position of inequality as a result of the collapse of the fur trade, increasing European settlement, and the nation-building policies of Canadian governments after 1867. They were segregated to reserves or subjected to government control in other ways. As successive Canadian governments pursued a policy of assimilation, many aspects of Aboriginal peoples' cultures were proscribed and their children were often forced to attend residential schools. The treaties were supposed to guarantee the rights of Status Indians, but the Métis and some Aboriginal peoples were not covered by treaties. Despite guaranteed rights, the treaties were often ignored and, in some parts of Canada, never signed.

First Nations, Métis, and Inuit peoples have long struggled for recognition of their rights and for economic and political parity with other Canadians. Collective actions through organizations such as the Assembly of First Nations (formerly the National Indian Brotherhood), the Métis National Council and its respective provincial counterparts, and the Inuit Tapiriit Kanatami became commonplace starting in the 1980s and have continued to be so to the present. Examples of progress towards the realization of Aboriginal rights in Canada include the recognition of Aboriginal rights in the *Charter of Rights and Freedoms*, the Royal Commission on Aboriginal Peoples, the creation of Nunavut, the Kelowna Accord, the Federal Government Residential School Apology, land claims agreements, and other actions.

Today, First Nations, Métis, and Inuit are active on many fronts, including working towards settlement of land claims, seeking redress for past wrongs, gaining recognition of treaty rights, attaining self-government, creating nation-to-nation relationships with the rest of Canada, promoting economic development, seeking social justice, experiencing cultural and spiritual resurgence, and participating in Canada's parliamentary democracy at both the provincial and federal levels. These developments are evidence of the changing relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples—a relationship that has evolved from colonialism to one of renegotiation and renewal. However, wide gaps remain in health indicators, as well as in education and employment rates between Aboriginal and non-Aboriginal Canadians. The numbers of incarcerated Aboriginal Canadians are vastly out of proportion to their population. These statistical indicators are evidence that First Nations, Métis, and Inuit Canadians have yet to realize their long struggle for equality and self-determination.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

(Note: Teachers may decide to begin this learning experience with an overview of current socio-economic, cultural, and political realities of First Nations, Métis, and Inuit peoples to provide context for this study, or to end the learning experience with such an overview.)

1. *The Constitution Act (1982) and its Effects*

- Brief review of impact of colonialism and post-Confederation treaties (Note: Refer to LE 3.3.)
- Charter recognition of rights of Aboriginal peoples (Section 25)
- Bill C-31 (1985) amends *Indian Act* to remove gender-based discrimination
- First Nations and the Meech Lake (role of Elijah Harper) and Charlottetown Accords

2. **Protest and Political Action**

- Oka crisis (1990); Aboriginal Justice Inquiry in Manitoba (1988–1991); Ipperwash standoff (1995); James Bay Cree referendum (1995); court ruling on Aboriginal sentencing (1999); creation of Nunavut (1999); Supreme Court fishing rights (Donald Marshall, 1999); Nisga'a Land Claim Agreement (2000); Burnt Church fisheries dispute (2000); Caledonia protest (2006); local protests
- The political role of the Assembly of First Nations and other Aboriginal organizations
- Impact of these events on First Nations rights and on the Canadian public

(Note: The importance of this section, rather than to study the details of each event, is for students to understand that First Nations, Métis, and Inuit peoples are increasingly taking action to gain their rights, and that related issues are now firmly on the Canadian political agenda.)

3. **Towards Reconciliation**

- Royal Commission on Aboriginal Peoples (1996)
- Moves to reconciliation: Kelowna Accord (2005); Indian Residential Schools Settlement Agreement (2006); Declaration on the Rights of Indigenous Peoples (2007) and ongoing debate on Canada's position; Indian residential school apology in Parliament (2008); Indian Residential Schools Truth and Reconciliation Commission (2009); ongoing debate regarding the *Indian Act*

4. **Current Realities of First Nations, Métis, and Inuit in Canada**

- Treaty rights, status of Métis, Nunavut, land claims, self-governance, socio-economic conditions, culture, education, and health

Planning for Teaching and Learning

This suggested model for planning teaching, learning, and assessment is based on the ‘backward design’ approach developed by Wiggins & McTighe (*Understanding by Design*, 1998).

1. **Select content and determine inquiry approach**

Teachers and students select content and generate inquiry questions guided by the Essential Question and Enduring Understandings. Approaches will vary based on student interest and available resources, and may include:

- Individual inquiry: each student explores different content
- Group inquiry: groups of students explore the same content

- Perspectives inquiry: individuals or groups explore content from diverse perspectives (e.g., socio-economic class, gender and sexual orientation, culture, ethnicity, religion, physical/mental ability, age . . .)
- Cooperative inquiry: small groups explore different content and share their learning with the class
- Whole class inquiry: the entire class explores the same content

2. Determine evidence and establish criteria for assessment *of* learning

In this stage of planning, teachers and students determine culminating tasks and descriptive criteria for the assessment *of* learning (e.g., products, performances, demonstrations, and other tasks that will provide evidence of understanding and historical thinking.)

3. Design teaching and learning and ongoing assessment strategies

In this stage, teachers design teaching and learning strategies that engage students in the application of Historical Thinking Concepts and Skills. The design should identify key primary sources and allow for differentiated instruction. With purpose in mind, teachers plan strategies that integrate assessment *as* and *for* learning through each phase of the learning experience (Activate, Acquire, Apply).

Refer to the Planning Template on the following pages.

Planning Template

Cluster 5: Defining Contemporary Canada (1982–present) Learning Experience 5.3

Essential Question

How are the First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?

Enduring Understandings

- First Nations, Métis, and Inuit peoples play an ongoing role in shaping Canadian history and identity.
- First Nations, Métis, and Inuit peoples have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.
- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from autonomous co-existence to colonialism to the present stage of renegotiation and renewal.
- First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Aboriginal peoples in Canada, along with recognition and affirmation of their existing Aboriginal and treaty rights.

Core Concept:
Citizenship

Historical Thinking Concepts and Skills

Historical Content Focus

How has Canada's history shaped the Canada of today?

How has Canada's history shaped the Canada of today?

Student Tasks to Demonstrate Learning

Assessment
of learning

Learning and Assessment Strategies

Activate

Acquire

Assessment
as, for
learning

Apply

Learning Resources (including primary source evidence)

Learning Strategies

- [Appendix A](#): Historical Thinking Instructional Strategy Templates
- [Appendix B](#): General Instructional Strategy Templates

Teaching and Learning Supports

- [Appendix C](#): Teacher Notes
- [Appendix D](#): Student Resources
- [Appendix E](#): Learning Resources

Cluster 5: Defining Contemporary Canada (1982-present)

Learning Experience 5.4

Essential Question: *How have Canada's international relations changed since 1982, and what should its global commitments be for the future?*

Description of the Learning Experience:

Students acquire knowledge of Canada's involvement in and obligations to a variety of international organizations such as the United Nations, the Commonwealth, and the North Atlantic Treaty Organization (NATO). Students explore the strong ties between Canada and the United States, particularly in the areas of trade, defence, and security. Students investigate how Canada is affected by the forces of globalization, and debate the role it should play in international development, military engagements, environmental issues, and global climate change.

Learning and Assessment Focus

Students will apply historical thinking concepts, and engage in inquiry on selected historical content as they focus on the following Enduring Understandings.

Enduring Understandings ([complete list by LE](#))

- Canada continues to be influenced by issues of war and peace, international, and global interactions.
- Geographic, economic, cultural, and political links to the United States continue to be important factors in Canada's development.
- Since the beginning of the 20th century, Canada has played an increasingly active role in world affairs through trade and development, military involvement, and international organizations.
- Global interdependence challenges Canadians to examine and redefine the responsibilities of citizenship.

Historical Thinking Concepts

- Establish **historical significance**
- Use primary source **evidence**
- Identify **continuity and change**
- Analyze **cause and consequence**
- Take a **historical perspective**
- Consider the **ethical dimensions** of history

Historical Background

Since 1982, Canada has played an active role in international organizations, including the United Nations, the Commonwealth, la Francophonie, the North Atlantic Treaty Organization, the World Trade Organization, the Organization for Economic Co-operation and Development, and many others. In 1990, Canada joined the Organization of American States, whose purpose is to promote and protect democracy, human rights, security, and development in the western hemisphere.

Canadians are involved in international development work around the world through both governmental and non-governmental organizations. Canadian forces took part in the first Gulf War and have been involved in United Nations military and peacekeeping operations in many parts of the world, while also serving a combat role with NATO forces in the Balkans and Afghanistan. In addition to its military role, Canadian civilians and members of the military and police forces have served as election monitors, police trainers, and truce monitors, and have assisted in reconstruction and development work. Canada is active in world trade as both an importing and an exporting nation. Due to its history and its geographical position, Canada has a close relationship with the United States and, in 1987, signed a Free Trade Agreement (and the North American Free Trade Agreement in 1994) with the United States. During this period, Canada was increasingly affected by American decisions regarding border security and the movement of goods and people.

By the 1990s, Canada was increasingly affected by the forces of globalization. As a result of high levels of immigration, a segment of Canada's population had family connections elsewhere in the world, leading at times to Canada's unintended involvement in disputes and disagreements in their countries of origin.

In recent years, Canadians have debated what role it should play in tackling environmental issues in terms of promoting a focus on sustainable development and attempting to cope with the effects of climate change. Since 1982, as in the past, Canada has played an active role in the world as a middle power, and Canadians continue to debate the nature of Canada's global involvements and commitments and how we should meet them.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. Canada as a Middle Power in World Affairs

- A brief review of Canada's increasing international role after the Second World War (Note: Refer to LE 4.3; students have also studied international relations in Grade 9 Social Studies.)
- End of Cold War and new geo-political realities (e.g., collapse of USSR [1991]; expansion of NATO)
- Canada's participation in United Nations development, peacekeeping, and peace making initiatives (e.g., General Dallaire in Rwanda; Canadian missions in Central America, Asia, and Middle East; election observers, truce monitors, police trainers; reconstruction; the Ottawa Treaty [Mine Ban Treaty, 1997])
- Canada's military engagements (e.g., First Gulf War [1990] and navy patrols in Persian Gulf; Somalia Affair [1992–1993]; Bosnia and the Balkans [1990–1995]; mission in Afghanistan [2002–2011])

2. Relations with the United States

- Shamrock Summit of 1985 (Mulroney, Reagan); Canada–U.S. Free Trade Agreement of 1988 and subsequent trade issues; North American Free Trade Agreement of 1994; Canada joins Organization of American States in 1990
- Post-9/11 security concerns; non-involvement in Iraq; anti-missile defence; border security, Arctic sovereignty
- Obama election and political shift

3. Global Interdependence Now and in the Future

- What role should Canada play in the world (e.g., defence and protection, world peace, economics and trade, technology and environment; foreign aid and relief, human rights, and social justice...)?
- Current issues relating to migration, immigration, and refugees
- Environmental issues: sustainable development, climate change, Kyoto Accord, Canada’s responsibilities as a developed country

Planning for Teaching and Learning

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Refer to the Planning Template on the following pages.

Planning Template

Cluster 5: Defining Contemporary Canada (1982–present) Learning Experience 5.4

Essential Question

How have Canada's international relations changed since 1982, and what should its global commitments be for the future?

Enduring Understandings

- Canada continues to be influenced by issues of war and peace, international and global interactions.
- Geographic, economic, cultural, and political links to the United States continue to be important factors in Canada's development.
- Since the beginning of the 20th century, Canada has played an increasingly active role in world affairs through trade and development, military involvement, and international organizations.
- Global interdependence challenges Canadians to examine and redefine the responsibilities of citizenship.

Core Concept:
Citizenship

Historical Thinking Concepts and Skills

Historical Content Focus

How has Canada's history shaped the Canada of today?

How has Canada's history shaped the Canada of today?

Student Tasks to Demonstrate Learning

Assessment
of learning

Learning and Assessment Strategies

Activate

Acquire

Assessment
as, for
learning

Apply

Learning Resources (including primary source evidence)

Learning Strategies

- [Appendix A](#): Historical Thinking Instructional Strategy Templates
- [Appendix B](#): General Instructional Strategy Templates

Teaching and Learning Supports

- [Appendix C](#): Teacher Notes
- [Appendix D](#): Student Resources
- [Appendix E](#): Learning Resources