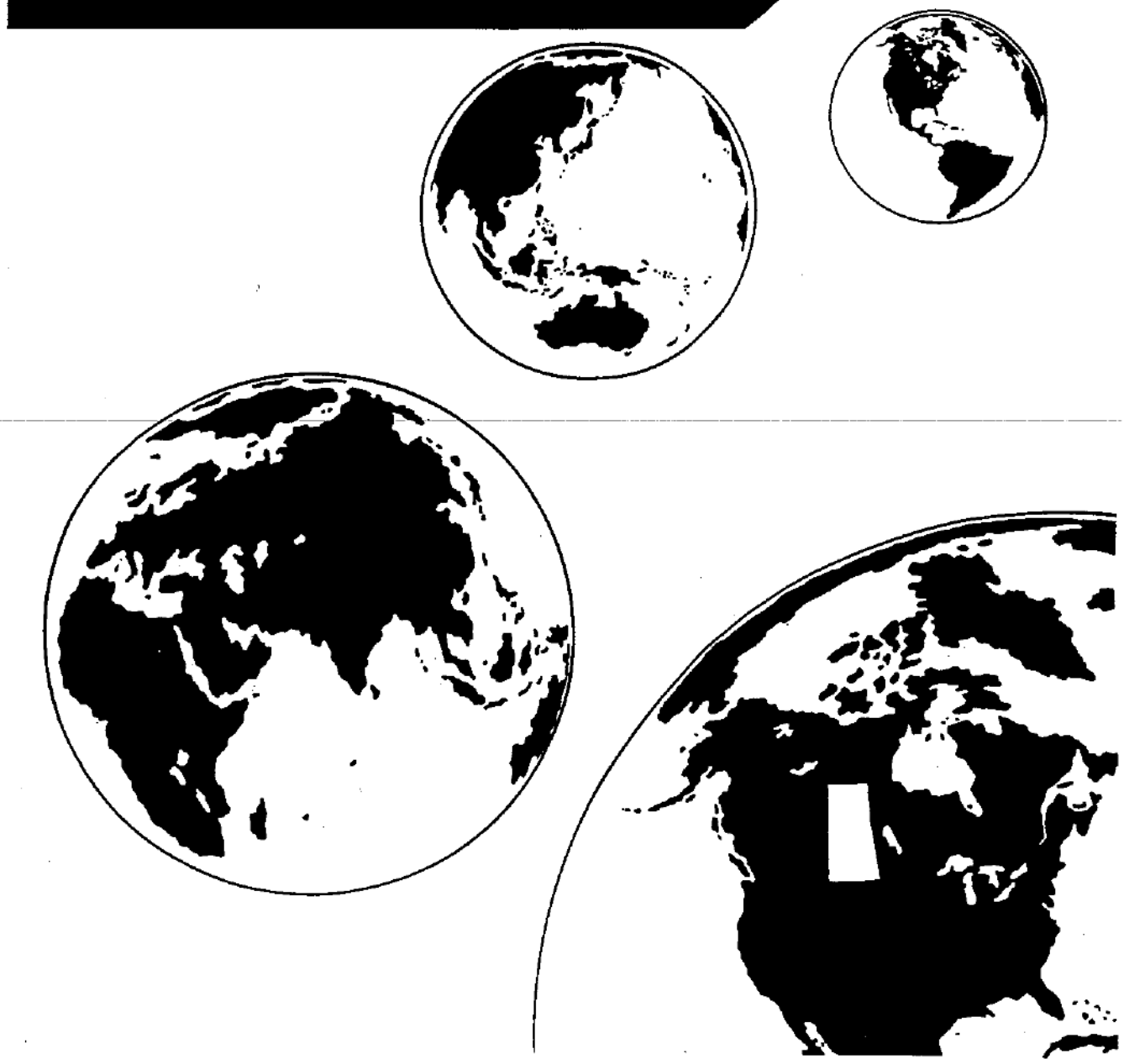
Saskatchewan
Learning

Social Studies 30: Canadian Studies

Curriculum Guide



June 1997

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Curriculum Guide

Saskatchewan Education
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Introduction

The Basis for Curriculum Reform in Social Studies and History

Canadian Studies is part of a series of curriculum reforms in the social studies undertaken by Saskatchewan Education.

This comprehensive curriculum development process began with the establishment of the Social Studies Task Force in 1981. The Task Force was made up of people representing various sectors of Saskatchewan society. It surveyed a wide range of public opinion and on the basis of its findings compiled a report outlining a philosophy for social studies education.

In October 1982, the Minister of Education established a Social Sciences Reference Committee. The Reference Committee developed a plan of action based on the recommendations of the Task Force to give specific direction to the planned course revisions.

The Aim of Social Studies Education

The Reference Committee defined the aim of social studies education as:

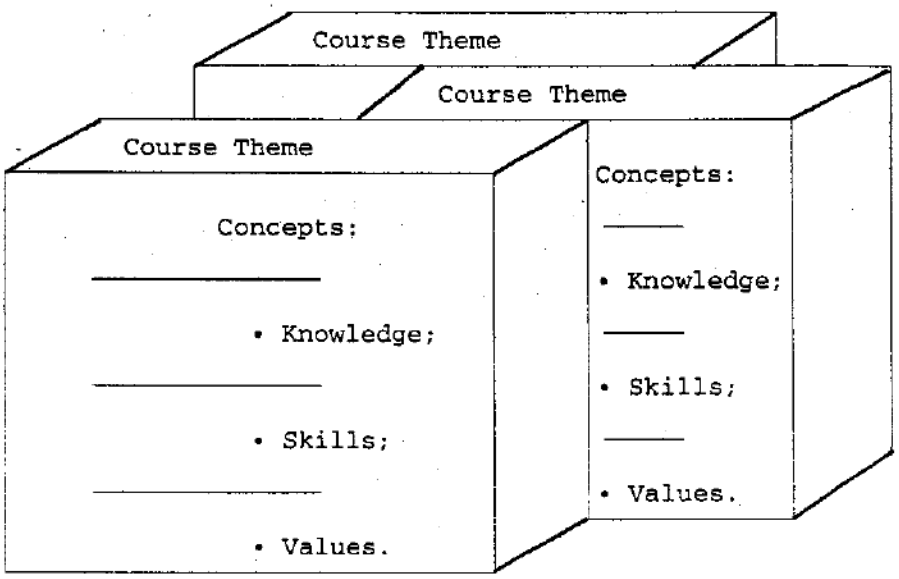
> *a study of people and their relationships with their social and physical environments. The knowledge, skills, and values developed in social studies help students to know and appreciate the past, to understand the present and to influence the future. Therefore, social studies in the school setting has a unique responsibility for providing students with the opportunity to acquire knowledge, skills and values to function effectively within their local and national society which is enmeshed in an interdependent world.*
>
> Saskatchewan Education. (1984). Report of the Social Sciences Reference Committee. Regina, SK. p. 1

In 1994, in *Policy Directions for Secondary Education in Saskatchewan*, the Minister's response to the High School Review Advisory Committee's Final Report, the Minister of Education stated that because "we live in a complex society and students require a thorough knowledge of social issues and history" it is necessary to "develop new courses in History 30 and under the common title *Canadian Studies*. The Canadian Studies 30 requirement will be fulfilled by taking:

- History 30: Canadian Studies,
- Social Studies 30: Canadian Studies, or
- Native Studies 30: Canadian Studies.

The Goals of Social Studies Education, K-12

The following model represents the social studies curricula:



This model of social studies education prescribes four major goals for social studies teaching:

- **concept formation** - helping students understand and apply concepts to:
  - **knowledge** - so that students are able to organize, interpret, and communicate information about the social studies;
  - **skills/abilities** - so that students understand those skills/abilities necessary in organizing, interpreting and communicating social studies information; and,
  - **values** - so that students are able to evaluate the ideas and beliefs facing citizens of a democratic society.

Themes for the Social Studies, 1-12

The Reference Committee has outlined a set of twelve themes, one for each grade level. The themes present a content sequence designed to guide students from the familiar to the unfamiliar and from a local to a global view of the world. The themes for grades 1-12 are:

Grade 1: Families
Grade 2: Local Community
Grade 3: Community Comparisons
Grade 4: Saskatchewan
Grade 5: Canada
Grade 6: Canada's Global Neighbours
Grade 7: Canada and the World Community
Grade 8: The Individual in Society
Grade 9: The Roots of Society
Grade 10: Social Organizations
Grade 11: World Issues
Grade 12: Canadian Studies

Core Curriculum

The major components of Core Curriculum are the **Required Areas of Study** and the **Common Essential Learnings**. Core Curriculum also provides for **Locally-Determined Options** to meet needs at the local level and the **Adaptive Dimension** which provides opportunities for teachers to individualize instruction.

Core Curriculum is intended:

> *...to provide all Saskatchewan students with an education that will reinforce the teaching of basic skills and introduce an expanded range of new skills to the curriculum. It will also encompass the processes and knowledge needed to achieve broader goals as identified by the Curriculum and Instruction Review Committee.*
>
> Adapted from: Saskatchewan Education. (1987). Core Curriculum: Plans for Implementation. Regina, SK: Author, p. 3.

The seven required areas of study within the Core Curriculum are language arts, mathematics, science, social studies, health education, arts education, and physical education.

Six common essential learnings (C.E.L.s) have been defined and are incorporated into social studies teaching as perspectives which influence how social studies is taught. The C.E.L.s are to be taught and evaluated as part of the social studies courses. The Common Essential Learnings (C.E.L.s) are summarized below.

Independent Learning involves the creation of opportunities and experiences necessary for students to become capable, self-reliant, self-motivated, and life-long learners who see learning as an empowering activity of great personal and social worth.

Personal and Social Values and Skills deals with the personal, moral, social, and cultural aspects of each school subject and has as a major objective the development of responsible and compassionate citizens who understand the rational basis for moral claims.

Critical and Creative Thinking is intended to help students develop the ability to create and critically evaluate ideas, processes, experiences, and objects related to the social studies.

Communication focuses on improving students' understanding of language used in the social studies.

Numeracy involves helping students to develop a level of competence which would allow them to use mathematical concepts in the social sciences.

Technological Literacy helps students appreciate that technological systems are integral to social systems and cannot be separated from the culture within which they are shaped.

Indian and Métis Curriculum Perspectives

The integration of Indian and Métis content and perspectives within the K-12 curriculum fulfils a central recommendation of *Directions* (1983), the *Five Year Action Plan for Native Curriculum Development* (1984) and the *Indian and Métis Education Policy from Kindergarten to Grade 12* (1995).

> *Saskatchewan Education recognizes that the Indian and Métis peoples of the province are historically unique peoples occupying a unique and rightful place in society. Saskatchewan Education recognizes that education programs must meet the needs of Indian and Métis students, and that changes to existing programs are also necessary for the benefit of all students.*
>
> Saskatchewan Education. (1995). Indian and Métis Education Policy from Kindergarten to Grade 12. Regina, SK: Author, p. 2.

The inclusion of Indian and Métis perspectives benefits **all students** in a pluralistic society. Cultural representation in all aspects of the school environment empowers children with a positive group identity. Indian and Métis resources foster a meaningful and culturally identifiable experience for Indian and Métis students, and promote the development of positive attitudes in **all students** towards Indian and Métis peoples. This awareness of one's own culture and of the cultures of others develops self-concept, enhances learning, promotes an appreciation of Canada's pluralistic society and supports universal human rights.

Saskatchewan Indian and Métis students come from varied cultural backgrounds and social environments including northern, rural, and urban areas. Teachers must understand the diversity of the social, cultural, and linguistic backgrounds of Saskatchewan Indian and Métis students. All educators need cross-cultural education, and increased awareness of applied sociolinguistics, first and second language acquisition theory, and standard and non-standard usage of language. Teachers must use a variety of teaching strategies that match and build upon the knowledge, cultures, learning styles, and strengths which Indian and Métis students possess. Responsive adaptations are necessary to all curriculum for effective implementation.

The following points summarize Saskatchewan Education's expectations for the appropriate inclusion of Indian and Métis content in curriculum and instruction.

- *Curricula and materials will concentrate on positive images of Indian, Métis, and Inuit peoples.*
- *Curricula and materials will reinforce and complement the beliefs and values of Indian, Métis, and Inuit peoples.*
- *Curricula and materials will include historical and contemporary issues.*
- *A strong curriculum emphasis will be given to Indian/Métis Studies, Indian languages, and English language development.*
- *Curricula and materials will reflect the legal, cultural, historical, political, social, economic, and regional diversity of Indian, Métis, and Inuit peoples.*

> Saskatchewan Education. (1995). Indian and Métis Education Policy from Kindergarten to Grade 12. Regina, SK: Author, p. 10.

Saskatchewan teachers are responsible for integrating into the appropriate units resources that reflect accurate and sufficient Indian and Métis content and perspectives. Teachers have a responsibility to evaluate all resources for bias and to teach students to recognize such bias.

Gender Equity

Saskatchewan Education is committed to providing quality education for all students in the K-12 system. Expectations based primarily on gender limit students' ability to develop to their fullest potential. While some stereotypical views and practices have disappeared, others remain. Although many schools have tried to provide equal opportunity for male and female students, continued efforts are required so that equality of benefit or outcome may be achieved. It is the responsibility of schools to create an educational environment free of gender bias. This can be facilitated by increased understanding and use of gender balanced material and non-sexist teaching strategies. Both girls and boys need encouragement to explore non-traditional as well as traditional options.

To meet the goal of gender equity in the K to 12 system, Saskatchewan Education is committed to the reduction of gender bias which restricts the participation and choices of all students. It is important that the Saskatchewan curriculum reflects the variety of roles and the wide range of behaviours and attitudes available to all members of our society. The new curriculum strives to provide gender balanced content, activities, and teaching strategies described in inclusionary language. These actions will assist teachers to create an environment free of stereotyping and enable both girls and boys to share in all experiences and opportunities which develop their abilities and talents to the fullest.

Resource-Based Learning

Resource-based teaching and learning is a means by which teachers can greatly assist the development of attitudes and abilities for independent, life-long learning. Resource-based instruction means that the teacher, and teacher-librarian, if available, will plan units which integrate resources with classroom assignments, and teach students the processes needed to find, analyze, and present information.
It is intended that secondary social studies students will use a variety of learning resources in order to develop both knowledge and skills. Resource-based instruction is an approach to curriculum which uses all types of resources. Some possible resources are books, magazines, films, audiotapes and videotapes, computer software and databases including Internet, manipulable objects, commercial games, maps, community resources, museums, field trips, pictures and study prints, real objects and artifacts, and media production equipment.

Social studies teachers should introduce current events whenever possible. A vertical file, containing current pamphlets, articles and newspaper clippings is needed. Ideally, this file is housed, circulated and maintained through the school library. On-line newspapers, available through Internet, can supplement the vertical file. With some time and patience a classroom teacher may develop a file for social studies using headings from a standardized list such as *Sears List of Subject Headings* (1991), and *Sears List of Subject Headings: Canadian Companion* (1987).

The following points will help teachers use resource-based teaching and learning:

- Discuss the objectives for the unit or assignment with students. Incorporate needed research skills into the activities in the unit, so that skills are always used at the time they are taught. Work with your teacher-librarian, if available.

- Planning with the library staff well ahead of time. This will ensure that adequate resources are available and will allow you and the library staff to make decisions about shared teaching responsibilities.

- Show students that you are a researcher who seeks out sources of knowledge by using a variety of resources in your classroom teaching. Discuss sources of information with students and encourage them to use other libraries, government departments, museums and other community resources when they are doing research. Many such resources can be accessed on World Wide Web sites, on Internet, maintained by the originating agency.

- Provide resource lists and bibliographies to support specific units of study.
- Encourage students to ask the teacher-librarian to help them identify multi-media and multi-mode resources related to their assignment or unit.
- Increase your knowledge about integrating resources into regular classroom by attending planning and inservice sessions.
- Identify quality curricular resources that might be added to the school library collection or that might be accessed through electronic means.
- Support the important role of the library resource centre when you talk with colleagues, principals, and directors.

Multicultural Education

Multicultural education is an interdisciplinary educational process which fosters understanding, acceptance, empathy, and constructive and harmonious relations among peoples of diverse cultures. It encourages learners of all ages to view different cultures as a source of learning and enrichment.

Multicultural education:

- is broadly conceptualized and comprehensive;
- first develops an awareness or recognition of one's own culture and ethnicity;
- develops an understanding of similarities and differences among cultures;
- stresses the acquisition of skills in analysis, communication and inter-group relations, which enables one to function effectively in varying cultural environments;
- includes the ability to formulate creative and novel solutions to personal and social issues; and,
- fosters positive attitudes towards self and other ethnocultural and racial groups.

The public education system has a responsibility to prepare students for living in this multicultural environment. It must address a variety of issues ranging from ethnocentrism to unity through acceptance and understanding, from discrimination to equality of experience and opportunity. Sound teaching practices, such as being aware of a child's social and psychological background, encouraging the development of self-esteem and security in identity, and responding to individual needs, are consistent with the philosophy underlying multicultural education.

Overview of Social Studies Curricula

> Children will not truly understand a concept until they have had an opportunity to re-invent it for themselves.
>
> Piaget

The objectives of social studies education as outlined by the Social Studies Task Force, the Reference Committee, and Core Curriculum emphasize skills and attitudes that will enable students to understand information; research and write about issues in creative, meaningful ways; and debate and evaluate issues. Recall of factual information is required to the extent that it supports these objectives.

Evaluation must also reflect these objectives by testing students for more than the recall of information. Evaluation must determine whether students are achieving the skills/abilities and attitudinal objectives as well as the informational objectives of the course. It is important that in the evaluation process students demonstrate they have learned to generate and apply knowledge in meaningful ways.

Conceptual Teaching

The Twenty Core Concepts

A concept is a category that groups together objects or ideas with certain similarities. Each category is defined by criteria which determine what can and cannot be accepted into the category.

Central to the K-12 social studies framework is a set of twenty major concepts drawn from the social science disciplines. These concepts act as organizers for the required knowledge, skills, and values learnings.

The twenty concepts are:

Beliefs	Decision making	Institution	Power
Causality	Distribution	Interaction	Resources
Change	Diversity	Interdependence	Technology
Conflict	Environment	Needs	Time
Culture	Identity	Location	Values

Concept Attainment

The goals of both the Reference Committee and Core Curriculum (with its emphasis on the Common Essential Learnings) include the teaching of higher order thinking as well as teaching social studies and history information. Instructional methods that promote both types of learning at the same time must be used. Concept attainment is one such method. People organize information into meaningful patterns using concepts. Objects or ideas which have in common certain characteristics or critical attributes can be placed in the same category and given a label. These labelled categories are concepts.

Concept Application

A concept can range from a category of things as concrete as chairs to a category of relationships as abstract as power. By learning to understand and use concepts, students can use the critical attributes of a concept as criteria to categorize data so that inferences may be drawn from them. This process enables the student to simplify complex information by organizing (classifying) the categories or concepts into meaningful patterns. This is an important step towards independent learning and critical and creative thinking.

Distribution of Concepts, Grades 1 - 12

The twenty concepts are developed as major concepts at various grade levels as shown below.

Concept	Elementary					Middle				Secondary		
	1	2	3	4	5	6	7	8	9	10	11	12
Beliefs								x	x	x	x	x
Causality									x	x	x	x
Change	x		x			x	x	x	x	x	x	x
Conflict										x	x	x
Culture	x			x				x	x	x	x	x
Decision making			x	x	x			x	x	x	x	x
Distribution					x		x				x	x
Diversity		x	x	x	x	x			x	x	x	x
Environment		x	x						x		x	x
Identity	x			x	x	x		x	x		x	x
Institution				x	x	x				x	x	x
Interaction						x	x		x		x	x
Interdependence			x			x		x		x	x	x
Location				x		x	x			x		x
Needs					x	x	x	x		x	x	x
Power							x		x	x	x	x
Resources					x		x				x	x
Technology				x					x		x	x
Time		x			x	x			x	x	x	x
Values				x	x	x	x	x	x	x	x	x

Teaching Skills and Abilities

If students are to achieve the objectives of higher order thinking, then they must develop the abilities which make this possible. Achievement of the objectives within the C.E.L.s cannot happen unless time and effort is spent helping students learn the prerequisite skills/abilities.

Beyer argues that an effective curriculum on thinking skills should introduce a limited number of skills/abilities (three to five) at each grade level. Students are not able to learn to the mastery level more than five skills per year. By providing a sequenced development of skills/abilities from the primary years to the secondary years, a scope and sequence can ensure that students master the necessary number of skills/abilities to allow them to become independent, critical and creative learners.

Beyer, B. (1984). Improving thinking skills: Defining the problem. *Phi Delta Kappan, (65)7,* 486-490.

Adaptation

Only one or two skills are prescribed for each grade so the course can be adapted to make it suitable for the class being taught. Skills/abilities are introduced gradually throughout each course. This allows students to learn the skill at the beginning of the course, to practise it, and to use the skill independently. Students are expected to achieve some measure of independence in the use of skills prescribed for each grade level.

Grade Nine: Categorizing, Classifying, Generalizing, and Inferring

Two skills/abilities that are greatly emphasized throughout the middle years are categorizing and classifying. While categorizing (creating a group or class within a system) is inherent in conceptualizing, it should also be taught as a skill basic to critical and creative thinking. Classifying (the process of arranging groups or classes according to some system) is another basic skill taught throughout the middle years (most particularly in grade 9) because it is a fundamental prerequisite to the skill of analysis. The skills of generalizing (noting common elements among cases or data being studied) and inferring (using a generalization made from data/cases to draw implications or form conclusions about that or another case) are also emphasized in grade nine.

Grade Ten: Analyzing and Hypothesizing

In grade 10 the skills of classifying and inferencing are carried on, reinforced, and used as the basis for developing the ability to analyze and hypothesize. Students will be taught to classify data using grids and/or concept maps. Once they can do this, they are in a position to draw inferences about relationships within the data. These inferences become the basis for an hypothesis.

Grade Eleven: Dialectical Thinking, Problem Solving, Decision Making, and Conflict Resolution

In grade 11, the skills of analysis and hypothesizing continue to be stressed and used to develop the abilities to think dialectically and to solve problems. Given the controversial nature of many of the world issues students will be studying and because students will be entering a world which requires the ability to think about issues that are complex and many-sided, students will need to learn to deal with ambiguity and uncertainty. Dialectics and its related processes of creative problem solving, decision making, and conflict resolution are logical extensions of hypothesizing and analyzing. Students who have been introduced to these skills in previous years will learn to define the different sides of a dialectic and then analyze the sides for logical consistency. Students doing creative problem solving can use inferencing and hypothesizing to define the alternatives in a problem and then use analytical grids to decide upon the best course of action. Much the same process occurs in decision making and conflict resolution, the other two major skills of grade eleven social studies.

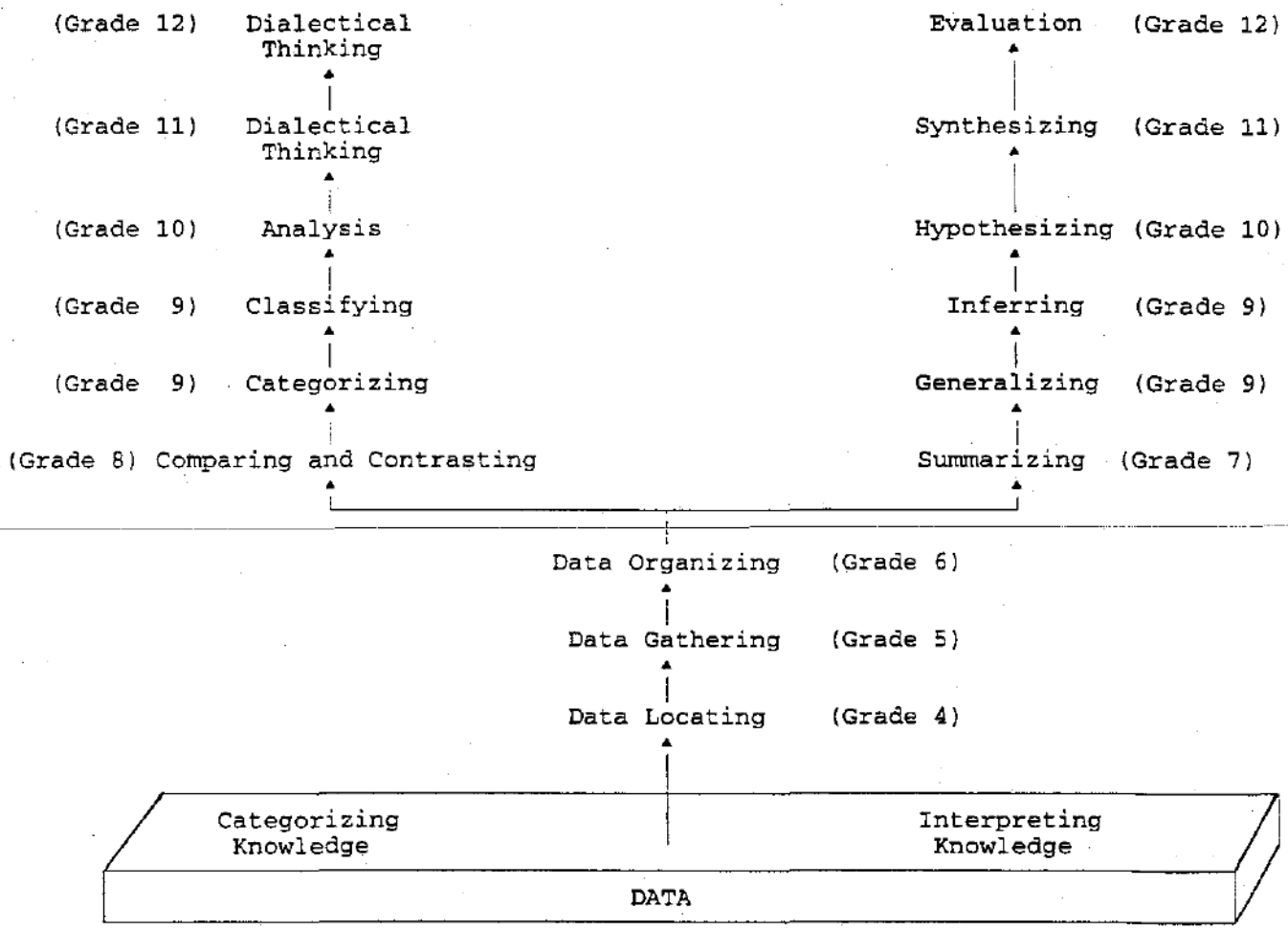
Grade Twelve: Dialectical Thinking and Evaluation

Canadian Studies 30 represented by History 30, and Social Studies 30 continues to emphasize the ability to think dialectically. Canada is a pluralistic society which has many fundamental divisions -- geographic, cultural, and ideological. On most issues, it is usual to have to choose between competing points of view, each supported by well reasoned arguments. Students need to learn the skills of dialectical thinking so that they can analyze and evaluate competing arguments with the purpose of determining which argument is better or determining whether the initial arguments are part of a larger more inclusive argument which takes precedence over the initial arguments. It is necessary for young people to learn to think dialectically to prepare them to play a significant role in the affairs of Canadian society.

Canadian citizens face a barrage of carefully crafted arguments supporting various points of view, some of which are legitimate and some of which are propaganda. Students need help in developing the capacity to distinguish between the two. Students in grade 12 will be formally taught the skill of evaluation. As part of that process they will practise using the concept of criterion (which has been used systematically in grades 9, 10, and 11) as the basis on which people make evaluative judgments about the legitimacy of a point of view. There is an important conceptual distinction between opinion and judgment. A judgment is a conclusion about something which is based on preselected criteria or standards as a reference while opinion is a conclusion based on personal attitudes.

Scope and Sequence of Intellectual Abilities

Note: The chart below does not mean an intellectual ability assigned to one grade level would not be used at another grade level. **All of these abilities (and others) will be used to some degree in each grade.** The intent is to provide a scope and sequence chart of basic intellectual abilities which is developmental so the abilities introduced in one year will serve as the basis for the abilities to be learned in subsequent years.



Adapted from Hannah, L. & Michaelis, J. (1977).
A Comprehensive Framework for Instructional Objectives: A Guide to Systematic Planning and Evaluation.
Menlo Park, CA: Addison - Wesley, pp. 13-16

Mastery Learning of Skills/Abilities

The objective for each year is for students at each grade level to master one or two intellectual abilities well enough so they can use the abilities independently. In assessing student progress in the abilities, a teacher should determine whether a student is able to use the ability independently or whether the student is at a more preliminary stage. It is important to reinforce and build on the achievements of previous years so that students' abilities grow over their school careers.

In the social studies program students deal with skills/abilities in four stages:

- being formally introduced to the skill/ability;
- practising using the skill/ability in a number of situations;
- achieving independent use of the skill/ability; and,
- maintaining and expanding the use of their skill/ability.

Teachers may wish to use the descriptors of introducing, practising, achieving independent use, and maintaining and expanding in a checklist or rating scale to chart student progress. Until the mastery level is achieved, students should not be expected to perform the skill with full effectiveness.

Adaptation of Intellectual Demands to Student Ability

Many students in grade 12 will have moved into Piagetian formal operations while others will be in the transitional stage between concrete and formal operations. Again, as in all secondary programs, consideration must be given to this reality. Thus objectives must be interpreted and strategies used in ways that do not challenge students beyond their ability.

The grade 12 social studies and history courses have been designed around the learning cycle on page 40. It is important that skills/abilities (and concepts) be introduced to students using concrete material that is familiar. Then students will be able to concentrate on the concepts and the skills/abilities rather than having to learn new material as well.

Effective Teaching of Skills/Abilities

There are many approaches to teaching skills and abilities, each with advantages and disadvantages. One approach that is useful because of its "common sense" nature was devised by Barry Beyer. These assumptions are built into the grade 12 social studies and history programs. Beyer assumes a skill is learned best when students:

- are consciously aware of what they are doing and how they do it;
- are not distracted by other inputs competing for attention;
- see the skill modeled;
- engage in frequent, but intermittent (not massed), practise of the skill;
- use feedback received during this practise to correct their use of the skill;
- talk about what they did as they engaged in the skill;
- receive guidance on how to use a skill at a time when they need the skill to accomplish a content related goal; and,
- receive guided opportunities to practise the skill in contexts other than that in which the skill was introduced.

What this means for teaching is that skills will not be mastered by students unless teachers are prepared to use a definite strategy aimed at mastery learning.

- Skills should be introduced in a way that shows the student these skills can accomplish tasks related to the subject matter. The purpose of this is to demonstrate to the student that the skill is useful.
- Next the teacher should explain the skill in detail showing the student exactly what the skill is, its purpose, and the procedures involved in using the skill.
- The teacher should demonstrate the skill, preferably by modelling it in a class situation.
- Once these steps have been completed, students should be given opportunities to apply and practise the skill using the course content they are studying.

(Note: Most research indicates clearly that skills have to be learned in the context of actual course content. Skills learned in isolation from content will not automatically transfer to any content that may be selected later.)

As part of their practise, students:
- should be coached in the use of the skill; and,
- should be given opportunities to think about the effective use of the skill.

Beyer, Barry. "Improving Thinking Skills - Practical Approaches". *Phi Delta Kappan*. April, 1984.

Teaching Controversial Issues

The teaching of value-laden issues has generated much controversy. Some argue that in a pluralistic society, there can be no broad consensus on values. People who adopt this assumption argue that social studies education has to be objective and value free in order to avoid offending certain points of view. A second position is to provide students with opportunities to clarify their personal values, work out the consequences of those values and decide for themselves what they will or will not accept. A third position is to argue that there is some basic consensus on fundamental moral and ethical values in our society and that these values can be taught in a meaningful way.

It is assumed in *Canadian Studies* that there are fundamental values on which there is agreement. It is also assumed that there are many disagreements and that students need to learn to deal with controversy. The social studies and history curricula provide students with learning experiences that will help them identify some of the fundamental value positions of society and how these arose. This curriculum deals with controversy, even invites it. However, it does not suggest that any belief is as good as any other belief. Our society does not accept that, and we should not give that impression to our students. Therefore, this curriculum makes no attempt to be objective in the sense of being value free.

There is a fine line between education and propaganda. *Canadian Studies* treads this line by giving students opportunities to examine controversial issues. Debating these issues will provide students with the opportunity to apply concepts and higher order thinking skills in organizing, interpreting, and communicating information meaningfully. In this process, students can begin to understand the role of values as the basis for making inferences. From this, it is a short step to understanding that values provide us with evaluative criteria and that we depend upon the traditions of Canadian society to provide us with guidelines. A short list of these criteria would include human dignity, basic rights and responsibilities as defined in the Canadian Charter of Rights and Freedoms, and respect of and tolerance for individual differences.

In determining what is appropriate for students in the area of values objectives, teachers should be aware of family and community standards. Educational decisions related to value objectives in the classroom should reflect these standards as well as those in the Canadian Charter of Rights and Freedoms. If a controversy arises between positions taken by family and community and that of the Charter, students should be encouraged to engage in dialectical thinking about the various positions before arriving at their personal value position.

Evaluation

Evaluation of Student Learning

The curriculum guide includes three categories of objectives: knowledge, skills/abilities, and values. Each category includes specific learning objective statements which define the expectations of the curriculum. From these statements the teacher will need to identify, in specific terms, those dimensions of the learning objectives that the teacher considers appropriate for the students. The course as a whole and each unit has a set of foundational or core objectives which all students are expected to achieve. The remaining time can either be used for enrichment or for additional help and support. Evaluation should, at the minimum, be based on these foundational objectives.

Evaluation of Values Objectives

Teachers should avoid evaluating students' value positions as either right or wrong. This is only appropriate in situations relating to fundamental human rights. In most cases, there are quite a variety of acceptable positions in a pluralistic society. Therefore, teachers should try to pursue with students the reasoning that lies behind their value positions.

Values objectives in the curriculum guide call for the student to appreciate the complexity of many issues related to various aspects of social life. This is not a demand that students adopt a certain value position, but rather a suggestion to students that they should begin to understand some of the underlying moral, ethical, and aesthetic conflicts and contradictions of the social issue in question. Objectives of this sort lend themselves much more readily to informal methods of formative evaluation.

From individual, group, and class discussions, teachers can get a "feel" for what students have learned about a values objective that has been taught in the classroom. Teachers should chart changes which occur in student values rather than evaluate the quality of students' values. These changes may be recorded through the use of anecdotal records and checklists.

A major objective of social studies and Core Curriculum is to teach critical and creative thinking. Teachers must not deny this process to the students by insisting on a single value position in the classroom. Rather, the teacher ought to use these opportunities to stimulate discussion and independent thinking about issues.

Encourage students to develop the thinking and communications skills that allow them to develop legitimate value positions and to express and defend them in open debate. Teachers may evaluate students' work from this perspective, provided it is clear that the skills of thinking, logic, and communication are being evaluated rather than a specific value position. Being specific as to what these skills are and the stages in development that occur in them aids the teacher in constructing assessment instruments to gather such information.

Note: For a more detailed discussion of these issues see pages 46-49 of Saskatchewan Education (1988), *Understanding the Common Essential Learnings: A Handbook for Teachers.* Regina, SK.

Evaluation of Skills/Abilities

It is important in evaluation to show clearly that there is a relationship or congruence between what has been taught and what is being evaluated. If an important teaching objective has been skills/abilities, then test instruments should also measure skills/abilities. It is important in meeting the objectives of this course to emphasize skills/abilities as well as information in any evaluative instrument used.

It is equally important when evaluating skills that students be asked to demonstrate that they know the skills conceptually and to select and apply the appropriate skill to a particular situation. Students should be asked to apply skills to new material, so that they are not able to use preformed generalizations as a crutch.

Types of Evaluation

It is useful to distinguish between the terms *assessment* and *evaluation*. These terms are often used interchangeably, which causes some confusion in their meaning. *Assessment* is a preliminary phase in the evaluation process. In this phase, various strategies are used to gather information about student progress. *Evaluation* is the weighing of assessment information against some standard (such as curriculum learning objectives) in order to make a judgment or evaluation about the performance of the student. This may then lead to other decisions and actions by the teacher, student, or parent.

There are three main types of student evaluation:

- Formative evaluation is an ongoing classroom process that keeps students and educators informed of students' progress towards program learning objectives. The main purpose of formative evaluation is to improve instruction and student learning. It provides teachers with information which can be used to modify instructional objectives. Students are provided direction for future learning and are encouraged to take responsibility for their own progress.

- Summative evaluation occurs most often at the end of a unit of study. Its primary purpose is to determine what has been learned over a period of time, to summarize student progress, and to report on progress relative to curriculum objectives to students, parents, and educators.

- Diagnostic evaluation usually occurs at the beginning of the school year or before a unit of instruction. Its main purposes are to identify students who lack prerequisite knowledge, understanding, or skills, so that remedial help can be arranged; to identify gifted learners to ensure that they are being sufficiently challenged; and to identify student interests.

Teachers conduct all three types of evaluation during the course of the school year.

Guiding Principles of Student Evaluation

Recognizing the importance of evaluation as an integral part of the curriculum, Saskatchewan Education has developed five general guiding principles which are closely linked to the *Evaluation in Education* report and provide a framework to assist teachers in planning for student evaluation.

For a more extensive treatment see Saskatchewan Education (1991). *Student Evaluation: A Teacher Handbook*. Regina, SK.

- Evaluation is an essential part of the teaching-learning process. It should be a planned, continuous activity which is closely linked to both curriculum and instruction.

- Evaluation should be guided by the intended learning outcomes of the curriculum and a variety of assessment strategies should be used.

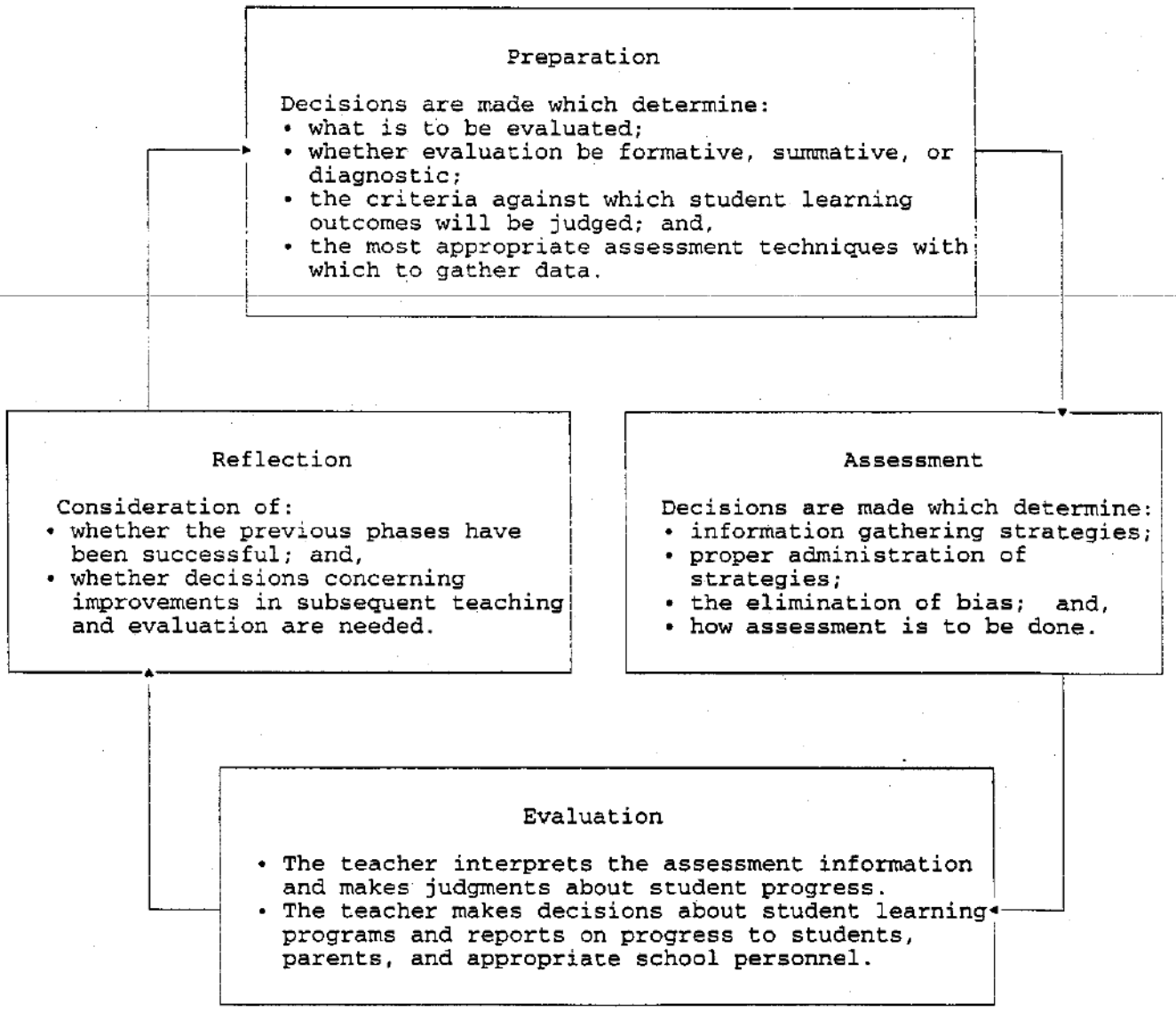
- Evaluation plans should be communicated in advance. Students should have opportunities for input to the evaluation process.

- Evaluation should be fair and equitable. It should be sensitive to family, classroom, school, and community situations; it should be free of bias. Students should be given opportunities to demonstrate the extent of their knowledge, understandings, skills, and attitudes.

- Evaluation should help students. It should provide positive feedback and encourage students to participate actively in their own learning.

Phases of the Evaluation Process

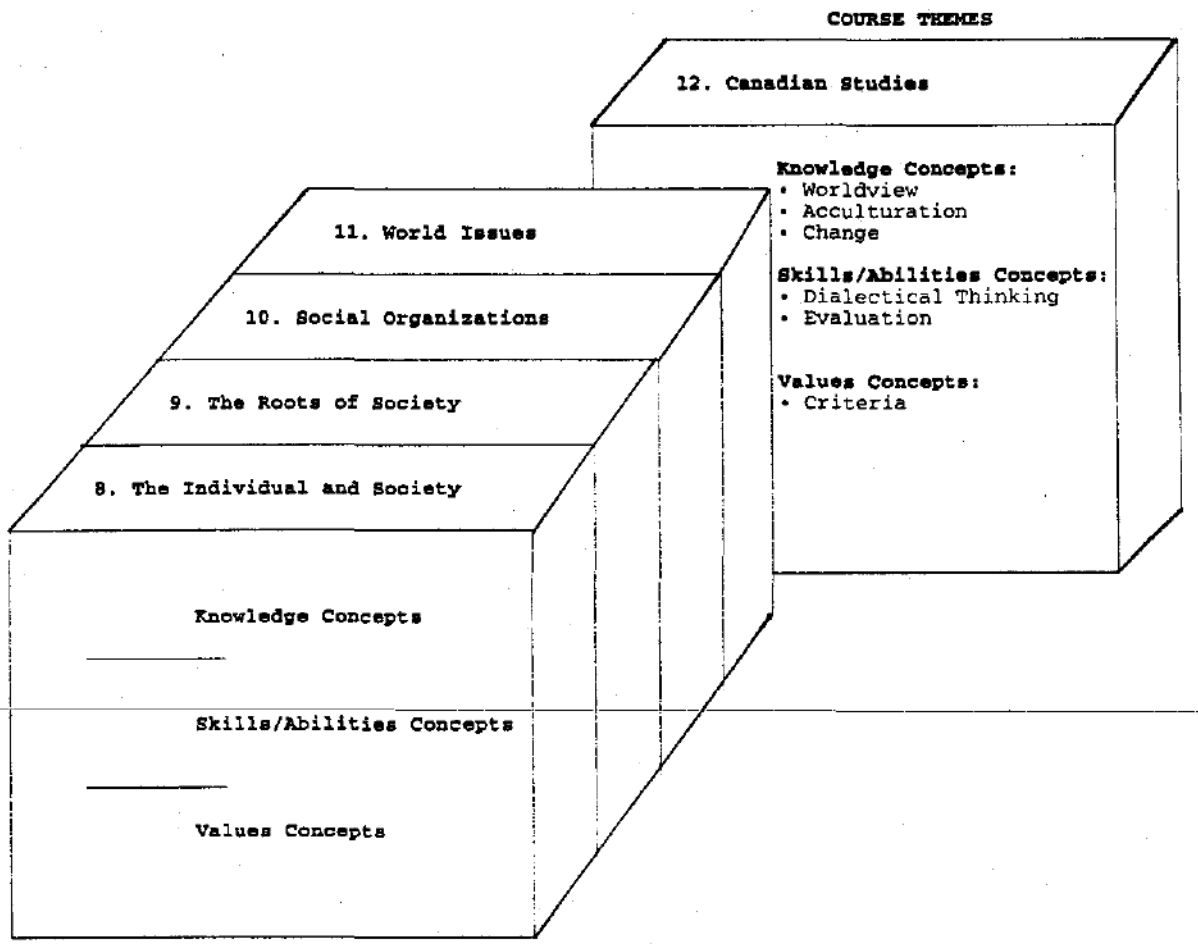
Although evaluation is not strictly sequential, it can be viewed as a cyclical process including four phases: preparation, assessment, evaluation, and reflection. The evaluation process involves the teacher as decision maker throughout all four phases.



Canadian Studies 30

Curriculum Overview, Grades 8-12

The following model represents the curriculum structure from grades 8 to 12 showing the place of grade 12 in relation to the other courses.



Course Goals for Canadian Studies

The Perspective of the Past

Canadian historian Donald Creighton has written:

> *The waves behind the vessel which is carrying humanity forward into the unknown ... can teach us where the winds of change are blowing and on what course the chief currents of our age are set. They can reveal to us the main direction of our voyage through time.*

Students are often bewildered by the confusion of events occurring around them. They lack a perspective which would allow them to find a pattern in the complexities of current events. Education should help them discover the harmonies and the conflicts which have shaped and continue to shape social life. Creighton concluded that there have been no "tragic finalities" in our past "only the endless repetitions of the same themes." Students need the opportunity to discover for themselves a perspective in which themes become apparent. It is the task of a *Canadian Studies* program to allow these discoveries to occur.

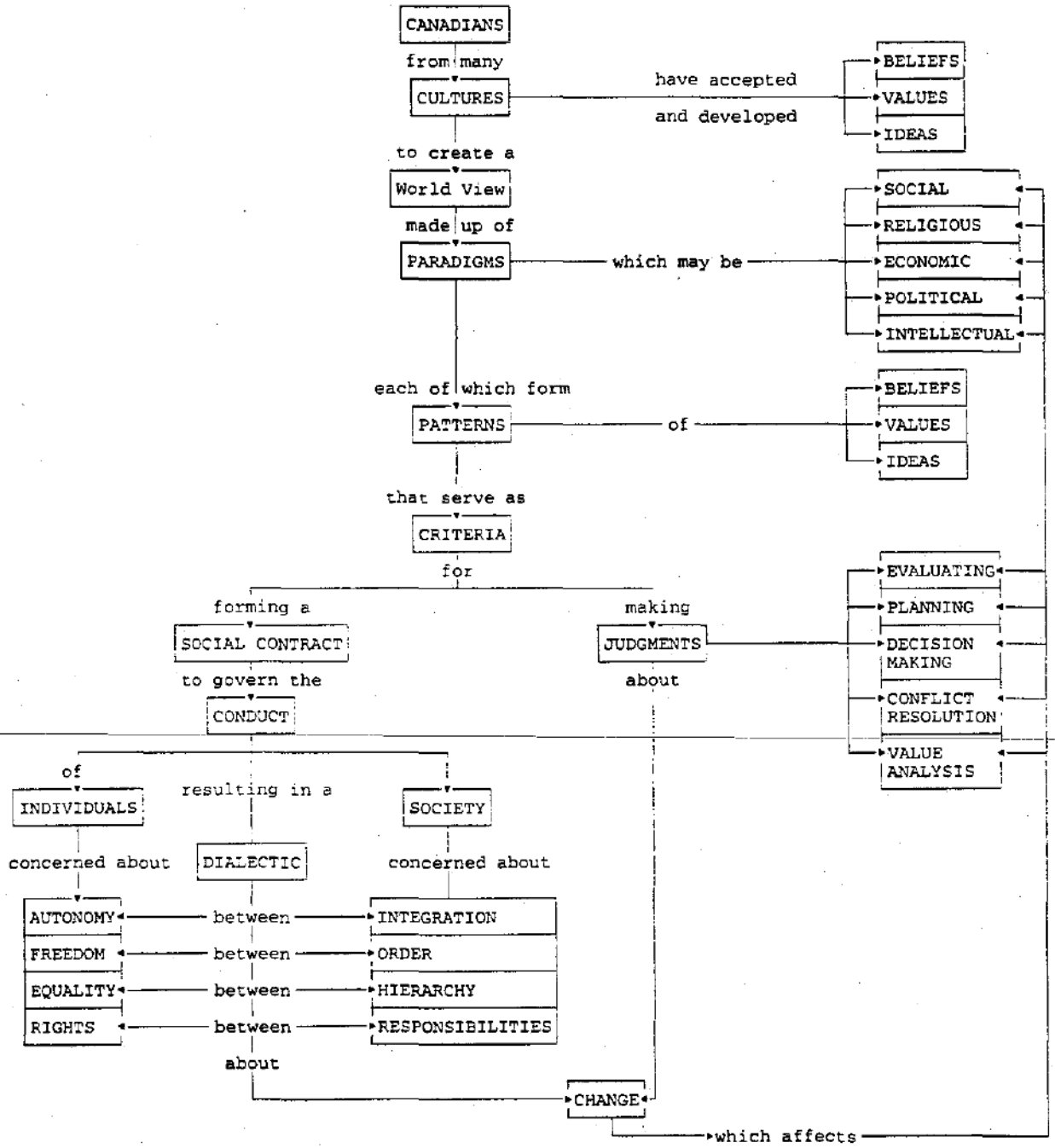
The Course Goals of Canadian Studies

The goal of Social Studies 30, Native Studies 30, and History 30 is to help students understand the major issues facing Canadians at the end of the twentieth century. The social studies program examines issues such as social change throughout Canadian history, people-land relationships, cross-cultural relationships, the governance of Canadian society, and Canada's relationship with the global community. The Native Studies program aims to develop appreciation for the influence of Aboriginal peoples on the development of Canada through an investigation of contemporary issues and their historical basis. Students of Native Studies will develop an understanding of their own cultural groups, and sensitivity to other cultural groups through a focus on development of positive self-identity. The history program examines the historical forces between the Aboriginal peoples who have always been here and the many different immigrants who came to make a new life for themselves. Canadians have had to deal with issues stemming from the environment and from working out ways of living with each other. The social studies and history programs examine the current state of these issues and alternative viewpoints for dealing with these issues within Canadian society.

Note:

- Students have the choice of taking one of history, social studies, or Native studies at the grade 10 level. This means it is possible to have students at the grade 11 level, who come from different grade 10 courses. The history and social studies programs use similar concepts so that students who take either history or social studies will have similar backgrounds in concepts and skills/abilities provided that these have been emphasized by the teacher.
- There is also some similarity in concepts between the grade 11 social studies and history programs. The skills/abilities objectives are the same for both grade 11 courses, so if these objectives have been emphasized students will share this background.
- It is important that the concept and ability foundational objectives for grades 9, 10 and 11 be emphasized, so that students will enter grade 12 with a solid base on which to build their understanding of Canadian issues. The grade 12 courses share the skills/abilities foundational objective of dialectical thinking with grade 11. Grade 12 uses many of the concepts developed in grades 9, 10, and 11: worldview (9) (11); paradigms (9) (10); social contract (10); ideology (10) (11); and integration (11) are some of the more important examples. As well students will need to bring a background of skills/abilities such as hypothesizing and analyzing. Mastery of concepts and abilities takes time and practise. **For students to be successful in grade 12, careful preparatory work needs to occur in the earlier grades.** The grade 12 programs should be seen as a culmination of much work begun earlier in the student's education.

A Conceptual Overview of Canadian Studies



A Summary of Canadian Studies From the Perspective of History, Native Studies and Social Studies

Unit One

History: A society's paradigms will be influenced and adjusted to reflect new realities. Students will learn that sustained contact between peoples, of differing societies, is a catalyst that produces new realities for both peoples and that the arrival of the Europeans began a process of social change for both the Aboriginal peoples and the Europeans.

Native Studies: This unit provides a framework for gaining insight into Canadian Aboriginal and Treaty rights. Common elements of Aboriginal knowledge and philosophy provide a basis for understanding Aboriginal and Treaty rights. Factors of diversity and the impact of Canada's expansionism of the 1800s are considered in the interpretation of Aboriginal and Treaty rights in Canada.

Social Studies: The central concept of this unit is social change. The objective is to help students evaluate the changes that are occurring in their lives and to understand that change has been a constant factor in the history of Canada. Canadian society, as we know it, is the result of many significant changes. Students will have an opportunity to consider some of the major change events that shaped Canada's history: first contact between the Aboriginal peoples and the Europeans, the Quebec Act, the Rebellions of 1837, the resettlement of the Canadian Northwest at the end of the nineteenth century, and the Quiet Revolution in Quebec.

Unit Two

History: Every society has to develop decision-making processes that secure the social and economic well-being of its members. Students will learn that competition exists within society for control of decision-making processes, that not all interest groups possess the necessary power to significantly influence societal decision making, and that Confederation was the process of seeking consensus among the competing interest groups.

Native Studies: Prior to contact, Aboriginal peoples were independent, autonomous, self-governing nations. This unit explores structures of governance in Canada with a focus upon the Aboriginal peoples. The influences of traditional leadership, decision-making processes, colonial rule, the *Indian Act*, and the *Constitution Act* are studied as a means to understanding contemporary issues and challenges.

Social Studies: The central theme of this unit is economic development. There has been a significant relationship between the people of Canada, the geography, and the people's standard of living. Students will learn that the environment and society act as systems and that people create models in order to understand and control these systems.

Unit Three

History: The unity and well-being of a society is significantly influenced by its ability to create a political and social climate that permits individual citizens and groups to "perceive" that their interests and well-being are being addressed. Students will learn that the existing social contract will be affected by society's ability to achieve an acceptable standard of living. They will also learn that the expansion of the Canadian state "incorporated" new peoples whose interests were not always accommodated by the existing political and social status quo.

Native Studies: In Canada, two types of Aboriginal land claims are recognized, comprehensive claims (where there were no treaties), and specific claims (where there were treaties). This unit will explore how cultural factors and worldviews influence peoples' relationship to the land and to the environment. The basis and procedures for resolving comprehensive and specific land claims in Canada will be examined.

Social Studies: The central concept of this unit is acculturation. Canadian society was created by the Aboriginal peoples and the many different groups who immigrated to Canada. Students will learn that the fundamental assumptions of a democratic society place limits on the ways ethnic differences are resolved and that the methods used in resolving ethnic differences have consequences.

Unit Four

History: The state has played a significant and leading role in the formation and implementation of a uniquely "Canadian" societal paradigm. The students will learn the assumptions that surround that paradigm, including the role of the state and that the state plays an instrumental role in enacting that paradigm particularly in working towards achieving equality of opportunity and services.

Native Studies: The utilization of natural resources is examined as it relates to Aboriginal rights, land claims, self-government, and worldview. Economic independence supports aspirations for Aboriginal self-determination and self-government and provides a context for gaining insight into contemporary issues. The influence of cultural factors relating to the environment and economic development will be explored. Connections between Aboriginal and Treaty rights and economic development are made to enhance student understanding of Canadian contemporary issues.

Social Studies: The central concept of this unit is constitutionality. Because Canada is a regional and multicultural nation with many competing interests, it is difficult to govern. Students will learn that the purpose of the political process in a democracy is to conciliate competing interests and that the constitution of a nation establishes the basic rules governing the political process.

Unit Five

History: The existing institutions and practices that have governed Canadian society are being presented with both global and domestic challenges. The students will learn that existing assumptions and practices will have to be revisited and, if need be, changed to respond to those challenges. The students will also learn that there are systematic procedures that can be used to investigate and evaluate possible responses to those challenges.

Native Studies: This unit deals with the social development of contemporary Aboriginal peoples of Canada. Justice, education, child welfare and health issues are analyzed in terms of their impact upon Aboriginal peoples in Canada. The factors affecting social relationships, conflict, and conflict resolution methods are studied in this unit.

Social Studies: The central concept of this unit is globalization. Canada is living in an increasingly interdependent world that limits the ability of Canadians to make decisions for themselves. Students will learn that environmental and economic changes are beyond the power of individual nations to control and that difficult choices need to be made between international interests and domestic interests.

Canadian Studies 30 Organizer

History	**Relationships: Peoples and Paradigms**	**The Nineteenth Century: The Road to Democracy**
Content: Understandings: Students need to understand:	The arrival of the Europeans began a process of social change that was to influence the assumptions and practices of both the First Nations and the Europeans. • all societies will evolve a worldview that includes assumptions and practices surrounding key societal relationships. • a society's assumptions and practices will be influenced, and sometimes changed to meet new realities.	Within societies there exists a competition to influence the societal decision making processes. The process leading to Confederation involved seeking consensus among the major competing interest groups. • groups within a society will compete for influence over the societal decision making processes. • groups will possess an agenda and "vision" for the nation that best secures the group's well-being.
Key Concepts:	Worldview Sovereignty Land Acculturation	Responsible Government Economic Well-being Environment Interest Group Regionalism
Key Skills:	Criteria Dialectical Evaluation Dialectical Thinking Evaluation	Criteria Evaluation Dialectical Evaluation
Native Studies	**Aboriginal and Treaty Rights**	**Governance**
Content: Understandings: Students need to understand:	Aboriginal rights flow from traditional use and occupancy of land and treaty rights flow from agreements signed between sovereign nations. • the diversity of Canadian Aboriginal nations. • the influences of worldview on daily life. • the basis of Aboriginal rights. • the basis of Treaty rights. • the interpretation of Aboriginal and Treaty rights.	Prior to colonization, Aboriginal nations were independent and self-governing. The inherent right to self-determination is continuous. • the nature of traditional leadership and governments. • the impact of the *Indian Act*. • the history and contemporary issues of Aboriginal political systems. • the models of self-government.
Key Concepts: Key Skills:	Worldview Sovereignty Identity Diversity Inquiry Critical thinking	Change Self-government Human Rights Leadership Decision-making Problem-solving
Social Studies	**Change**	**Economic Development**
Content: Understandings: Students need to understand:	Change has been, and is, a constant reality facing Canadian students. • the major change events in Canadian history. • the change process. • the impact of change on a society's worldview.	There has been a significant relationship between the people of Canada, the geography, and their standard of living. • that the environment and society act as systems. • that people create models in order to understand and control these systems. • that models can and should be evaluated and changed as needed.
Key Concepts: Key Skills:	Worldview Social Change Social Contract Society Legitimacy Dialectical Evaluation Criteria Dialectical Thinking Moral Tests	Model Worldview Standard of living Modelling Evaluation Criteria Dialectical Evaluation

External Forces and Domestic Realities	**The Forces of Nationalism**	**Challenges and Opportunities**
The First World War and the Depression of the 1930s, demonstrated to Canadians how external forces could significantly influence the well-being of the Canadian nation. • new realities can represent challenges to existing beliefs and practices; • significant external events were to cause Canadians to re-evaluate existing societal assumptions and practices concerning the role of government in securing the well-being of the citizenry. Government — Ideology Social Contract — Welfare State Equalization Cause and Effect — Criteria Dialectical Evaluation — Evaluation	The forces of nationalism emerged in the decades following the Second World War and were to influence both Canadian policy makers and public. • Canadian nationalists hold concerns over the degree of U.S. influence on the well-being of the nation. • Within francophone Quebec, nationalist sentiment was reflected in the re-emergence of a separatist movement. Sovereignty — External Influence Foreign Policy — Social Cohesion Environment Cause and Effect — Criteria Dialectical Evaluation — Evaluation	Canadian society, in the last decades of the 20th century, has been challenged by global and domestic challenges. • the emergence of a global economy has raised the issue of whether Canadians have the ability to establish policies that reflect Canadian realities. • there have emerged movements seeking to ensure that their membership have access and participation in national and societal decision making. Diversity — Multiculturalism Charter of Rights and Freedoms Cause and Effect — Criteria Dialectical Evaluation — Evaluation
Land Claims and Treaty Land Entitlements	**Economic Development**	**Social Development**
Aboriginal land claims are classified as comprehensive claims and specific claims. • cultural factors and worldviews influence all relationships. • procedures for resolving comprehensive and specific land claims. • procedures for settlement of Métis land claims. Relationships — Interdependence Worldview — Tradition Research Evaluation/Synthesis	Development of natural resources relates to Aboriginal rights, land claims and self-government issues. • environmental relationships influence economic development. • cultural factors and worldview affect resource management practices. • Aboriginal rights influence economic development. • technical, social and cultural implications of economic development. Economics — Development Sustainable development — Relationships Decision-making Dialectical Reasoning	Current social issues have an historical basis and continue to impact contemporary Canada. • societies experience conflict and develop strategies to resolve conflict. • education is an instrument of cultural survival. • health issues relate to socio-economic and cultural factors. • Aboriginal peoples respond to justice, education, child welfare and health issues. Change — Interdependence Diversity — Acculturation Social action Reflective process
Culture	**Governance**	**Globalization**
Canadian society was formed out of the Aboriginal peoples and the many different groups who immigrated to Canada. • the fundamental assumptions of a democratic society. • the issues involved resolving diverse ethnic identities within Canadian sovereignty. • the methods used in resolving ethnic differences have consequences. Social Change — Socialization Acculturation — Social Contract Model — Conflict Modelling — Criteria Dialectical Evaluation — Moral Testing	Because Canada is a regional and multicultural nation with many competing interests, it is difficult to govern. • the constitution establishes the basic rules governing the political process. • the constitution is a structure which attempts to balance the rights of: ◦ minorities and majorities ◦ regions and the nation ◦ individual and the state Conflict — Political System Political Culture — Legitimacy Political Discourse — Cultural Change Conflict Resolution — Critical Thinking Dialectical Evaluation — Dialectical Thinking Criteria — Moral Testing	Canada is living in an increasingly interdependent nation that is affecting the ability of Canadians to make decisions. • the environmental changes are beyond the power of individual nations to control. • the difficult choices to be made in balancing international interests and domestic interests. • Canada's role in international relations. International Society — Change International Political System — Dialectical Standard of Living — evaluation Dialectical Evaluation — Critical Thinking Criteria — Testing

The Basic Skills/Abilities Being Emphasized in *Canadian Studies 30*

The skills and abilities of dialectical thinking, dialectical evaluation, moral testing, and conflict resolution are emphasized in the 30 level *Canadian Studies* programs. On the following pages there is a more detailed breakdown of the sub-skills within these general skills.

Assessment of Skills/Abilities

Teachers can use the skills breakdown lists on the following pages as checklists to assess student progress. Each ability described on the following pages has a list of key skills which students must master before they can demonstrate the ability. The accompanying questions can be used to assess student performance in the skills. By using the key skills, teachers will be able to assemble data that can be used to monitor student progress. Checklists and rating scales are particularly suited to recording student information in this area.

Note to Teachers:

Refer to the Activity Guide for a detailed discussion of how to teach the above skills. Also you will find in the Student and Teacher Information Sheets more information on the description and application of these skills.

An Overview of the Fundamental Concepts Used in the Processes of:

Dialectical Research

Research - A search for facts or truth through the processes of inquiry and investigation.

Reality - That which exists in fact; the true state of affairs.

Viewpoint - Research may begin from a number of different viewpoints depending upon the purpose of the research:

- Questions/problems - It may begin as an attempt to find the answer to a question or to solve a problem.
- Choice - It may be an attempt to analyze available alternatives.
- Hypothesis - It may start with the intent of confirming or disconfirming an hypothesis.
- Moral Claim - Finally, it may begin with the need to analyze the consequences of a moral claim.

Thesis - A proposition or statement about an aspect of reality which has to be examined to determine its factual and moral validity.

Factual tests - Evaluating the relationship of a thesis to reality by systematically examining its effect on different situations.

Moral tests - Examining the moral consequences of a thesis using the:

- new cases test;
- role exchange test; or,
- universal consequences test.

Conclusion - Depending upon the initial purpose of the research the conclusion might be:

- acceptance of a thesis;
- rejection of one or both theses; or,
- modification of the theses.

Judgment - In the case of a research where there are competing and ambiguous conclusions, the researcher may have to judge whether:

- the theses are inadequate and should be rejected;
- the theses investigated are true even though they are contradictory; or,
- the theses can be modified and synthesized in some way.

Dialectical Communication

Communication - Exchanging information, usually through talking or writing.

Reality - That which exists in fact; the true state of affairs.

Viewpoint - Effective communication begins by defining viewpoints which are determined by the purpose of the communication:

- Questions/problems - It may begin as an attempt to explain or analyze a question or a problem.
- Choice - It may be an attempt to examine available alternatives.
- Hypothesis - It may start with the intent of confirming or disconfirming an hypothesis.
- Moral Claim - Finally, it may begin with the need to explain the consequences of a moral claim.

Thesis - A proposition or statement about an aspect of reality that has to be proved or maintained against the objections of those who have a different view of reality.

Argument - A logically arranged set of facts and reasons used to support a thesis. The argument will consist of:

- Factual tests - Evaluating the relationship of a thesis to reality by systematically examining its effect on different situations.
- Moral tests - Systematically examining the moral consequences of a thesis using the:
  - new cases test;
  - role exchange test; or,
  - universal consequences test.

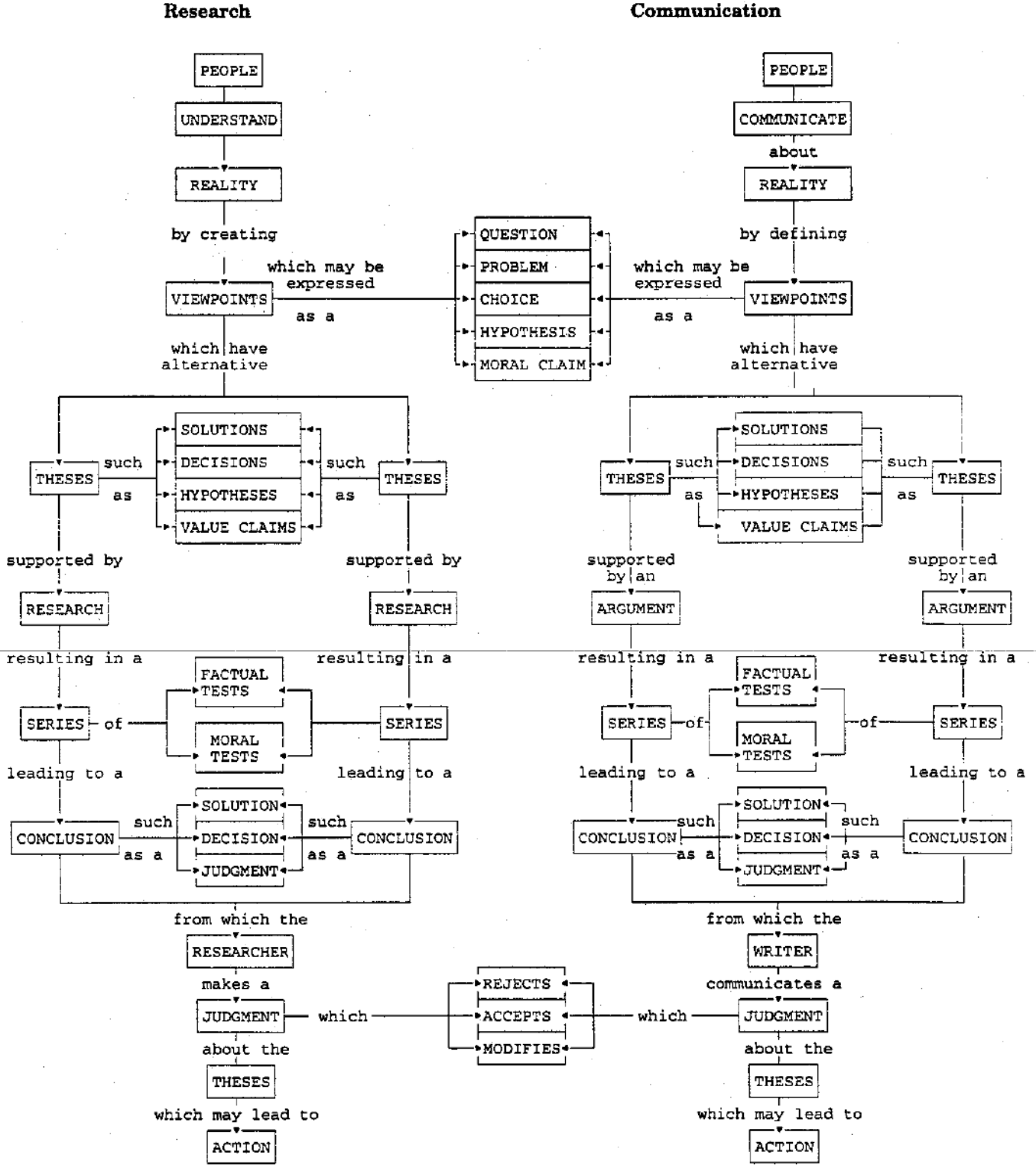
Conclusion - Evaluating the arguments supporting the theses being examined in order to determine whether the arguments should be accepted, rejected, or modified.

Judgment - Where there are the competing and ambiguous conclusions, the writer may have to judge whether:

- the theses are inadequate and should be rejected;
- the theses investigated are true even though they are contradictory; or,
- the theses can be modified and synthesized in some way.

Concept Map

A Conceptual Comparison of the Processes of Dialectical Research and Communication



Dialectical Evaluation

Key Skills of Dialectical Evaluation	Questions to Appraise Dialectical Evaluation
The student will be able to:	
• gather information;	Has the student used a variety of techniques to gather information (research, brainstorming, discussion, etc.)? Has the student organized the information (concept webs, analytical grids, etc.) so that it can be interpreted?
• define the issues within the information;	Has the student looked within the gathered information for patterns which suggest what the issues are? Has the student defined the issues clearly and concisely?
• define relevant view points for each issue;	Has the student determined the viewpoints for each issue? Has the student identified the underlying value claims for each point of view?
• test the view points for factual accuracy;	Has the student created syllogisms in which s/he: • uses the view points as the major premise? • looks for facts which would form the minor premise in the syllogism? • considers whether the facts of the minor premise do or do not support the major premise? and, • determines what might be a valid conclusion that could be made about the view point?
• moral test the viewpoints;	Has the student applied the moral tests of role exchange, new cases, and universal consequences to each viewpoint in order to determine its moral validity? Has the student based her/his conclusions about the moral validity of each viewpoint on the most demanding of the moral tests in that situation?
• evaluate the factual and moral testing; and,	Has the student considered how well each value judgment was supported by the factual and moral testing process?
• form a judgment about the issues.	Has the student formed a judgment on the issue that is a logical and defensible extension of the student's evaluation process?

Moral Testing

Key Skills of Moral Testing	Questions to Appraise Moral Testing
The student will be able to:	Has the student:
• determine whether a moral choice is involved in an issue the student faces;	• determined whether the problem, issue, or decision involves questions of honesty, the treatment of other people, acting responsibly, etc? • indicated that s/he understands these are moral choices about right and wrong? • determined whether the choices being made are good for others as well as for him or her personally?
• establish a systematic evaluative process in order to determine whether a proposed course of action is morally acceptable;	Has the student: • clearly defined the critical parts of the situation about which a moral choice is being made? • made a preliminary choice for a course of action? • clearly laid out the reasons for the choice?
• determine the moral validity of the proposed approach by applying the moral tests;	Has the student: • sought out all information about the effect of his/her proposed actions on others? • tested the moral reasoning s/he is using and rejected it if it is faulty?
◦ the new cases test,	Is the student willing to: • ask whether the same course of action could be applied to other similar situations? • accept that if the action is not morally acceptable in another case, then it is not acceptable in the first situation? • look at other moral tests for further confirmation if s/he finds that the value claim is acceptable in a new case?
◦ the role exchange test,	Is the student willing to: • imagine the effect of his/her actions on another person? • imagine how s/he would react if s/he were in this situation? Does the student understand that: • another person might not accept everything s/he accepts? • the issue is not whether s/he "likes" the treatment but whether the treatment is right for everyone? • when the treatment for another person is clearly "needed" (by passing all moral tests) even though the individual may not "want" the treatment, then the choice may be carried out? (children not "wanting" to take the bad tasting

	medicine they "need".) • if the value claim has passed the role exchange test then s/he is ready to move to the next test?
◦ the universal consequences test, and	Is the student willing to: • imagine what the consequences would be if everyone carried out the proposed action? • accept that an action is not acceptable if the consequences of acting upon it are unacceptable? • accept that if it is wrong for everyone to take the proposed action, then it is wrong for anyone to take that action?
• select the most morally defensible course of action given the circumstances.	In the process of evaluation has the student: • reconsidered the proposed action if it fails any of the four tests? • in selecting which of the four tests to apply, remembered that: ◦ the most demanding test for any given situation should be applied? ◦ not all cases apply to every situation? ◦ the new cases, and role exchange fit well for situations where an action will have negative consequences for one or more persons? ◦ the universal consequences test suits situations where the effect of many people performing the action will have negative consequences for others? • continued to apply the tests until the most demanding test has been applied?

Assessment of Conflict Resolution

Key Skills in Conflict Resolution

The student will be able to:

- confront the opposition to discover whether something can be done about the conflict;
- define with the opposition what the conflict is about so that misunderstandings are not taken into the conflict-resolution process;
- communicate her/his intention to cooperate with the conflict-resolution process before and during the conflict-resolution process;
- examine the other person's perspective accurately and fully during the conflict-resolution process;
- communicate clearly and honestly any changes of positions and feelings during the conflict-resolution process; and,
- work to negotiate an agreement that achieves a balance between the goals of both sides.

Questions to Appraise the Conflict-Resolution Process

Have both sides been able to express their feelings and perceptions about the conflict?
Have the sides described each other's behaviour without being insulting?
Does everyone involved in the confrontation want to accept responsibility for solving the conflict?

Has the conflict been clarified so that everyone clearly understands it?
Have both sides carefully examined what led to the conflict?
Do both sides know what they really want and what they can give up to reach an agreement?

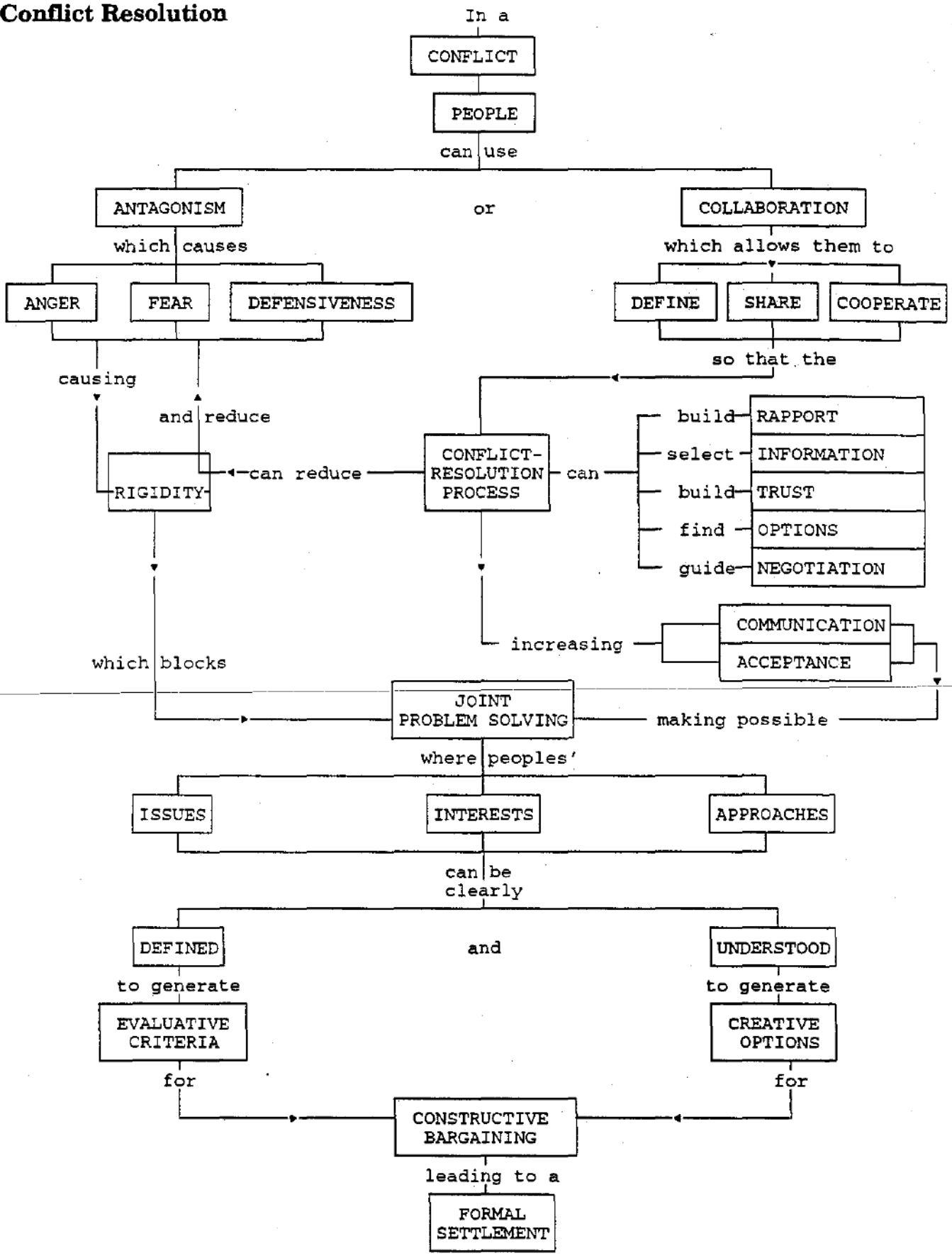
Has each side indicated to the other side that it is prepared to discuss the conflict honestly and openly?
Are both sides showing through their behaviour they are willing to listen and respond honestly and frankly to the other side?

Have both sides listened carefully enough to the other side's position so they clearly understand it?
Have both sides argued the other side's viewpoint as if it were their own?
Have both sides looked at where there might be agreement and where there is disagreement?

Are both sides continuing to send signals they want this process to be successful?
Have both sides carefully considered what is being gained and lost by continuing this conflict?
Are both sides openly expressing their discomfort with behaviours and decisions as they arise?

Does the agreement clearly specify for both sides:
- what has been agreed?
- how people will behave differently?
- how things will be corrected in the future if one side or the other breaks the deal?

Conflict Resolution



Organization of the Curriculum Documents

General Objectives

The general objectives for this course are outlined as knowledge, skills, or values objectives. In the skills/abilities section of the required learnings, the learnings are prefaced with either "learn" or "practise". The word "learn" indicates that this will be the first time the skill is formally presented in the students' education. "Practise" indicates that the skill has been formally presented at some earlier point.

Note that there are specific knowledge objectives for each part of the content and strategies. **However, the skills and values objectives also apply to several parts of both content and strategies.** Thus skills and values objectives should not necessarily be read as belonging to only one part of the content.

Teaching Strategies

The teaching strategy column contains ideas which teachers may use at their discretion. The teaching strategies have been developed to incorporate the C.E.L.s and to develop concepts, skills, and values. The activities always attempt to achieve more then one objective at a time. The purpose of the suggested strategies is to help teachers design teaching strategies which will link content with skills so that the Common Essential Learnings are achieved.

Activity Guide

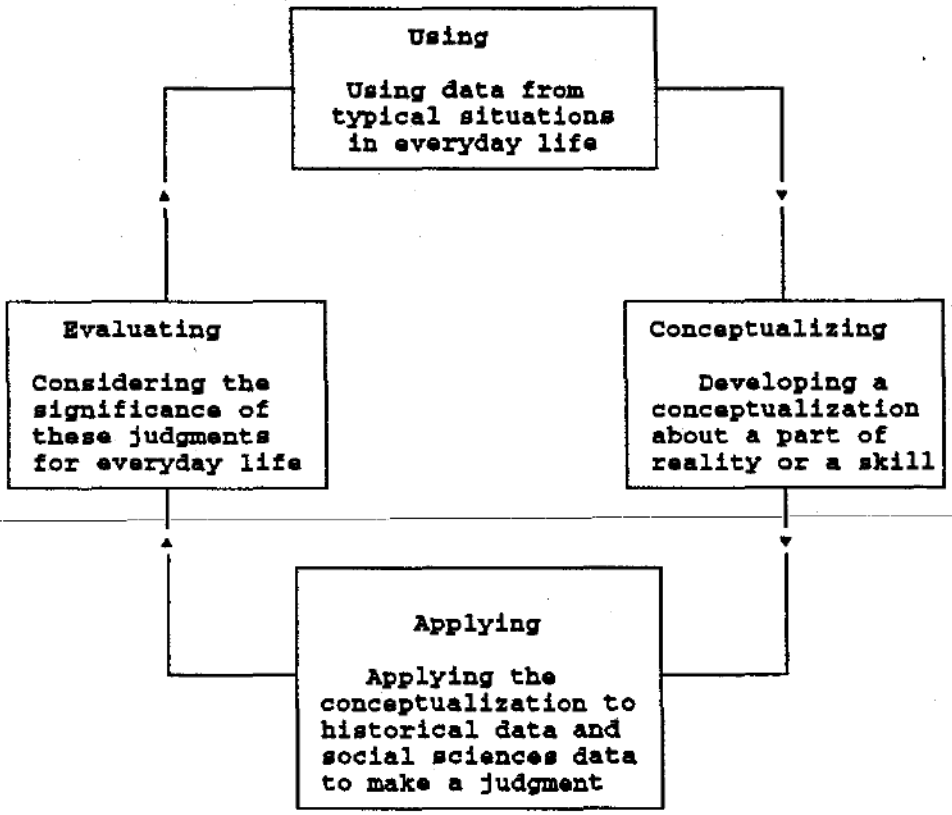
An activity guide has been prepared to provide teachers with detailed teaching strategies that can be used to achieve the above-mentioned objectives. The suggested activities tend to be student-centred rather than teacher-centred. This was done deliberately because teachers indicated that they would appreciate support in this area. It is possible, with some adjustment, to modify many of these activities into a lecture-discussion approach.

Note: The list of teaching strategies is not intended to be prescriptive. Teachers may use as many or as few of the strategies as they wish. All of the strategies can and should be modified and adapted for use in different classrooms.

Further details pertinent to teaching strategies as well as other relevant information, will be found in the Saskatchewan Education publications which complement this guide. These are the *History 30 and Social Studies 30: Canadian Studies, A Teacher's Activity Guide* and the *Canadian Studies: A Bibliography for History 30, Native Studies 30, Social Studies 30.* Both of these publications can be obtained from the Learning Resource Distribution Centre.

Learning Cycle

All of the units in secondary social studies and history have been organized according to the learning cycle diagrammed below. Students are always introduced to concepts and skills/abilities using familiar material (concept development). This is done to make it easier for students to concentrate on learning either the concept or the skill. Once students are familiar with the concept or skill, then they are ready to extend it by using it to understand and evaluate the past as a way of better understanding the present and the future (concept application).



Identifying The Core Content

The content and objectives which appear in **bold** are **core material.**

Teachers may choose to work through some, all, or none of the remainder of the material. This material should be seen as an opportunity to individualize instruction for students with different levels of ability and motivation. Teachers may also choose to substitute locally-developed material in optional areas where appropriate. Such material should reflect community interests and must also meet the core knowledge, skills, and values objectives.

The Adaptive Dimension

Adaptations to the programs are based on the understanding that students learn in differing ways and at differing rates. The Adaptive Dimension of Core Curriculum allows instructional approaches to be modified to accommodate the varying learner needs found in the classroom.

The majority of students in a class are able to achieve the foundational objectives related to curricular content. This does not mean that all students have similar abilities to take part in and benefit from a common lesson or that it is necessary for them to have identical individual goals. Adaptive teaching strategies permit the teacher to consider individual abilities and to establish goals based on individual abilities in the context of wider curricular goals and objectives.

Adaptive Instructional Techniques

Teachers who are prepared to use flexible instructional approaches and classroom procedures are already adapting for individual needs. Teachers who use resource-based learning rather than relying on single texts, and who have flexible seating plans can use techniques such as peer tutoring and volunteers to free up time which can be used to attend to individual differences.

Adaptive Evaluation

Carefully chosen evaluation instruments can mean the difference between having an involved, motivated learner and one who feels rejected by the system. Homogeneous, competitive grading systems can seem highly punitive to students who do not fit the system. Such grading systems may not be appropriate in many situations.

There are a number of approaches to individualized, fair evaluations. For example:

- mastery level/criterion systems can be highly individualized so that activities and testing are individualized; and,
- particular students can use adjusted examination formats which are congruent with a particular need(s): i.e., oral instead of written exams, altered time requirements, adjusted level of questions, or a reduced written component.

Planning A Year of Study: Choosing A Sequence of Units

Social Studies

There are sound reasons for the order in which units appear in this curriculum, but that order does not have to be entirely prescriptive. Units 4 to 5 may be sequenced according to teacher preference and professional judgment. Unit 1 is intended to be an introductory unit in which students are introduced to the concept and process of dialectical evaluation. Unit 1 also is intended to give students an introductory historical overview of the major events that led to the formation of Canadian society.

The order as outlined in the social studies curriculum:

• Unit 1 - Change	Canadian society has been forced to make choices about change throughout its history.
• Unit 2 - Economic Development	Canadian economic development policy has been guided by a number of different models throughout Canadian history. Students will examine the merits of the different approaches.
• Unit 3 - Culture	Canada has, throughout its history, attempted the difficult task of accepting people from many different cultures and classes and bringing them together under one sovereign, national state. Canadians have struggled with the best approach to this problem.
• Unit 4 - Governance	Canada is a large, geographically diverse nation with a culturally diverse population. Canada as a pluralistic, culturally diverse, regional nation is difficult to govern. Canadians have struggled to find a constitutional formula that accommodates these diverse needs.
• Unit 5 - Globalization	Canada has been and is now an international nation. Canadians have always had to trade for a living. Canadians have played an active role in international political affairs.

Alternatively, the units could be taught in this order:

• Unit 1 - Change	Canadian society has been forced to make choices about change throughout its history.
• Unit 4 - Governance	Canada is a large, geographically diverse nation with a culturally diverse population. Canada as a pluralistic, culturally diverse, regional nation is difficult to govern. Canadians have struggled to find a constitutional formula that accommodates these diverse needs.
• Unit 3 - Culture	Canada has, throughout its history, attempted the difficult task of accepting people from many different cultures and classes and bringing them together under one sovereign, national state. Canadians have struggled with the best approach to this problem.
• Unit 2 - Economic Development	Canadian economic development policy has been guided by a number of different models throughout Canadian history. Students will examine the merits of the different approaches.
• Unit 5 - Globalization	Canada has been and is now an international nation. Canadians have always had to trade for a living. Canadians have played an active role in international political affairs.

History

The order in which the units appear in the curriculum has a chronological framework. Each unit stresses several key themes and concepts which focus study on a series of events and time periods. The magnitude of the course will require teachers to be knowledgeable about the foundational objectives, skills and values of this course. The choice of curriculum content and instructional strategies by the teacher should reflect those objectives, skills and values.

The foundational objectives have been designed on the belief that all societies will evolve a worldview that includes assumptions and practices that surround certain key societal relationships, including:

- the relationship between the members of a society and the societal decision-making processes that impact their lives;
- the relationship among the members of the society;
- the relationship of the society towards other societies; and,
- the relationship between the peoples and the land.

The units provide a historical description of how succeeding generations of Canadians have evolved assumptions and practices, surrounding those relationships. It is, therefore, possible for teachers to implement a thematic approach to the curriculum on the basis of those key societal relationships.

Such an approach would allow teachers to either:

- focus on contemporary issues surrounding those relationships and then undertake a study of the historical roots of the associated issues; or,
- undertake the study of those relationships through a historical-chronological approach.

Native Studies

When it has been determined that students require an overall introduction to Native Studies, it is recommended that the *optional* Introduction Unit be the starting point. If students have a basic understanding in Native Studies, teachers should begin by ensuring that students have a sound understanding of Unit One as outlined by the foundational objectives. Students require specific knowledge of who the Canadian Aboriginal peoples are; philosophy and worldview; and Aboriginal and treaty rights before moving to subsequent units.

It is recommended that all units be delivered; however, student abilities, needs, and interests, and community priorities and resources, should determine the order in which content will be implemented.

Unit Planning Guide

Major Concepts	Minor Concepts	Day	Objectives

Procedure/Methods/Activity	Materials	Evaluation

Lesson Planning Guide

Unit	Date
Topic	Time
Specific Issue	
Objectives	
Materials	
Procedure	

Activity and Strategy	Key Questions

Extension (Application)

Evaluation

Assessment Strategies

The following strategies may be used at the teacher's discretion.

For more information about these strategies see:

Saskatchewan Education (1991). *Student Evaluation: A Teacher Handbook.* Regina, SK.

Methods of Data Recording

- Anecdotal records
- Observation checklists
- Rating scales
- Peer and self-assessment

Student Classroom Performance

- Role play/simulation/debate
- Concept mapping
- Analyzing data using grids
- Essay writing
- Major projects and written reports
- Portfolios of student work
- Oral presentations

Student Test Performance

- Concept mapping
- Analytical grids
- Essay tests
- Matching-item tests
- Multiple-choice tests
- Oral presentations
- Performance tests
- Short-answer tests
- True/false tests

Matching Assessment Techniques With Learning Outcome Categories

Assessment Technique	Learning Outcome Category									
	Information	Concepts	Learning Generalizations	Psychomotor Skills	Cognitive Skills	Thinking Skills	Critical Thinking Skills	Creative Thinking Processes	Social Skills	Values
Written Assignments	•	•	•		•	•	•	•	•	•
Presentations - debate - simulations	•	•	•		•	•	•	•	•	•
Performance Assessments - concept mapping - analytical grids	•	•	•	•	•	•	•	•	•	•
Portfolios of Student Work	•	•	•		•	•	•	•		•
Oral Assessment Items	•	•	•		•	•	•	•	•	•
Performance Test Items - concept mapping - analytical grids	•	•	•	•	•	•	•	•		•
Extended Open-Response Items	•	•	•		•	•	•	•		•
Short-Answer Items	•	•	•		•	•	•	•		•
Matching Items	•	•	•			•				•
Multiple-Choice Items	•	•	•			•				•
True/False Items	•	•	•			•				•

Unit One
Change

There are no tragic finalities in Canadian politics, only the endless repetitions of the same themes.

Donald Creighton

Unit One: Change:

Overview

> *The portrait of culture depicts the ideas that are most important to its people. The hierarchy of priorities is called a scale of values; culture, therefore, is fundamentally a question of values.*
>
> *To understand the values that have motivated a people in its relations with another people or civilization, it is essential to comprehend the values of the cultural groups concerned. This makes it possible to respect the motives and recognize the dignity of those peoples.*
>
> Georges E. Sioui

This unit is an overview of some events considered to have played a significant role in the formation of Canadian society. Students will examine the initial contact between the Aboriginal peoples and the Europeans, the events leading up to the Quebec Act, the Rebellions of 1837, the resettlement of western Canada, and the Quiet Revolution in Quebec. Each event involved the interaction of groups of people who had little knowledge of each other. Circumstances forced these groups to agree on relationships that would allow them to live together. It is important students understand that present day Canadian society is the product of these agreements.

In order to appreciate the process of building a society, students need to know that every society has developed a world view and that a world view consists of society's basic beliefs. Out of their world view people select certain beliefs to serve as their assumptions about what constitutes truth, morality, purpose, etc. These assumptions are the basis (criteria) on which people make judgments about the course of action they should follow. As students study the events that contributed to the formation of Canadian society, it is intended that they understand the Canadian world view as something that has evolved in the past and will continue to evolve in the future.

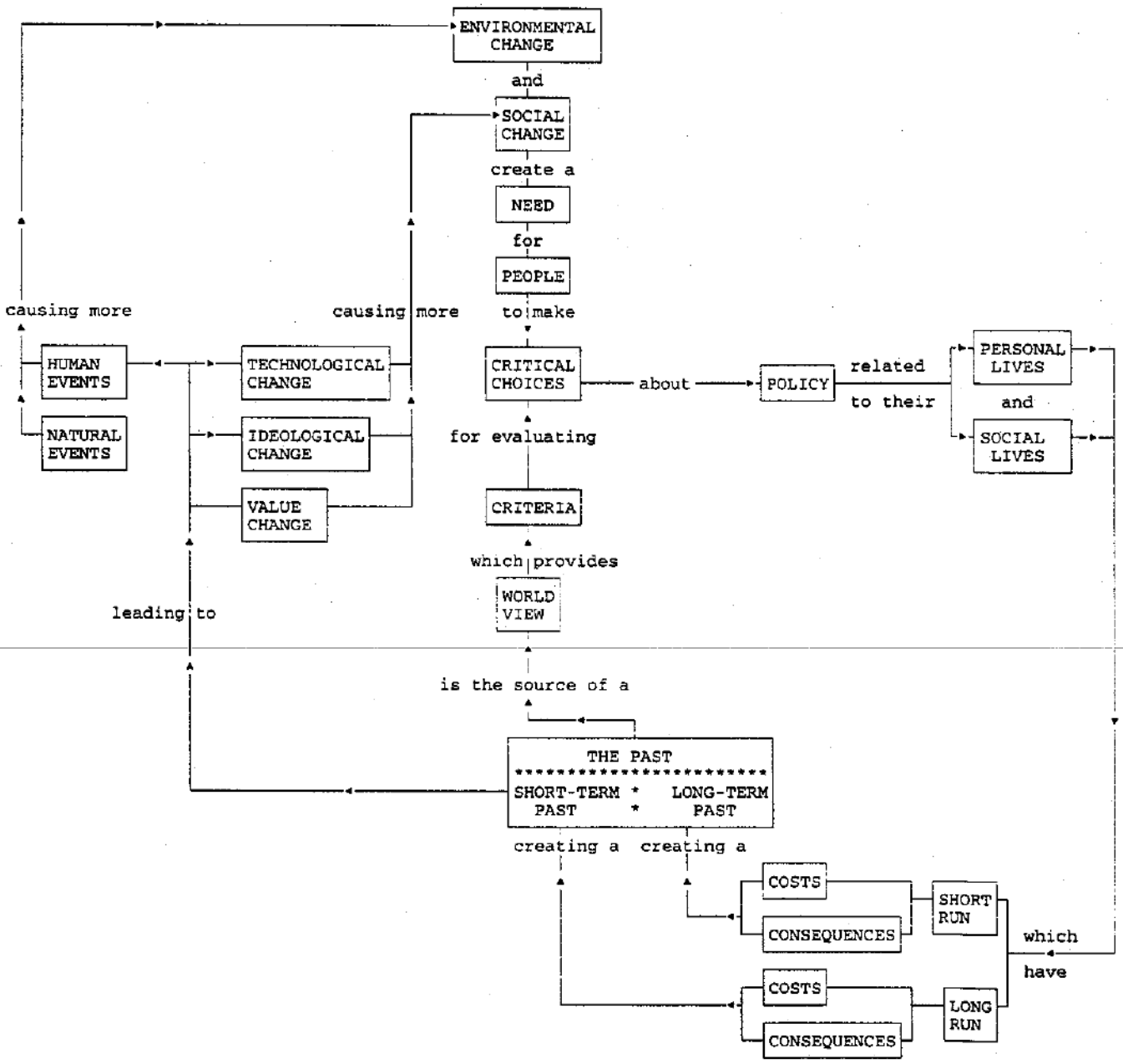
Change is much discussed these days. It is usual to hear statements to the effect that more change is occurring now and occurring faster than at any time in the past. Students are being given the impression that they are the only generation that has had to deal with change. This is an overstatement. Consider the Aboriginal People living along the St. Lawrence in the early seventeenth century. They lived through profound change that affected everything they knew. Immigrants who came to Canada had to accept many changes in order to adapt to a new land and culture.

Current change always seems more difficult to deal with and accept than past change. The problem with change is the uncertainty and risk associated with it. Past change seems less risky because the uncertainty is gone. Change forces one to make judgments with incomplete information, because it is difficult to predict all the possible consequences that could result from a decision. Decision making about change requires the ability to evaluate critically and creatively and to consider the moral and ethical consequences of the choices being made. Learning to make wise judgments about a course of action is the core of effective evaluation.

A major skills/abilities objective for this course is evaluation. Change means making choices and that means evaluating the alternatives available to come to a considered judgment about the best choice. Students will be given opportunities in their analysis of change to apply dialectical thinking as a way of evaluating the issues in this unit.

Concept Map

Unit One
Change



Core Material for Unit One

Core Content	Foundational Concepts	Suggested Time Allotment
Change and Society (p. 110)	Legitimacy Social Change Social Contract Society Worldview	
Core Skills/Abilities		
	Criteria Dialectical Evaluation Dialectical Thinking Moral Tests	12 hours
Core Values		
	Logic Morality	
Time to cover the core material		12 hours
Time available to teach optional concepts, to enrich or reinforce, or to accommodate modifications to the pacing and timing factors through the use of the Adaptive Dimension		8 hours
Total class time		20 hours

Core material appears in bold type on the pages that follow. The remainder of the material in this unit is not core material; teachers may choose to work through all, some, or none of this material. The optional material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally-developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the skills, values, and concept objectives of the course.

Unit One: Change Core Learning Objectives

Note: In the overview of social studies:
- • indicates the foundational objectives for the course; and,
- ◦ indicates the core learning objectives for the course.

Knowledge Concepts

- **Legitimacy:** Know that legitimacy in making and enforcing decisions is based on people's belief that:
  - decision makers must have the necessary authority based on criteria such as tradition, morality, consensus, and majority rule.
  - the decisions being made are legitimate according to the prevailing criteria (values) of the society's worldview; and,
  - all members of society have an obligation to accept and obey legitimate decisions even if they personally disagree with them.

  ▫ Burden of proof
  - Know that in all decision making there is a measure of uncertainty about the possible consequences and costs associated with the decision.
  - Know that burden of proof is the assumption made about who should be required to prove that a position is correct and who should be given the benefit of the doubt.

- **Social Change:** Know that societies adjust to a pattern of realities (natural, social, technological) in ways that seem reasonable at the time.

  ◦ Know that over time realities change making it necessary for society to respond.

  ◦ Know that a society may choose not respond to change until more change forces it to deal with the new reality.

  ◦ Change
  - Know that change is a process in which people's reaction to different situations ranges over time from:
    - denial that any change is necessary; to,
    - acknowledgment that a situation requires some concern; to,
    - acceptance that something should be done; to,
    - defence of the change that was made.

  ◦ Decision making
  - Know that decision making is a process in which individuals and groups:
    - determine whether a decision is required;
    - determine their goals and define them as criteria;
    - determine the various options available;
    - make a decision;
    - develop a plan to carry the decision out; and,
    - monitor the plan using the predefined criteria as a basis for determining whether the decision is achieving the goals.

  ◦ Politics
  - Know that politics is the process of conciliating different interests by giving them a share in power in proportion to their importance to the welfare of the entire community.
  - Know that politics is both a debate and a competition between specific interest groups who are prepared to use the power available to them to get their way.

- Political Decision Making
  - Know that politics is a competition between specific interest groups who intend to use the power available to them to get their way.

- **Social Contract:** Know that a social contract is an agreement between the members of a group which explicitly and implicitly defines the rights and obligations of each member.
  - Know that in society, people live as if there were a social contract which defines the rights and duties of the rulers and the ruled explicitly and implicitly.
  - Know that at certain times in history, the definition of the rights and duties of the rulers and the ruled has shifted significantly.

- **Society:** Know that society is a system where individuals and social organizations performing a variety of roles interrelate with each other according to a set of mutual expectations and in ways controlled by the social and natural environments.

- **Worldview:** Know that a worldview is a description of reality providing "natural and believable" knowledge which is generally accepted by the members of a cultural group, because it meets their needs, creates order and coherence, and provides a basis for predictions.
  - Know that a worldview acts as a template providing people with a set of beliefs about dealing with the reality in which they find themselves:
    - spiritual beliefs defining the meaning and purpose of existence;
    - moral beliefs about people's rights and obligations;
    - social beliefs about the organization of individuals into a society;
    - intellectual beliefs about determining truth and beauty;
    - economic beliefs about creating and distributing wealth; and,
    - political beliefs about making and enforcing decisions within society.
  - Know that a worldview is a description of reality which provides "natural and believable" knowledge to members of a cultural group.
  - Know that a worldview provides members of a cultural group with "natural and believable" assumptions (criteria) they can use to form the basis of a social contract.

Skills/Abilities Concepts

- **Criteria:** Know that criteria are standards which are accepted and used to provide a consistent basis for comparing different situations.
  - ◦ Know that criteria are standards or tests (moral, political, and economic) used to provide a consistent basis for making judgments.
  - ◦ Learn to develop and apply criteria as a basis for reaching conclusions.

- **Dialectical Thinking:** Know that dialectical thinking is not just a debate between opposing points of view in which the object is to prove an opposing spokesperson wrong. Rather, it is a system of reasoned exchange between points of view in which the merits of each case (thesis) are discussed and evaluated.
  - ◦ Know that the dialectical form assumes that differing and contradictory points of view may all have merit and that the merit can be discovered through the process of reasoned discussion.

- **Dialectical Evaluation:** Know that dialectical evaluation is the process of:
  - defining relevant viewpoints within the information;
  - testing the viewpoints for factual accuracy;
  - testing the viewpoints for their morality;
  - evaluating the factual and moral testing; and,
  - forming a conclusion about the issues.
  - ◦ Know that decision making and evaluation are processes in which individuals and groups define an issue, establish criteria for making a decision or judgment, and then apply the judgment to a situation.
  - ◦ Know that dialectical evaluation is a process in which competing values are defined and evaluated using tests to determine their validity.
    - Learn to apply the skills of dialectical evaluation.

- **Moral Tests:** Know that in arriving at a value judgment about whether a viewpoint is based on a legitimate moral principle, a variety of moral tests should be applied:
  - new cases test: is the principle still valid when it is applied to a different but logically relevant case?
  - role exchange test: is the principle still considered valid when it is applied to oneself?
  - universal consequences test: would the principle still be considered valid if everyone behaved according to its dictates?
  - ◦ Learn to apply the moral tests of:
    - role exchange;
    - universal consequences; and,
    - new cases.

Values Concepts

- **Logic:** Know that moral and ethical decision making depends upon using a rigorous logic.
  - Appreciate that the outcome of any evaluation is dependent upon the criteria selected as the basis for making judgments.
  - Appreciate that criteria have to be selected and applied impartially to avoid biased judgments.
  - Learn to use a rigorous logic in moral decision making.

- **Morality:** Know that morality provides guidance for making moral choices.
  - Know that morality is based on a number of principles or criteria:
    - no action may not be taken unless it is right for everyone to take that action;
    - actions which may be hurtful to others in some way must not be carried out;
    - before any action is taken:
      - all information about the consequences of the proposed action(s) on others must be sought out,
      - the effect of an action on another person must be considered,
      - advice from others should be considered,
      - the moral reasoning should be tested and rejected if it is faulty, and
      - others involved in the action should test their moral reasoning and reject it if it is faulty.

Content

Change and Society

Canadian society, as we presently know it, is the product of a steady accumulation of change that occurred over centuries. At the time it occurred, each change presented significant problems, but over time, acceptable solutions were found.

Current society is not immune to change. Canadians continue to face a variety of problems. Each problem requires change in the behaviour of individuals, in their goals and expectations, or in the way society is organized. None of these changes is easily accepted and many of them will have significant consequences for future generations of Canadians.

Organization of Society

• Worldview

Change is difficult because it affects many of the basic assumptions people use to give their lives direction, purpose, and certainty. Societies are organized around a set of assumptions which people have been socialized to accept as being true, moral, ethical, or, at least, common-sensical. These assumptions form the core of a worldview guiding peoples' interactions within society. Change those assumptions and people find that a world of certainty has become a world of confusion. On a mundane level, driving on the right is fundamental to our traffic system. Changing to driving on the left would require a serious readjustment in behaviour.

This process operates at both the philosophical and the ordinary bread and butter level. For example, philosophically most Canadians subscribe to a belief in individuality where individuals are expected to look out for themselves and be accountable for their behaviour. Yet many Canadians find themselves unemployed and dependent on society for support. For many, this is frustrating and unacceptable.

• Social Contract

Because there can never be complete agreement throughout society about an acceptable worldview and because a worldview is a generalized philosophy, a society's worldview has to be made more specific and directive so

Concepts (Knowledge Objectives)

Society

Know that society is a system where individuals and social organizations performing a variety of roles interrelate with each other according to a set of mutual expectations and in ways controlled by the social and natural environments.

Worldview

Know that a worldview is a description of reality providing "natural and believable" knowledge which is generally accepted by the members of a cultural group, because it meets their needs, creates order and coherence, and provides a basis for predictions.

Know that a worldview acts as a template providing people with a set of beliefs about dealing with the reality in which they find themselves:

- **spiritual beliefs defining the meaning and purpose of existence;**
- **moral beliefs about people's rights and obligations;**
- **social beliefs about the organization of individuals into a society;**
- **intellectual beliefs about determining truth and beauty;**
- **economic beliefs about creating and distributing wealth; and,**
- **political beliefs about making and enforcing decisions within society.**

Social Contract

Know that a social contract is an agreement between the members of a group which explicitly and implicitly defines the rights and obligations of each member.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication • Technological Literacy Concept Development Lesson (Change, Society, Worldview, Social contract, Consequences, Cost) See activity one in the activity guide for more information. The primary purpose of this activity is to help students appreciate that change with its risks and uncertainties is a difficult but necessary process.
Review/practise using ones' personal experience to gain an understanding of a concept. Review/practise categorizing and classifying information so that the information can be analyzed. Review/practise drawing inferences from the patterns that emerge from classification systems.	Learn that a worldview contains the ideas, beliefs, and values that serve as evaluative criteria. **Appreciate that the outcome of any evaluation is dependent upon the criteria selected as the basis for making judgments.**	Ask the students to consider the changes that have occurred in their lives. They might draw up a timeline of the different stages in their lives and to consider the change process as they moved from one stage to another. Now suggest to the students that because they are at the end of their public school careers, they are at the beginning of some major changes in their lives. Ask the students to draw up a comprehensive list of some of the changes they will face in the next few years. After students have considered some of the implications of the personal changes they face, ask them to consider some of the pressures involved in dealing with change. Some of the pressures they should consider are: • worldview; • social contract; and, • costs and consequences.

Content

that it can be applied to specific situations. This is done through a social contract.

A social contract defines what people can legitimately expect from society and what society can expect from them. A social contract explicitly defines expectations with laws, rules, and regulations. It also implicitly defines expectations with values and norms. Explicit and implicit expectations create a framework in which people can live their lives.

Social Change

Change upsets the social organization established by the social contract. This causes uncertainty and resentment among people who feel they have lost a foundation for their lives. Basic standards need to be rethought and redefined. Often these standards are in conflict and the conflict is difficult to resolve. Canadians have been facing many profound changes and many Canadians are frustrated by the change process.

Because there is so much change, it is difficult to be specific about it. However, if one takes a broader overview of society, it is possible to identify a number of basic categories where change is constant and significant. It is here that one can see conflicts within the Canadian worldview that have to be resolved.

- Medicine

As the power of medical technology increases, Canadians have been forced to reconsider issues related to the ethical medical treatment of patients. For centuries, the purpose of medical treatment was to alleviate suffering and prolong life. Every doctor swore an oath to this effect. Another fundamental belief of the Canadian worldview is that individuals are ends and never means. This means that no individual can be treated in a way that does not respect the sanctity of life.

Medical technology now makes it possible to maintain and prolong life beyond what has traditionally been possible. This power confers the responsibility for deciding when and how medical technologies ought to be applied.

Concepts (Knowledge Objectives)

Know that in society, people live as if there were a social contract which defines the rights and duties of the rulers and the ruled explicitly and implicitly.

Know that at certain times in history, the definition of the rights and duties of the rulers and the ruled has shifted significantly.

Social Change

Know that societies adjust to a pattern of realities (natural, social, technological) in ways that seem reasonable at the time.

Know that over time realities change making it necessary for society to respond.

Know that a society may choose not respond to change until more change forces it to deal with the new reality.

Criteria

Know that criteria are rules or standards which are accepted and used to provide a consistent basis for making judgments.

Dialectical Evaluation

Know that dialectical evaluation is the process of:

- **defining relevant viewpoints within the information;**
- **testing the viewpoints for factual accuracy;**
- **testing the viewpoints for their morality;**
- **evaluating the factual and moral testing; and,**
- **forming a conclusion about the issues.**

Values

Know that values are the beliefs people will act upon because they believe them to be correct and acceptable behaviour

Know that people use values as criteria on which to base their judgments about issues significant to them and society.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication • Technological Literacy
	Appreciate that criteria have to be selected and applied impartially in order to avoid biased judgments.	Concept Development Lesson (Dialectics, Evaluation, Criteria, Value claim, Moral tests, Value judgment) See activity two of the activity guide for more information.
Learn to develop and apply criteria as a basis for coming to conclusions. **Learn the skills of dialectical evaluation:** • **defining relevant viewpoints within the information;** • **testing the view points for factual accuracy;** • **testing the viewpoints for their morality;** • **evaluating the factual and moral testing; and,** • **forming a conclusion about the issues.** **Learn to apply the moral tests of:** • **role exchange;** • **universal consequences; and,** • **new cases.**	Learn that morality provides guidance for making moral choices. It is based on a number of principles or criteria: • an action may not be taken unless it is right for everyone to take that action; • actions which may be hurtful to others in some way must not be carried out; • before any action is taken: - all information about the consequences of the proposed action(s) on others must be sought, - the effect of an action on another person must be considered, - advice from others should be considered, - the moral reasoning should be tested and rejected if it is faulty, and - others involved in the action should test their moral reasoning and reject it if it is faulty. **Learn that moral decision making depends upon using rigorous logic.**	Change means making judgments about choices. In order to choose, one has to have criteria on which to make a judgment about the choices that are acceptable or constructive. Students need to understand that they are applying criteria, even if they have not given much thought to the criteria they are using. This activity is intended to make explicit for students the process of making moral judgments about change. It focuses on the dialectical process involved in making moral judgments about the choices available in a situation. Activity two is a series of exercises which takes students through the process of dialectical evaluation using concrete examples. • Part 1 of the activity looks at the reasons why dialectical thinking is needed in our society. • Part 2 looks at the problems involved in deciding what is true and moral. • Part 3 is a concept attainment activity on the concept of value claim. • Part 4 compares the concept of dialogue with the concept of debate.

Content

Society is discovering that there may be points at which medical treatment becomes counter-productive. This creates a set of difficult issues for society to resolve. What right do patients have to demand or deny treatment? Does society have the right to override the wishes of the patient? Finally, how are decisions to be made for people who are unable to make decisions for themselves?

• Environment

The environment will impose equally difficult choices. Canadians have accepted the belief that a high standard of living is based on the production and consumption of goods. We have been remarkably successful so, that by most measures, Canada is considered to have one of the highest standards of living in the world.

Canadians also believe that an unspoiled natural environment is important to human well-being from psychological, health, and economic points of view. Many now also argue that the environment also belongs to future generations and should be passed on intact for them to enjoy.

The problem for Canadians to resolve is how to maintain jobs and economic growth and protect the environment at the same time.

• Economics

A belief that is strongly held by most by Canadians is that everyone should hold a job and contribute to society. Another related belief is that Canadians should be independent and self-sufficient so that they can take care of themselves. Canadians also believe in technological progress so that, wherever possible, machines are invented and used to replace human labour. It is assumed that machines are more efficient than humans. Given these and other assumptions, the Canadian economy has been finding it increasingly difficult to maintain full employment. Canadians will soon have to make difficult choices about the quality and distribution of jobs within Canadian society.

Concepts (Knowledge Objectives)

Reality

Know that reality, the world in which people live their daily lives, is a messy, confused, mixture of categories, values, points of view, about which people are emotional, reasonable, unreasonable, and confused.

Know that within this confusion, there will be, at minimum, two points of view, and usually more, that have to be defined and examined from different points of view before it is possible to determine truth, morality and ethical behaviour.

Morality

Know that morality provides guidance for making moral choices.

Know that it is based on a number of principles or criteria:

- **an action may not be taken unless it is right for everyone to take that action;**
- **actions which may be hurtful to others must not be carried out;**
- **before any action is taken:**
  - **all information about the consequences of the proposed action(s) on others must be sought out,**
  - **the effect of an action on another person must be considered,**
  - **advice from others should be considered,**
  - **the moral reasoning should be tested and rejected if it is faulty, and**
  - **others involved in the action should test their moral reasoning and reject it if it is faulty.**

Dialectical Thought

Know that dialectical thought is often a personal, internal dialogue as an individual strives to search out the truth of a situation and possibly to select an appropriate course of action.

Know that the purpose of dialectical thought is not to "win" an argument, but rather, to carry out an inquiry where the inquirers attempt to examine all known sides of an issue in order to determine the merit of each side.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
	Appreciate that criteria have to be selected and applied impartially in order to avoid biased judgments.	Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communications • Technological Literacy
	Learn that morality provides guidance for making moral choices. It is based on a number of principles or criteria: • **an action may not be taken unless it is right for everyone to take that action;** • **actions which may be hurtful to others in some way must not be carried out;** • **before any action is taken:** - ***all* information about the consequences of the proposed action(s) on others must be sought out,** - **the effect of an action on another person must be considered,** - **advice from others should be considered,** - **the moral reasoning should be tested and rejected if it is faulty, and** - **others involved in the action should test their moral reasoning and reject it if it is faulty.**	Concept Development Lesson (Dialectics, Evaluation, Criteria, Value claim, Moral tests, Value judgment) Activity two continued. • Part 5 is a series of concept attainment exercises to develop the concept of dialectical evaluation with the students: ◦ Step 1: brainstorming information; ◦ Step 2: defining issues within the information; ◦ Step 3: defining a value claim for each side of an issue; ◦ Step 4: testing the value claims for: - factual accuracy, and, - moral validity; ◦ Step 5: synthesizing moral judgments; ◦ Step 6: moral testing of judgments; and, ◦ Step 7: evaluating the factual and moral testing.
Learn to develop and apply criteria as a basis for coming to conclusions. **Learn to apply the skills of dialectical evaluation:** • **defining relevant viewpoints within the information;** • **testing the view points for factual accuracy;** • **testing the viewpoints for their morality;** • **evaluating the factual and moral testing; and,** • **forming a conclusion about the issues.** **Learn to apply the moral tests of:** • **role exchange;** • **universal consequences; and,** • **new cases.**	**Learn to use a rigorous logic in moral decision making.**	

Content

The Process of Change in Canadian History

A worldview is critical to the process of making moral evaluations and decisions about a course of action. However, a worldview is not something that is static. The examples of medicine and the environment illustrate how various types of cultural change force people to reevaluate how they look at reality. This is currently happening and has happened many times in the past.

The current Canadian worldview is something that has evolved and changed over time to become what it is to day. There is always pressure for a worldview to change; there is also resistance to change. There are many examples that can be cited.

One example is the flag debate that occurred in the 1960s. Many Canadians had come to believe that Canada was now a mature independent country and needed a symbol to represent this reality. Other Canadians who believed that Canada was still a member of the British Empire and remembered that thousands of Canadians had sacrificed their lives under the Red Ensign were outraged. After a long and difficult debate, Canadians finally adopted a new flag.

Another example of difficult change was the medicare debate. Traditionally Canadians tended to believe that people should be independent and self-sufficient and should not depend on government to look after them. Many believed that health care was one of those intensely private areas in which governments should not be involved. However, other Canadians believed that health care was a basic right of all people, regardless of their ability to pay for it. Governments, they argued, had a moral responsibility to make sure that everyone would be cared for farily. After a long and difficult political debate, a compromise was worked out that would make prepaid medical care available to every citizen while ensuring that the government would not become involved in the patient-doctor relationship.

There are many other examples. A recent conflict has been the debate over the issue of gun control through the use of compulsory registration.

Concepts (Knowledge Objectives)

Decision Making

Know that decision making is a process in which individuals and groups:
- **determine whether a decision is required;**
- **determine their goals and define as criteria;**
- **determine the various options available;**
- **make a decision;**
- **develop a plan to carry the decision out; and,**
- **monitor the plan using the predefined criteria as a basis for determining whether the decision is achieving the goals.**

Worldview

Know that a worldview is a description of reality which provides "natural and believable" knowledge to members of a cultural group.

Dialectical Thinking

Know that dialectical thinking is not just a debate between opposing points of view in which the object is to prove an opposing spokesperson wrong. Rather, it is a system of reasoned exchange between viewpoints in which the merits of each case (thesis) are discussed and evaluated.

Know that the dialectical form assumes that differing and contradictory points of view may all have merit and that the merit can be discovered through the process of reasoned discussion.

Politics

Know that politics is the process of conciliating different interests by giving them a share in power in proportion to their importance to the welfare of the entire community.
Know that politics is both a debate and a competition between specific interest groups who are prepared to use the power available to them to get their way.

Change

Know that change is a process in which people's reaction to different situations ranges over time:
- **from denial that any change is necessary;**
- **to acknowledgment that a situation requires some concern;**
- **to acceptance that something should be done;**
- **to defence of the change that was made.**

Skills/Abilities Objective

Learn to develop and apply criteria as a basis for coming to conclusions.

Learn to apply the skills of dialectical evaluation:

- **defining relevant viewpoints within the information;**
- **testing the viewpoints for factual accuracy;**
- **testing the viewpoints for their morality;**
- **evaluating the factual and moral testing; and,**
- **forming a conclusion about the issues.**

Learn to apply the moral tests of:

- **role exchange;**
- **universal consequences; and,**
- **new cases.**

Values Objectives

Learn to select and apply criteria impartially in order to avoid biased judgments.

Lean that morality provides guidance for making moral choices. It is based on a number of principles or criteria:

- **an action may not be taken unless it is right for everyone to take that action;**
- **actions which may be hurtful to others in some way must not be carried out;**
- **before any action is taken:**
  - **all information about the consequences of the proposed action(s) on others must be sought out,**
  - **the effect of an action on another person must be considered,**
  - **advice from others should be considered,**
  - **the moral reasoning should be tested and rejected if it is faulty, and**
  - **others involved in the action should test their moral reasoning and reject it if it is faulty.**

Learn to use a rigorous logic in moral decision making.

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Communication

Concept Development Lesson (Decision making, Criteria, Dialectical evaluation, Value claim, Moral tests, Value judgment)

See activity three in the activity guide for more information.

This activity is a review of activity two using more sensitive issues involving life and death. The activity involves a case study illustrating the difficult choices found in medical ethics today. It is used because it illustrates the moral reasoning process used to define and evaluate difficult choices people face in their lives.

Before beginning work on this case study briefly review with your students some of the ideas covered in activity three:

- It is not easy to make good decisions. Truth and morality resist easy definition and application.
- Society is made up of people who are individuals with different values who believe different things ought to be done in a situation.
- Choices and decisions about the value claims that one should accept have to be made.
- Choices between value claims can be difficult and tragic. We may be forced to choose between bad claims and feel that we are being forced to do something wrong by making a choice.
- Paradoxically, we sometimes have to choose between two good value claims and by choosing feel we have lost something. Unfortunately, good value claims can contradict and conflict with each other.

Content

An Evolving Worldview

Once a change has been accepted, then the worldview accommodates the new perspective and is itself changed. When this occurs, people are reluctant to revert to an earlier worldview. An example of an extreme reluctance to change would be the reaction of Canadians to the suggestion of giving up medicare. Most polls indicate a strong negative reaction to any such suggestion. However, people do not always defend a change. An example is prohibition. Canadians never fully accepted the prohibition of alcohol. Because of certain beliefs in their worldview, Canadians chose to down play prohibition's significant successes and highlight its failures. As a result, the accepted wisdom in Canada is that prohibition was a complete failure. Any suggestion that Canada readopt prohibition would be soundly dismissed.

The Benefits and Costs of Change

An argument often used to justify change is its benefits. The reality is that change results in both winners and losers. Some people benefit more from a change than others. This is particularly true of technological change. Those who control advanced technology are likely to benefit more than those who control technology made obsolete by change. Therefore, using benefits as a criteria can yield very different judgments about the value of a change.

Change in the short run may be perceived to offer more trouble and costs than it offers benefits. In many cases, the long run determines whether there are useful benefits to the change. Even in the long run, there may be negative ramifications of a change that people tolerate for the sake of other benefits associated with the change.

Concepts (Knowledge Objectives)

Dialectical Evaluation

Know that dialectical evaluation is the process of:

- **defining relevant viewpoints within the information;**
- **testing the viewpoints for factual accuracy;**
- **testing the viewpoints for their morality;**
- **evaluating the factual and moral testing; and,**
- **forming a conclusion about the issues.**

Burden of Proof

Know that in all decision making there is a measure of uncertainty about the possible consequences and costs associated with the decision.

Know that burden of proof is the assumption made about who should be required to prove that a position is correct and who should be given the benefit of the doubt.

Moral Tests

Know that in arriving at a value judgment about whether a viewpoint is based on a legitimate moral principle, a variety of moral tests should be applied:

- **new cases test: is the principle still valid when it is applied to a different but logically relevant case?**
- **role exchange test: is the principle still considered valid when it is applied to oneself?**
- **universal consequences test: would the principle still be considered valid if everyone behaved according to its dictates?**

Logic

Know that moral and ethical decision making depends upon using a rigorous logic.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (Decision making, Criteria. Dialectical evaluation, Value claim, Moral tests, Value judgment) See activity four in the activity guide for more information.
Practise developing and applying criteria as a basis for making value judgments	Practise selecting and applying criteria impartially in order to avoid biased judgments.	Initiate with the students a discussion about a number of current issues facing Canadian society.
Practise applying the skills of dialectical evaluation: • defining relevant viewpoints within the information; • testing the viewpoints for factual accuracy; • testing the viewpoints for their morality; • evaluating the factual and moral testing; and, • forming a conclusion about the issues.	Practise applying a rigorous logic in moral decision making.	Point out to them that many issues currently generating controversy in Saskatchewan are moral issues and generate strong feelings on both sides. If one follows these issues carefully, it is usual to find well thought out viewpoints that favour and oppose each issue. Give the students a reading and ask them whether they agree with the position. Ask them to go through the reading and analyze the argument by examining the syllogisms from a factual point of view and from a moral point of view.
Practise applying the moral tests of: • role exchange; • universal consequences; and, • new cases.		Once students have completed this, have each group place one or two syllogisms on the chalkboard. When all the syllogisms are in place, hold an analytical class discussion on the article. Once students have completed their factual analysis, have them evaluate the moral conclusions using the moral testing procedures.

Content

Implementing Change within a Democratic Society

How does society decide whether to implement a change? Many debates about a change become a dialectic with powerful and cogent arguments supporting each side of the dialectic. Then the problem becomes a question of deciding who is correct? On what basis should the decision be made? Who has the burden of proof: those opposed to or those in favour of change?

At some point, the issue becomes political because power is involved. Those with the power to implement decisions have to decide what they believe must be done. In some cases, the power brokers consider the judgments derived from the moral dialectic. In other cases, they ignore morality and make a decision on the basis of self-interest and power. In many cases the decision is based on a confused mixture of morality and self-interest. This is the situation in Canadian history.

Concepts (Knowledge Objectives)

Legitimacy

Know that legitimacy in making and enforcing decisions is based on people's belief that:

- **decision makers must have the necessary authority based on criteria such as tradition, morality, consensus, majority rule, etc.**
- **the decisions being made are legitimate according to the prevailing criteria (values) of the society's worldview; and,**
- **all members of society have an obligation to accept and obey legitimate decisions even if they personally disagree with them.**

Politics

Know that democratic politics is a method of making decisions by giving different interests a say in what the decision will be in proportion to their importance to the welfare of the entire community.

Coercion

Know that dictatorial politics uses coercion to enforce decisions because the government lacks legitimacy.

Idealism and Politics

Know that no matter how significant and ideal a change might be, if that change cannot stand the political test of achieving legitimacy with those citizens who have power within society, the change will be rejected.

Know that the imposition of any change believed to be illegitimate and offensive by certain power groups requires some form of coercion by other power groups.

Know that in a democracy no change, regardless of how ideal it might be for society, is worth sacrificing the democratic process.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication • Technological Literacy
		Concept Development Lesson (Worldview, Evaluation, Criteria, Dialectics, Power, Politics) See activity five in the activity guide for more information.
Practise using concepts to categorize and classify information so that the information can be analyzed. Practise using the skills of: • stating hypotheses that are testable and guide the search for data; and, • presenting analyses to confirm or disconfirm the hypotheses.	**Appreciate that the outcome of any evaluation is dependent upon the criteria selected as the basis for making judgments.** Learn to determine whether decisions made and enforced by moral criteria are better for society than decisions made and enforced by political criteria, by: • selecting moral tests to apply to each criterion; • applying those tests impartially and fully; and, • constructing a rigorous logic to come to a considered judgment about the issue. Practise selecting and applying criteria in order to avoid biased judgments.	Ask the students to think about the stereotypes and generalizations we make about societies. For example, ask the students to consider Saskatchewan. Some statements that might be made about Saskatchewan: • It is next year country. • The climate makes Saskatchewan people: ◦ hardy, ◦ nice, and, ◦ generous. • Other statements? (Ask the students for their generalizations.) Evaluate with the students the accuracy of these statements: • Are these kinds of generalization an accurate description of Saskatchewan people? • Are some of these descriptions the kind of things Saskatchewan people would like to believe about themselves? • If people want to believe something, does it become a self-fulfilling prophecy? • How much of this is simply hypocrisy; the idea that we like to believe comfortable and nice things about ourselves so that we can do less nice things without guilt? You might discuss with the class why a symbol is adopted by a society. For example, ask the students to compare the critical attributes of the American eagle and the Canadian beaver. The eagle, it could be argued, symbolizes strength, fierceness, aggression, predation, freedom, and individuality. The beaver might be seen to represent strength, mildness, cooperation, building, and community.

Content

Key Events in Canadian History

A number of events in Canadian history have played an important role in shaping the worldview of Canadian society. Each event involved groups with different worldviews coming into contact with each other. These events include:

- the acculturation process that began when the Aboriginal peoples of North America came into contact with the invading European peoples;
- the social contract that was established when the Quebec Act recognized the cultural reality of the French in British North America;
- the rejection in 1837 of American republicanism and the affirmation of British monarchial traditions as the basis for the Canadian social contract;
- the rejection of the Aboriginal worldview, the establishment of the National Policy, and the implementation of Sifton's immigration policies as the basis of the Canadian social contract; and,
- the social changes of the Quiet Revolution and their impact on the Canadian social contract.

These events represent significant turning points in the evolution of a Canadian worldview. In order to live together, people had to make ethical and political choices about reconciling their different worldviews. They had to work out the role each cultural group was to play in society, and how wealth and power were to be allocated among them.

Cumulatively, these choices created the basic rules of social interaction thereby creating a Canadian social contract. The choices would serve as the basic assumptions for succeeding generations and form the basis of all future moral and political dialectics between Canadians.

Modern Canada is the result of this dialectic. Our struggle to find an accommodation with the Aboriginal peoples and the French Canadian, the fear of being overwhelmed by the United States, the uncertainties about Canadian identity and, indeed, the future of a unified Canada are all current issues, even though they look little different from the issues of a century or two ago.

Concepts (Knowledge Objectives)

Worldview and Social Contract

Know that a worldview provides members of a cultural group with "natural and believable" assumptions (criteria) they can use to form the basis of a social contract.

Know that a social contract defines the rights and duties of rulers and the ruled explicitly and implicitly.

Criteria

Know that criteria are standards or tests used to provide a consistent basis for making judgments.

Decision Making and Evaluation

Know that decision making and evaluation are processes in which individuals and groups define an issue, establish criteria for making a decision or judgment, and then apply these criteria to a situation.

Dialectical Evaluation

Know that dialectical evaluation is a process in which competing values are defined and evaluated using tests to determine their validity.

Political Decision Making

Know that politics is a competition between specific interest groups who intend to use the power available to them to get their way.

Burden of Proof

Know that burden of proof is the assumption made about who should be required to prove that a position is correct and who should be given the benefit of the doubt.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication • Technological Literacy
		Concept Application Lesson (Change, Worldview, Social contract, Criteria, Judgment, Decision making, Dialectical evaluation, Political decision making, Burden of proof)
Practise using the analytical skills of: • defining the main parts; • describing cause-effect relationships; and, • describing how the parts of a whole are related to each other.		See activity six in the activity guide for more information.
	Practise selecting criteria as the basis for making judgments.	Discuss with students some of the following examples of change that have been rejected or resisted by segments of the general public.
Practise making hypotheses based on reasonable assumptions and inferences.		Students need to understand that the change process is complex and its outcomes are uncertain. It is critical that the debate within society over the issues be thorough and give as many people and interest groups as possible an opportunity to contribute.
Practise applying the skills of dialectical evaluation: • defining relevant viewpoints within the information; • testing the viewpoints for factual accuracy; • testing the viewpoints for their morality; • evaluating the factual and moral testing; and, • forming a conclusion about the issues.	Practise determining whether a decision should be made and enforced by political criteria, by: • selecting moral tests to apply to each criterion; • applying those tests impartially and fully; and, • constructing a rigorous logic to come to a considered judgment about the issue.	Also, students need to understand that powerful interest groups both for and against change will use their power to limit debate in whatever way they can. Examples of difficult change: • Enforcing prohibition; • Adopting medicare in Saskatchewan; • Adopting a Canadian flag; • G.S.T.; • Possible future examples: ◦ Environmental issues? ◦ Shortening the work week to 32 hours?
Practise applying the moral tests of: • role exchange; • universal consequences; and, • new cases.		Examples of doubtful change easily accepted: • Internment of Japanese, Ukrainians, Germans during wartime; and, • Removal of taxes on cigarettes. When students are familiar with the process of evaluating change from a values position and from a power position, ask the students to examine a number of change issues from these points of view.

Content

Aboriginal-European Contact

For the Aboriginal peoples the arrival of the Europeans was a catastrophic event. Contact resulted in a series of massive epidemics which killed millions of Aboriginals within a few decades. In three centuries, the North American Aboriginal population dropped from an estimated 18 million to 300 000. By 1608, the Hurons and the Iroquois (Five Nations) were aware that their future was threatened. Both groups faced difficult and dangerous choices.

The Huron in the sixteenth century were the most powerful nation in the area. They were highly organized, prosperous, and masters of diplomacy and trade. Using their location (between Georgian Bay and Lake Simcoe) to advantage, they had been able to create a prosperous trade relationship between the Indians to the Northwest and the St. Lawrence Basin.

The Huron decided to establish trade and diplomatic links with the French which, they hoped, would allow both groups to live together peacefully and prosperously. The problem with this approach was that trade with the French included sharing the smallpox and influenza viruses. The Huron population was rapidly decimated. Within decades, the Huron social system was a hollow shell made up of empty villages that the Hurons could no longer defend.

Other Aboriginals disagreed with Hurons' diplomatic approach, believing that self-defence was the only acceptable alternative. They tried to persuade the Hurons to create a powerful defensive alliance of all Aboriginal nations, but the Hurons refused. Deganawidah, a leader of the disagreeing faction, took the message of self-defence to the Iroquois nations south of Lake Ontario. The Iroquois, somewhat outside the main trade routes and less affected by the Europeans and trade, accepted his approach. They formed the Five Nations Confederacy and began an active campaign of self-defence against the invading Europeans. As part of their campaign strategy, the Iroquois attacked the Hurons because they were determined to stop what they saw as Huron collaboration and to take Huron captives as replacement warriors wherever possible.

Concepts (Knowledge Objectives)

Iroquoian Worldview

Know that the Iroquoian worldview consisted of these basic beliefs:

- spiritual beliefs
  - Every expression of life is part of an awesome order known as the Great Mystery.
  - All human beings are sacred because each is an expression of the will of the Great Spirit.
  - The sacred circle of life means that all life is equal and spiritual, so every part of nature must be used with respect.
  - The earth is the mother of all and the spirit that governs it is feminine.

- moral beliefs
  - Indian society, beliefs, and ways are good when they obey the Great Spirit.
  - Women represent reason, because it is they who produce and educate the child that becomes the adult.
  - Women are the head of the household and, as such, are expected to give leadership to society.
  - Men should show great physical courage as well as grace and obedience in carrying out their role as protectors of society.

- economic beliefs
  - The earth is a gift from the creator which cannot be owned or sold.
  - Status was earned by those who could give away the most wealth.
  - Trade and peace are the same thing.

- social beliefs
  - Freedom is the most prized possession and the preservation of freedom depends upon obeying the law and preserving the freedom of others.
  - Society should be communal, cooperative, and sharing.
  - Everyone has an equal place in the social circle and everyone protects each other and the society that gives so much.

- political beliefs
  - Power should be diffused throughout society so that all may contribute.

Skills/Abilities Objective

Practise using the analytical skills of:
- defining the main parts;
- describing cause-effect relationships; and,
- describing how the parts of a whole are related to each other.

Practise making hypotheses based on reasonable assumptions and inferences.

Practise applying the skills of dialectical evaluation:
- defining relevant viewpoints within the information;
- testing the viewpoints for factual accuracy;
- testing the viewpoints for their morality;
- evaluating the factual and moral testing; and,
- forming a conclusion about the issues.

Practise applying the moral tests of:
- role exchange;
- universal consequences; and,
- new cases.

Values Objectives

Appreciate that the outcome of any evaluation is dependent upon the criteria selected as the basis for making judgments.

Practise selecting and applying criteria impartially in order to avoid biased judgments.

In determining whether decisions made and enforced by moral criteria are better for society than decisions made and enforced by political criteria, students should practise:
- selecting moral tests to apply to each criterion;
- applying those tests impartially and fully; and,
- constructing a rigorous logic to come to a considered judgment about the issue.

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s
- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Communication

Concept Application Lesson (Worldview, Social contract, Criteria, Judgment, Decision making, Dialectical evaluation, Political decision making, Burden of proof)

See activity seven in the activity guide for more information.

Remind students that making decisions about change was a similar process for people in the past as it is for people today.

The last activity in this unit assigns students the task of researching a series of case studies to examine why Canadians made the choices they did at certain points in Canadian history.

Students need to learn three important understandings about the process of societal change from these case studies:
- that people in a society select criteria from the existing worldview to use as the basis for making judgments about change;
- that significant change forces members of a society to make choices. In some cases, a society may reject change and thereby reinforce the status quo; or it may accept a change and thereby change the way it perceives reality and the society's goal, and the way the society organizes itself.
- that change over time occurs as a series of cumulative changes, so that a worldview slowly and profoundly changes with few people being aware of the long-term consequences of what seems, at the time, to be minute, inconsequential change.

Content

Europeans were ill prepared for what they would encounter in North America. European thinking was changed, particularly for those who came and tried to build a European society in this strange and difficult environment.

The French who came to the St. Lawrence River Valley were aggressive explorers and traders. Champlain was a true explorer as well as a devout Christian and was determined to found a successful French colony in the New World. The colony would only be successful if the profits from trade could cover the costs of maintaining the colony. Much of early French exploration and settlement was aimed at making quick profit.

Besides wealth and power, evangelism was a major motive. The Society of Jesus (Jesuits) was a highly disciplined organization that had a great deal of influence within the Catholic world. The Jesuits were determined to convert the Indians to Christianity. Jesuit priests had taken vows of poverty, chastity, and obedience. They were prepared to ignore personal safety and comfort in their effort to bring Christianity to the New World. They believed that saving souls for Christ justified any sacrifice.

The French soon became involved in a protracted war with the Five Nations of the Iroquois. From the French perspective, the war was about the control of the fur trade and whether the fur would flow to them through the St. Lawrence, rather than through the Hudson River to the Dutch and later the English.

The land and the people had a profound effect on the early settlers in the New World. For the French, it was a harsh and unforgiving land. Many perished from starvation and scurvy in the first attempts to winter there. It was only through learning survival techniques from the Aboriginal peoples that life in the New World became possible for the French.

French traders, explorers, and priests, despite the danger, spent their lives living and trading with the Indians in the North West. These men began to develop and live a new way of life that was an amalgam of the European and the Indian. Learning the language and adapting to Indian ways was necessary in order to trade with the Aboriginal peoples.

Concepts (Knowledge Objectives)

French Worldview and Social Contract

Know that fundamental beliefs of the seventeenth century French worldview were:

- religious beliefs
  - Christianity is the one true religion.
  - Obedience to God can best be demonstrated through obedience to God's representatives within society.
  - It is the duty of all true believers to win the souls of unbelievers to faith in Christ.
  - Because the Aboriginal peoples do not know the teachings of Christ, they spend their lives in error and darkness.
  - The Jesuits are the chief agents of God to establish a "new Jerusalem, blessed by God and made up of citizens destined for heaven" in New France.

- political beliefs
  - Sovereignty is embodied within the Monarch who is responsible to God alone.
  - It is the responsibility of the Church and the state to maintain an orderly society made up of people obedient to the will of God.
  - A state that tolerates religious and other freedoms will become anarchic, ungovernable, and, therefore, sinful.

- economic beliefs
  - A nation's international power is based on the accumulation of gold and that depends on having a trade surplus.
  - A trade surplus depends on building industry at home, a powerful merchant marine, and an overseas empire.
  - When people adopt a settled, agricultural way of life they are more likely to become civilized and Christian.
  - Anyone commits an injustice who takes from the Natives their right to the lands that God has located them on.
  - If the French wish to have the Natives as friends, then they must be prepared to trade necessities with them.

Skills/Abilities Objective

Practise using the analytical skills of:
- defining the main parts;
- describing cause-effect relationships; and,
- describing how the parts of a whole are related to each other.

Practise making hypotheses based on reasonable assumptions and inferences.

Practise applying the skills of dialectical evaluation:
- defining relevant viewpoints within the information;
- testing the viewpoints for factual accuracy;
- testing the viewpoints for their morality;
- evaluating the factual and moral testing; and,
- forming a conclusion about the issues.

Practise applying the moral tests of:
- role exchange;
- universal consequences; and,
- new cases.

Values Objectives

Appreciate that the outcome of any evaluation done is dependent upon the criteria selected as the basis for making judgments.

Practise selecting and applying criteria impartially in order to avoid biased judgments.

In determining whether decisions made and enforced by moral criteria are better for society than decisions made and enforced by political criteria, students should practise:
- selecting moral tests to apply to each criterion;
- applying those tests impartially and fully; and,
- constructing a rigorous logic to come to a considered judgment about the issue.

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s
- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Communication
- Technological Literacy

Concept Application Lesson (Worldview, Social contract, Criteria, Judgment, Decision making, Dialectical evaluation, Political decision making, Burden of proof)

Activity seven continued.

Explain to students that each of these case studies is significant because it represents significant change points in the evolution of a Canadian worldview. In order to understand the reasons for the change and its significance, students need to determine:
- the prevailing worldview and its related social contract at the time of the change;
- the changes in that worldview the society had to react to;
- the choices the society made;
- the consequences of those choices for the worldview and social contract in:
  - the short run, and,
  - the long run.

Content

French-British Contact

By the time of the conquest of Quebec in 1759, the French had been in Quebec for 150 years. The Church retained its great influence over the lives of the Québécois. The feudal seigniorial system was still in effect. Quebec society was hierarchical and controlled by an elite that expected people to be deferential to the Church and state.

Life on the frontier was difficult for all levels of society and this difficulty had a great levelling effect. Many of the traditions of the seigniorial system had to be modified to make them more realistic for North America. The distinctions between the local "aristocracy" and the "peasant" were not so sharply drawn as they were in eighteenth century French society. The seigneur had neither the wealth nor the prestige of a local aristocrat in France. Many seigniors had to work in the fields with their habitants. The habitants would accept a limited form of feudalism but would react negatively to any extension of it. By the middle eighteenth century what had started out to be a very authoritarian society had become paternalistic.

The great difference between France and New France was the wilderness. A mile or two down any river, a life of adventure, wealth, and freedom as a coureur de bois was possible. These men became the romantic heroes and the "movers and shakers" of Quebec society. The fur trade meant that those who chafed under feudal restrictions could find a freer life and make money at the same time. Those who were successful gained far more status than official leaders such as the seigniors. The fur trade became a major industry, albeit slightly shady to the elites. However, the fact that the fur trade was highly profitable was never ignored by the elites, except to some extent by the Church.

By the 1750s, the people of New France were proud of the huge empire and trading system they had created. After the conquest by the English, 65 000 Québécois remained in Quebec even though they faced many risks in living as a conquered people. They were mostly interested in continuing with their lives in the New World. If the Church and the Western fur trade were to continue, they would be satisfied.

Concepts (Knowledge Objectives)

French Canadian Worldview

Know that the fundamental beliefs of the eighteenth century French worldview were:

- spiritual beliefs
  - The Church in New France believed that:
    - it was more responsible to the Pope than it was to Paris.
    - religious belief and worship should be orthodox (as defined by Rome).
    - the notions of scepticism, philosophical doubt, and worldliness affecting the Church in France should be rejected as dangerous heresy.

- political beliefs
  - It was widely accepted that loyalty to the Intendant and Governor meant accepting their right to govern in place of the King.
  - On the western frontier, initiative, independence, and a reckless and undisciplined courage were admired.
  - Many Québécois saw themselves as distinct and were resentful of French neglect, patronage, arrogance.
  - The elites of Quebec believed that representative government would be a mistake.

- economic beliefs
  - The fur trade in New France was based on the belief that a centralized monopoly was necessary for its survival.
  - After 1759:
    - the Québécois believed their best interest lay in working with the British colonial merchants to preserve and expand the fur trade wherever possible; and,
    - Québécois was united in the belief that the maintenance of Quebec's fur trade monopoly was critical to their future.

- social beliefs
  - The Quebec elites believed in the maintenance of an authoritarian society, while those in the lower classes were not prepared to accept any expansion of paternalism particularly if it meant expanded fees and duties.
  - Child rearing practises among the lower classes were permissive and tended to encourage self-reliance and assertiveness.

Skills/Abilities Objective

Practise making hypotheses based on reasonable assumptions and inferences.

Practise applying the skills of dialectical evaluation:
- defining relevant viewpoints within the information;
- testing the viewpoints for factual accuracy;
- testing the viewpoints for their morality;
- evaluating the factual and moral testing; and,
- forming a conclusion about the issues.

Practise applying the moral tests of:
- role exchange;
- universal consequences; and,
- new cases.

Values Objectives

Appreciate that the outcome of any evaluation is dependent upon the criteria selected as the basis for making judgments.

Practise selecting and applying criteria impartially in order to avoid biased judgments.

In determining whether decisions made and enforced by moral criteria are better for society than decisions made and enforced by political criteria, students should practise:
- selecting moral tests to apply to each criterion;
- applying those tests impartially and fully; and,
- constructing a rigorous logic to come to a considered judgment about the issue.

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s
- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Communication
- Technological Literacy

Concept Application Lesson (Worldview, Social contract, Criteria, Judgment, Decision making, Dialectical evaluation, Political decision making, Burden of proof)

Activity seven continued.

Below is a case study and some possible issues students might examine as part of their research projects.

- The evolving relationship between the worldview of the Aboriginal peoples of North America and that of the Europeans:
  - the worldview and related social contract of the Aboriginal peoples;
  - the worldview and related social contract of Europeans; and,
  - the evolving worldview and social contract of Canadian society as a result of the contact between the two worldviews.

Content

After years of sparring, Britain and the Thirteen Colonies were finally able to coordinate their efforts and defeat New France. After the conquest, a different set of problems developed for Britain and the Colonies. The fundamental issue was how should the French empire in North America be divided and who should control it? The colonists, the Indians and the British businessmen in Quebec were all determined to control the French empire and the fur trade.

The British who were concerned about becoming involved in a long and expensive Indian war, leaned toward Quebec's point of view. Relations between the Colonies and Great Britain were deteriorating, and the British government did not want to increase the power of the Thirteen Colonies by giving them more territory.

Finally, there was the issue of governing a colony made up of 65 000 Catholic Québécois who spoke a different language, and had different political and economic institutions. Governors Murray, Carleton, and Haldiman all liked the paternalistic-authoritarian society that had been created in New France. It agreed with their aristocratic, military assumptions. When the time came to recommend and implement policy, they were sympathetic to the viewpoint of Quebec's elite.

Many of the British businessmen in Quebec became involved in the fur trade. It was profitable to adopt the fur trade infrastructure, and the knowledge and contacts of the coureur de bois. If anything, the British owners wished to expand it. Everyone in Quebec continued to support the notion that furs and their profits should continue to move down the St. Lawrence River rather than through either the Hudson River or Hudson Bay.

The political problem for the British was twofold. First, under British law they could not recognize the rights of Catholics. Second, the British merchants in Quebec were quarrelling with the British governor. The merchants wanted an elected assembly and other rights as British citizens. However, the British leadership and the Quebec elite were extremely reluctant to put these ideas in place.

Concepts (Knowledge Objectives)

British Worldview

Know that the eighteenth century British worldview consisted of these basic beliefs:

- spiritual beliefs
  - Great Britain was a Protestant nation which:
    - accepted that the King was the "defender of the faith";
    - rejected any right of control by the Pope over British society anywhere; and,
    - believed in an individualistic, personal relationship with God without any intervention by priest or church.

- political beliefs
  - Britain should be a monarchy because its supporting institutions (aristocracy, army, gentry, the church) embodied the best traditions for guiding society.
  - The monarch, in governing society, is obligated to accept guidance from an elected assembly (Parliament).
  - Parliament must be supreme in British society and cannot have its power limited in any way by any other institution.
  - The behaviour of all individuals and institutions (including the King) within society must conform to the rule of law.

- economic beliefs
  - The British government's policies were based on mercantilistic beliefs:
    - an imperial system of trade and political power would augment Britain's power and prestige throughout the world;
    - colonies should serve the interests of the mother country; and,
    - colonies should be taxed to pay for their own defence.
  - Many British businesspeople accepted the beliefs underlying a market oriented economy:
    - private entrepreneurship and less government interference are desirable; and
    - competition and profit should guide production rather than government.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication • Technological Literacy
Practise making hypotheses based on reasonable assumptions and inferences.		Concept Application Lesson (Worldview, Social contract, Criteria, Judgment, Decision making, Dialectical evaluation, Political decision making, Burden of proof)
Practise applying the skills of dialectical evaluation: • defining relevant viewpoints within the information; • testing the viewpoints for factual accuracy; • testing the viewpoints for their morality; • evaluating the factual and moral testing; and, • forming a conclusion about the issues.	Appreciate that the outcome of any evaluation is dependent upon the criteria selected as the basis for making judgments. Practise selecting and applying criteria impartially in order to avoid biased judgments.	Activity seven continued. Below is a case study and some possible issues students might examine as part of their research projects. • The social contract and evolving relationship between the French Canadians and the British: ◦ the worldview and related social contract of the French-Canadian; and, ◦ the worldview and related social contract of the British.
Practise applying the moral tests of: • role exchange; • universal consequences; and, • new cases.	In determining whether decisions made and enforced by moral criteria are better for society than decisions made and enforced by political criteria, students should practise: • selecting moral tests to apply to each criterion; • applying those tests impartially and fully; and, • constructing a rigorous logic to come to a considered judgment about the issue.	

Content

Social and Political Change in North America

The defeat of the British by the Americans marked the beginning of two social experiments. The more famous is the establishment of the United States of America with its powerful worldview. What is less well known is that the Canadian social experiment began with the migration of the British Empire Loyalists to British North America (B.N.A.).

The Loyalists and the Québécois had to reach an accommodation about the organization of society. The Loyalists would not accept the provisions of the Quebec Act that Quebec found acceptable. In response, Parliament passed the Constitutional Act (1791). The Act created two colonies (Upper and Lower Canada) with the same governmental structures.

A migration of people from Europe to North America began in the early nineteenth century. Millions of English, Irish, and Scots in search of a better life endured a long, dangerous ocean crossing in what were referred to as coffin ships.

By 1812 war broke out again between Britain and the United States. Most of the battles were inconclusive and both sides eventually settled their grievances. For British North America, this war played a role in developing a sense of identity. Initially, however, this identity focused more on anti-Americanism than on a sense of Canadianism. Americans were portrayed quite negatively and republicanism was often satirized.

In 1828 Andrew Jackson was elected President. He stood for democratic reforms that provided common people with a greater role in government. People believed he stood for political equality and economic reform.

Despite the conservatism of B.N.A., many of the rural, agricultural poor became interested in the American reform movement, particularly the idea of extending the franchise and making government responsible to the people.

The B.N.A. economy was undergoing change with agriculture and lumber becoming major industries. Political change was systematically blocked by a powerful elite.

Concepts (Knowledge Objectives)

Worldview

Know that a societal worldview has a wide range of ideas, beliefs, and values from which sets of fundamental beliefs can be selected for the guidance of individuals and groups.

Fundamental Beliefs

Know that societies vary in their organizing principles, vary in what they believe to be the sources of authority and values, and vary in what they believe to be the nature of a good society.

Social Contract

Know that a social contract enshrines a society's most fundamental principles and values and its conception of social organization in a systematic and coherent way.

Revolutionary Social Contract

Know that supporters of the American revolution accepted the principle of populism as the source of authority within society and that the values of life, liberty, and the pursuit of happiness were worthy objectives for a progressive society.

Counterrevolutionary Social Contract

Know that the supporters of the American counterrevolution (Loyalists) believed that the principle of tradition as manifested in the ancient English monarchy was the legitimate source of authority for society and the values of peace, order, and good government were worthy objectives for a stable society.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication • Technological Literacy
Practise making hypotheses based on reasonable assumptions and inferences.		Concept Application Lesson (Worldview, Social contract, Criteria, Judgment, Decision making, Dialectical evaluation, Political decision making, Burden of proof)
Practise applying the skills of dialectical evaluation: • defining relevant viewpoints within the information; • testing the viewpoints for factual accuracy; • testing the viewpoints for their morality; • evaluating the factual and moral testing; and, • forming a conclusion about the issues.	Appreciate that the outcome of any evaluation is dependent upon the criteria selected as the basis for making judgments. Practise selecting and applying criteria impartially in order to avoid biased judgments.	Activity seven continued. Below is a case study and some possible issues students might examine as part of their research projects. • The social contract and evolving relationship between the British Colonial Office, the colonial oligarchies, the descendants of the United Empire Loyalists, and the reform groups: ◦ the worldview and related social contract of the oligarchies; and, ◦ the worldview and related social contract of the reformers.
Practise applying the moral tests of: • role exchange; • universal consequences; and, • new cases.	In determining whether decisions made and enforced by moral criteria are better for society than decisions made and enforced by political criteria, students should practise: • selecting moral tests to apply to each criterion; • applying those tests impartially and fully; and, • constructing a rigorous logic to come to a considered judgment about the issue.	

Content

Social Divisions In British North America

The Constitutional Act (1791) gave each B.N.A. colony an appointed governor. The governor would be advised by executive and legislative councils whose members were appointed for life. There would also be a legislative assembly elected by a limited number of male voters. Neither the governor nor the councils were accountable to the elected assembly. The British government hoped this approach would solve the difficult issue of responsible government.

The defacto government of Upper and Lower Canada became the small elites who held life-time appointments on the executive and legislative councils. The elites held similar viewpoints and represented powerful economic interests in Upper and Lower Canada. Most governors served short terms, and administrative peace was a high priority; therefore they tended to accept their councils' advice.

The elites were oligarchies who used their power in self-serving ways. Money was spent to build canals to ship commercial goods rather than roads to ship agricultural goods. They held large land reserves for speculation instead of releasing it for settlement. This made settlement difficult as communities and schools were far apart. The rural agricultural class felt its interests were constantly ignored by government. These policies created frustration and social division between the urban commercial class and the rural agricultural class.

The Upper Canadian elite (Family Compact) used its power to preserve the Anglican Church as the dominant Protestant Church despite the fact that the majority was Methodist. In Lower Canada the problem was less religious and more ethnic. The Chateau Clique, the English speaking elite in Lower Canada, controlled business and used its political connections to dominate the French majority.

For twenty years, Reformers in the Legislative Assemblies had been demanding the right to elect their representatives and control finances so that the legislative and the executive councils could be held accountable for their decisions. The Governor, the Councils, and the British government all refused political change.

Concepts (Knowledge Objectives)

Worldview

Know that different groups selected from the general worldview in B.N.A. those ideas that best served their particular interests:

- The British Colonial Office believed that:
  - Wide-spread immigration, intermarriage, trade, and travel between the U.S. and B.N.A. was increasing the influence of American republicanism.
  - American republicanism was a subversive threat to British control of B.N.A. and could only be held in check by maintaining strong British authority in B.N.A..
  - Protecting British authority depended upon maintaining the tradition of strong governors actively supported by the colonial elites and the established churches (Anglican and Catholic).

- The Colonial oligarchies believed that:
  - Maintaining a stable society depended upon the guidance of a select group of well educated and civilized "gentlemen".
  - French Canadians are fundamentally disloyal and large-scale immigration of loyal British subjects should be used to overwhelm their political power.
  - The power of the Anglican and Catholic churches is useful because the churches know they would have no political protection under the American constitution and so must remain loyal to Britain.

- Descendants of the United Empire Loyalists believed that:
  - Britain with its monarchy, Common Law, and Parliamentary traditions represents a civilized social system clearly superior to the barbarous society created in the U.S.
  - The British hierarchical system protects liberty and the law it is based upon better than the levelling and egalitarian "mobocracy" created in the U.S.

- Conservative French Canadians believed that:
  - They had behaved as reasonable and loyal British subjects both in peace and war.
  - The anarchy of the French Revolution indicates what happens when society has been given too much freedom.
  - They had the same rights as other British subjects including language and religious rights.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication • Technological Literacy
Practise making hypotheses based on reasonable assumptions and inferences.		Concept Application Lesson (Worldview, Social contract, Criteria, Judgment, Decision making, Dialectical evaluation, Political decision making, Burden of proof)
Practise applying the skills of dialectical evaluation: • defining relevant viewpoints within the information; • testing the viewpoints for factual accuracy; • testing the viewpoints for their morality; • evaluating the factual and moral testing; and, • forming a conclusion about the issues.	Appreciate that the outcome of any evaluation is dependent upon the criteria selected as the basis for making judgments. Practise selecting and applying criteria impartially in order to avoid biased judgments.	Activity seven continued. Below is a case study and some possible issues students might examine as part of their research projects. • The social contract and evolving relationship between the Aboriginal peoples of the North West, the immigrants, and the Confederation of Canada: ◦ the worldview and related social contract of the Aboriginal peoples and the Métis; ◦ the worldview and related social contract of the immigrants; and, ◦ the worldview and related social contract of the Dominion of Canada.
Practise applying the moral tests of: • role exchange; • universal consequences; and, • new cases.	In determining whether decisions made and enforced by moral criteria are better for society than decisions made and enforced by political criteria, students should practise: • selecting moral tests to apply to each criterion; • applying those tests impartially and fully; and, • constructing a rigorous logic to come to a considered judgment about the issue.	

Content

In Quebec the quest for reform was led by Louis Joseph Papineau, a brilliant, articulate man who, in other circumstances, would have been a successful leader. His supporters wanted radical political change. They formed the Fils de la Liberté which soon clashed with members of the Doric Club who were opposed to any change. A fight broke out and the government sent troops to arrest Papineau and his supporters for disturbing the peace. More violence occurred and calls were issued by the Patriotes for independence from British rule. Several clashes followed between government troops and the Patriotes. Papineau fled to the U.S. and the rebellion collapsed for lack of support.

In Upper Canada, William Lyon Mackenzie, a newspaper publisher, became the leader of the radicals. Mackenzie's editorials were so bitterly resented by the supporters of the Family Compact that a gang of hoodlums threw his press into Toronto Harbour.

In the following years, Mackenzie's frustration at the lack of change in the political system made him more and more radical. Finally in 1834 Edgerton Ryerson, another important reform leader, broke with Mackenzie accusing him of being an atheist and a republican. Mackenzie reciprocated by suggesting that Ryerson had sold out to the Family Compact for land.

The Reformers were in disarray giving the Tories a free hand to continue governing. Mackenzie wanted to adopt the Jacksonian model of direct democracy. The moderate reformers wanted a political system modelled on British Parliamentary traditions. However, Sir Francis Bond Head, the new governor decided to govern independently. He dissolved the Assembly and held an election where many voters felt intimidated and that the election had been rigged. The Tories won.

Mackenzie decided that the system was so corrupt that it had to be overthrown. Mackenzie's revolt was a fiasco. A few hundred men marched on Toronto. After a few volleys from the militia they dispersed with no general support from the people. Mackenzie fled to the U.S. where he tried to start a government in exile and called for an invasion of Canada. Canadians were not interested. Two rebels were executed and 100 exiled to Tasmania.

Concepts (Knowledge Objectives)

- The Reform Group in Lower Canada believed that:
  - The people of Quebec were loyal to Britain even when their rights were being ignored.
  - "Anglification" meant losing the right of law, language, and institutions (church and schools) and, thereby, losing their rights as British citizens.
  - The basic flaw in colonial government was that it had been given the power to act without consulting the people.
  - The best way of preserving the loyalty of the French Canadians was to show them loyalty by honouring and protecting their rights as British citizens.
  - B.N.A. was different from Great Britain and required a government suited to its situation and people.
  - Those American colonies who had been allowed government suited to their needs and given the most freedom were the most reluctant to revolt.
  - Liberal ideals which had found an honoured place in Europe and in the U.S. were being denied their natural expression in B.N.A.
  - Political reform ought to render the Executive Council directly responsible to the representatives of the people, in conformity with the traditions of the British constitution.

- The Reform Group in Upper Canada believed that:
  - The existing system of government was a threat to the British way of life because it denied liberty.
  - The British constitution has built into itself processes that allow for its improvement from time to time.
  - British citizens have the right to petition their Prince or Parliament for improvements in the constitution.
  - Gross favouritism occurred by government officials in areas such as land grants and administration of schools.
  - This favouritism occurred because a group of powerful men controlled government for their advantage and would use any device to retain their power.
  - People who love freedom have the right and the duty to rise up and overturn a "wicked and tyrannical government" and replace it with an independent government.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication • Technological Literacy
Practise making hypotheses based on reasonable assumptions and inferences.		Concept Application Lesson (Worldview, Social contract, Criteria, Judgment, Decision making, Dialectical evaluation, Political decision making, Burden of proof)
Practise applying the skills of dialectical evaluation: • defining relevant viewpoints within the information; • testing the viewpoints for factual accuracy; • testing the viewpoints for their morality; • evaluating the factual and moral testing; and, • forming a conclusion about the issues.	Appreciate that the outcome of any evaluation is dependent upon the criteria selected as the basis for making judgments. Practise selecting and applying criteria impartially in order to avoid biased judgments.	Activity seven continued. Below is a case study and some possible issues students might examine as part of their research projects. • The social contract and evolving relationship between traditional Quebec, and modern Quebec society: ◦ the worldview and related social contract of traditional Quebec society; and, ◦ the worldview and related social contract of modern North American society.
Practise applying the moral tests of: • role exchange; • universal consequences; and, • new cases.	In determining whether decisions made and enforced by moral criteria are better for society than decisions made and enforced by political criteria, students should practise: • selecting moral tests to apply to each criterion; • applying those tests impartially and fully; and, • constructing a rigorous logic to come to a considered judgment about the issue.	

Content

Social and Political Change in the Canadian North West

Archaeological evidence indicates the Aboriginal peoples had lived on the Northwestern (NW) plains for at least 10 000 years. They shared the plains with millions of buffalo which supported their way of life. Prior to the arrival of the Europeans the Plains Indians had a high standard of living.

In the eighteenth and nineteenth centuries contact between the Aboriginals and the fur traders resulted in the development of another people. The Métis and the County Born were the descendants of unions between French and British fur traders and Aboriginal mothers. They created a new culture by selecting from their parents' cultures those ways that would work in the NW. The Métis built a successful way of life based on the buffalo hunt and the fur trade.

By the second half of the nineteenth century, European culture was encroaching on the NW. The more disreputable representatives such as whisky traders and buffalo hunters were among the first to arrive. Whisky posts such as Fort Whoop Up and tragedies like the Cypress hills massacre outraged public opinion in Central Canada. The government was forced to create the NWMP to maintain law and order. The NWMP were able to restore order and gain respect from both Aboriginals and Euro-Canadians. However, life was about to change significantly in the NW.

In the 1860s, buffalo herds were so large that visitors reported single herds taking several days to pass. Then, the commercial buffalo hunt began. Probably at that point, it did not seem possible to kill every buffalo on the plains. The slaughter was enormous. Hunters killed thousands of buffalo in a day taking only the hides, humps, or tongue. The rest was left to be scavenged. Regina was originally known as Pile of Bones because of the huge pile of buffalo bones located there.

By the last decades of the nineteenth century the buffalo were virtually extinct. Only remnants of the great herds could be found in isolated pockets. Now, Euro-Canadians believed the land was empty and ready for settlement by farmers.

Concepts (Knowledge Objectives)

Aboriginal Worldview

Know that the Aboriginal Nations believed:

- Land was not something that could be "owned" because it was a gift from the Creator to be held in trust by one generation for the next generation.
- Treaties were a means through which they could adapt to European influences while maintaining their cultural traditions.
- A treaty was a binding social contract which should define all future relations between themselves and Euro-Canadians.
- The purpose of treaties was to safeguard their rights and would remain binding for "as long as the sun shines and the water flows" (a European phrase).
- In return for these binding treaties, the Aboriginal peoples were prepared to become loyal subjects of the Crown and would respect its laws.
- In the treaties, Euro-Canadians had agreed to:
  - provide annuities, land, schools, housing, livestock, agricultural implements and training, medical care, and clothing;
  - prohibit liquor on reserves; and,
  - protect hunting and fishing rights.
- Indian nations would have the right to select the location of their reserves of land.

Know that the Indian nations believed that the treaties were being deliberately misinterpreted by the government:

- "We hear our lands were sold...we don't want to sell our lands; ... no one has the right to sell them".
  - The land can only be borrowed not bought.
  - If the land was sold, the money should go to the Aboriginal peoples.
- The Treaty right of Plains Indian nations to select contiguous Indian reserves was ignored. (A common Indian territory that would stretch from Gleichen AB in the northwest to Swift Current in the northeast and south to the 49 parallel of latitude was wanted.)
- The government failed to protect the right to hunt buffalo by allowing the buffalo to be destroyed, and then not meeting its obligation to find food for the starving Indian people.
- Needed agricultural equipment, training and guidance was not provided as agreed so the Indian nations could find another living.
- The government denied Indian nations the right to meet together in large assemblies to discuss common problems and devise solutions and ways of pressuring the government.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communications • Technological Literacy
Practise making hypotheses based on reasonable assumptions and inferences.		Concept Application Lesson (Worldview, Social contract, Criteria, Judgment, Decision making, Dialectical evaluation, Political decision making, Burden of proof)
Practise applying the skills of dialectical evaluation: • defining relevant viewpoints within the information; • testing the viewpoints for factual accuracy; • testing the viewpoints for their morality; • evaluating the factual and moral testing; and, • forming a conclusion about the issues.	Appreciate that the outcome of any evaluation is dependent upon the criteria selected as the basis for making judgments. Practise selecting and applying criteria impartially in order to avoid biased judgments.	Activity seven continued.
Practise applying the moral tests of: • role exchange; • universal consequences; and, • new cases.	In determining whether decisions made and enforced by moral criteria are better for society than decisions made and enforced by political criteria, students should practise: • selecting moral tests to apply to each criterion; • applying those tests impartially and fully; and, • constructing a rigorous logic to come to a considered judgment about the issue.	

Content

The Struggle for Control of the North West

In the 1860s, the Red River settlement near present day Winnipeg was a hub of agriculture and trade. The Métis used the Red River as a base for their buffalo hunting, trapping, and trading businesses. In 1869 control of the NW was being transferred from the Hudson's Bay Co. to the Dominion of Canada. The Métis were unclear about their role in the "new" West and decided they had the right to form their own nation. A minority of settlers from Ontario took strong exception to Métis government. A man named Scott was executed for treason. Ontario was outraged, and the Federal Government responded by sending troops West to "restore order". The Métis were forced to retreat farther west. Many settled at Batoche, along the banks of the South Saskatchewan river, on land for which they had no legal title.

In the 1870s the Indian Nations were under pressure to sign treaties with the Crown which would legally transfer their land to Ottawa. The Aboriginal peoples found as the buffalo and their way of life disappeared, they had little choice but to sign the land away. They bargained hard to get the best deal they could. The Government undertook certain promises which included setting aside tracts of land for each Indian Nation, providing support in becoming farmers, and providing living allowances to help them adapt to another life style. After the slaughter of the buffalo, the Aboriginal people were starving and needed help. The government soon demonstrated that it would not keep its promises.

By the 1880s the situation was desperate for the Aboriginal peoples. The Métis believed the government survey of Western Canada was a plot to seize their land. They received no response to their petitions from Ottawa. Indians living on reserves were angry about the loss of their way of life and the treachery of Canada.

In 1885 the Métis brought Louis Riel back from exile in Montana. In a few months he was able to persuade the Métis and the Indian nations that it was possible to build an independent Aboriginal nation in the NW. War broke out and once again Ottawa was sending troops west. This time a railroad existed to make the movement of troops faster.

Concepts (Knowledge Objectives)

Métis Worldview

Know that the Métis people believed:

- They were a new nation made up of Indian and European cultures which had developed over the past two-and-a-half centuries.
- They should be masters of their own land.
- They had special rights in the NW because of their Aboriginal heritage.
- They had the right to form and govern a Métis colony within the British Empire.
- "A people when it has no Government, is free to adopt one form of Government in preference to another, to give or to refuse allegiance to that which is proposed." (Riel 1869)
- Landhold should be based on the traditional rights of the person who is currently living on the land.
- Any revised landhold system in the North West must recognize the Métis system of landhold and land rights.
- They had the right and duty to form a system of local government (in the Western territories) which would:
  - have a council to enforce regulations;
  - have the right to levy taxes and labour for needed public works; and
  - settle disputes by arbitration.

Know that the Métis became increasingly frustrated with the government because:

- It refused to recognize any Métis government.
- It slowly and reluctantly allowed a school.
- It refused to give them any satisfaction about land title.
- Many Métis felt cheated by the government's system of land distribution; and so, they:
  - concluded that "the government stole our land and now is laughing at us," and,
  - decided to send for Riel to see whether some action could be taken to force the government to respond.

Know that the Métis under Riel's leadership believed and petitioned the government that:

- They should have the same rights to land grants as those of Manitoba.
- The districts of Saskatchewan and Alberta should become provinces with legislatures elected on the basis of representation according to population.
- Better provision should be made for the Indian peoples.
- The government should respect the "lawful customs and usages" of the Métis.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communications • Technological Literacy
Practise making hypotheses based on reasonable assumptions and inferences.		Concept Application Lesson (Worldview, Social contract, Criteria, Judgment, Decision making, Dialectical evaluation, Political decision making, Burden of proof)
Practise applying the skills of dialectical evaluation: • defining relevant viewpoints within the information; • testing the viewpoints for factual accuracy; • testing the viewpoints for their morality; • evaluating the factual and moral testing; and, • forming a conclusion about the issues.	Appreciate that the outcome of any evaluation is dependent upon the criteria selected as the basis for making judgments. Practise selecting and applying criteria impartially in order to avoid biased judgments.	Activity seven continued.
Practise applying the moral tests of: • role exchange; • universal consequences; and, • new cases.	In determining whether decisions made and enforced by moral criteria are better for society than decisions made and enforced by political criteria, students should practise: • selecting moral tests to apply to each criterion; • applying those tests impartially and fully; and, • constructing a rigorous logic to come to a considered judgment about the issue.	

Content

The Canadian coat of arms bears the phrase *A Mari Usque Ad Mare*. The dream of Confederation was to create a nation linked by trade and nationalism stretching from the Atlantic to the Pacific.

By 1869, Ottawa realized that it had no time to waste in gaining control of the North West. The Americans believed that it was their "manifest destiny" to control North America. They were building a transcontinental railroad, they had bought Alaska, and had laid claim to the West Coast to 54°N latitude. If nothing were done, the North West would quickly become American.

The government of John A. Macdonald had decided upon a three pronged policy: they would build an industrial base in Central Canada, fill the West with immigrant farmers, link Central Canada and the West with a transcontinental railroad, and protect the whole enterprise from the Americans with tariffs.

The first step was to gain control of the North West by buying it from the Hudson's Bay Co. Then Riel got in the way. At first, Macdonald believed he could deal with Riel. The execution, by Riel (a Catholic), of Thomas Scott (an Orangeman) made this difficult politically. Orange voters in Ontario would be satisfied with nothing less than Riel's conviction for murder. Quebec, on the other hand, was supportive of its Catholic outpost in the North West. Macdonald was in a political jam. The Selkirk issue had to be settled quickly. So, cleaning up the Riel situation with bribes, sending some troops out to restore order, and creating a province seemed to settle things.

The government went on to conclude a number of treaties with the Indian nations. The Métis were quiet, so Macdonald turned his attention to the difficult issue of financing construction of the CPR. Then, to his distress the North West was again in armed revolt led by Riel.

As far as Macdonald was concerned, the future of Canada hung in the balance as the Americans were looking over his shoulder. The CPR was nearly completed, Riel had to be stopped, and the question of who controlled the North West had to be settled permanently. Riel would be defeated and hung regardless of Quebec's feelings.

Concepts (Knowledge Objectives)

Euro-Canadian Worldview

Know that the Euro-Canadian believed:

- Sovereignty is a function of a nation's power because any claim of territorial sovereignty depends upon the ability to defend that claim.
- Civilized nations have been endowed with certain capacities and responsibilities which give them the right and responsibility to control the territories of uncivilized peoples and to civilize them.
- Aboriginal title to a territory was usufructuary meaning that the Aboriginal peoples had the right to use its natural produce (game), but had neither ownership or sovereignty over the land.
- There was a strong argument supporting the belief that Aboriginals had no land rights.
- Treaties were a moral not a legal obligation, and should be concluded only in those areas where there was a possibility of conflict between Aboriginals and settlers.
- That any treaty was a "final, once-and-for-all" device extinguishing Aboriginal land claims.
- Treaties were only privileges granted to Aboriginals which remained in force "at the pleasure of the Crown".

Know that Ontario society believed:

- The North West must enter B.N.A./Canada as a colony dominated by people of British descent.
- The North West was the keystone in the arch that would make Canada into a great nation.
- A transcontinental Canada was the last great link in creating a global British Empire.
- The Métis were not a civilized people which had been demonstrated by the murder of Thomas Scott.
- Canada should immediately take control of the North West and punish the Aboriginals for treason and murder.
- This must be accomplished immediately by military force.

Know that the Quebec society believed:

- The Métis may not be ready for independence, but when the Métis came under attack from Ontario Orangemen, they, as French Catholics, must be defended.
- Riel's execution was a blow to Quebec and to the cause of justice and humanity everywhere.
- Quebec had no alternative but to unite and punish those who threatened Quebec's interests and work to protect those interests.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication • Technological Literacy
Practise making hypotheses based on reasonable assumptions and inferences.		Concept Application Lesson (Worldview, Social contract, Criteria, Judgment, Decision making, Dialectical evaluation, Political decision making, Burden of proof)
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Content

Resettling the West

The suitability of the western plains for agriculture had been debated throughout the nineteenth century. Some saw it as a desert while others argued that it had great potential. By the latter part of the nineteenth century, the consensus was that this was the "last best West" and the foundation for turning Canada into a great world power. All it needed were thousands of the right kind of immigrants.

A massive propaganda campaign was set in motion by the government and the C.P.R. The West was portrayed as a budding utopia of beautiful landscapes, rich farmland, and a benign climate that was just waiting to be settled. The lucky settlers would quickly build prosperous farms that would allow them and their children to live civilized, semi-aristocratic lives. The settlers of choice were people of Anglo-Saxon stock who would have the capacity to extend the virtues of British civilization into this pristine wilderness.

The problem was that they did not come, at least not in the numbers needed. Those who did come were badly prepared and bitterly disappointed at the hardship, privation and loneliness faced by settlers. In reality, the West was a harsh land that could only be managed by those who were disciplined and resourceful. Success would require a lifetime of dedicated toil. The failure rate was high. Estimates are that half of the settlers gave up and left to find some other livelihood.

Immigration to the West became a crisis. The government's solution was to appoint Clifford Sifton the task of finding successful immigrants. He believed it was necessary to find and attract people with a background that prepared them to deal with the reality of the West. With reluctance, the Government agreed to accept immigrants from Eastern Europe who were not Anglo-Saxon or even western European. The result was a massive migration of many different ethnic groups at the turn of the century. In two decades, Western Canada became a polyglot, multicultural society which eventually would demand cultural recognition. Meanwhile, the provincial and federal governments were determined to assimilate these people into the dominant Anglo-Saxon culture of Canada.

Concepts (Knowledge Objectives)

The Canadian Worldview

Know that Canadians believed:
- building the West would inspire in Canadians a great nationalistic vision.
- with Confederation achieved, the West with its storehouse of resources and its potential to support a large population would be the key to making Canada one of the most powerful nations in the world.
- the West with its golden prairies and invigorating climate would nurture an utopian community because it would transform the ordinary people who settled there into superior beings who could create a new and better society.
- this new Canada had the potential to become a great Anglo-Saxon society better than Britain itself.

Know that the immigrants who came believed:
- that this was an opportunity to create a future of prosperity and independence for themselves and their children that was not available in Europe.
- that the West represented an utopian alternative to class ridden societies which could only offer peasantry, slum conditions, monotonous factory work, conscription into the army, religious persecution, no opportunity for education, or any kind of advancement.
- that the West represented a new beginning where people could build new communities based on the value assumptions of sharing, cooperation, equality, education, self-reliance and independence.
- that they founded societies like "Saskatoon, where of all places in the West, your success is most fully assured; where no deserving man has ever yet failed; where there are no poorhouses because there are no poor, where there is comfort, happiness and prosperity and an unlimited field for your intelligence and energy".
- that western farmers were "God's chosen people and the family farm was the ideal social unit.

Know that with experience, Western settlers came to believe:
- the west exacted a huge personal toll on those who attempted to conquer it; and,
- that Western farmers were paying for Canadian prosperity in the form of high interest rates, freight rates, and tariffs.

Skills/Abilities Objective

Practise making hypotheses based on reasonable assumptions and inferences.

Practise applying the skills of dialectical evaluation:
- defining relevant viewpoints within the information;
- testing the view points for factual accuracy;
- testing the viewpoints for their morality;
- evaluating the factual and moral testing; and,
- forming a conclusion about the issues.

Practise applying the moral tests of:
- role exchange;
- universal consequences; and,
- new cases.

Values Objectives

Appreciate that the outcome of any evaluation done is dependent upon the criteria selected as the basis for making judgments.

Practise selecting and applying criteria impartially in order to avoid biased judgments.

In determining whether decisions made and enforced by moral criteria are better for society than decisions made and enforced by political criteria, students should practise:
- selecting moral tests to apply to each criterion;
- applying those tests impartially and fully; and,
- constructing a rigorous logic to come to a considered judgment about the issue.

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s
- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Communications
- Technological Literacy

Concept Application Lesson (Worldview, Social Contract, Criteria, Judgment, Decision Making, Dialectical Evaluation, Political Decision Making, Burden of Proof)

Activity seven continued.

Content

The Quiet Revolution in Quebec

The Structure of Traditional Quebec Society

Quebec is a society with a long history filled with adversity. Each challenge the people of Quebec met and overcame gave them a sense of pride and identity. The Francophone people of Quebec have come to believe that they have a unique identity and are not just a carbon copy of the French. These beliefs form the core of their strong sense of nationalism.

Quebec society has been greatly influenced by the Catholic Church with its traditional, hierarchical values and by seigneuralism with its rural, hierarchical values. The Church held a privileged place in Quebec society. The Bishop played an active role in governing Quebec. The parish, the Church's local government, became, in effect, the municipal level of government for the province. The parish priest, as the most educated person in the parish was often the leader of the local community. Yet, the priest's power was limited because his parishioners could and did disagree with him and with the Church. One method of protest was to withhold their tithes.

The seigniorial system lasted into the twentieth century and retained its influence on Quebec society. Peasants paid rent to the seigniors and had to use the seigneur's mill. The system exerted some control but it, too, was limited by what the habitant would accept.

Despite the rural mythology, Quebec society was always very urbanized. The middle class held an important place in Quebec society that began with the fur trade and continued throughout Quebec's history.

Quebec's society is complex. The Church and seigniorial system used their power to set an agenda for Quebec society. This power was always checked to some extent by the underlying tendency of the people of Quebec to question and reject too much control by either institution. Quebec society takes pride in its culture and is determined to preserve it, by pulling together on some issues and disagreeing on others.

Concepts (Knowledge Objectives)

Nationalism

Know that nationalism may be defined as the sense of belonging and destiny held by a group of people based on the belief that they have a common origin, history, territory, culture, institutions, and language which makes them distinct from other groups who may be perceived either as foreigners or enemies.

Worldview of Traditional Quebec

Know that the traditional Quebec worldview consisted of these basic beliefs:

- spiritual
  - The Catholic Church should provide the basic moral guidance for Quebec society.
  - The Church hierarchy taught that:
    - while loyalty to the British Crown and the Confederation of Canada was good, secular government should play a minimal role in Quebec affairs;
    - the Church was the "natural" leader of the Quebec people and should have preeminence in Quebec society;
    - revolutionary social change as exemplified by events like the French Revolution must be resisted at all cost to prevent radical social groups like unions from imposing secularism on society; and,
    - the Church must control health, welfare, and particularly education so that it could pass on the French-Canadian culture and values to the next generation.
- agrarian
  - Quebec was a rural, farming society.
  - The agrarian mythology taught that:
    - maintaining an agrarian way of life was necessary for cultural survival and for distinguishing French Canada from the rest of the world; and,
    - agrarian societies were more religious, stable, disciplined, and family-oriented than found in modern, secular, urbanized societies.
- tradition
  - Cultural survival (La survivance) depended upon protecting the traditional values, social structures, and language of Quebec.
  - The cultural mythology taught that the purpose of the political process was to defend French-Canadian culture and religion.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication • Technological Literacy
Practise making hypotheses based on reasonable assumptions and inferences.		Concept Application Lesson (Worldview, Social contract, Criteria, Judgment, Decision making, Dialectical evaluation, Political decision making, Burden of proof)
Practise applying the skills of dialectical evaluation: • defining relevant viewpoints within the information; • testing the viewpoints for factual accuracy; • testing the viewpoints for their morality; • evaluating the factual and moral testing; and, • forming a conclusion about the issues.	Appreciate that the outcome of any evaluation is dependent upon the criteria selected as the basis for making judgments.	Activity seven continued.
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Content

Quebec Society Prior to World War II

Quebec, at the beginning of the twentieth century, was 75 percent rural. The rural parish was seen as the most significant unit of Quebec society. Life in the rural parishes was thought to be more desirable than life in the cities. People were better off if they were not too involved in business, if children received only a religious, elementary education, and if children remained part of a large family living on a family farm.

The problem was that rural Quebec families were very large and each son needed a farm to support his family. There was not enough good land to make this possible, so the choices were either to farm on marginal lands away from the river valleys, move south to the United States, or move to cities, particularly Montreal.

By 1921 Quebec was 50 percent urban. Urbanization began to affect Quebec society in many ways. Light industry (textiles, shoes) located in Quebec, attracted by low wages and cheap electrical power. By 1920, the contribution of manufacturing to Quebec's economy had grown to 38 percent. Quebec farmers found they could not compete with western wheat producers and switched to dairy farming. This tied rural Quebec more closely to the urban economy.

Maurice Duplessis became the dominant force in Quebec's political life. He used conservative nationalism to get elected premier and be the champion of an autonomous Quebec. These views led him to adopt the fleur-de-lis as the Quebec flag and to turn down federal funds from Ottawa for roads and universities. Faced with social change, Duplessis believed that protection and expansion of agriculture was the way to restore and stabilize Quebec society. He tried to attract investment from outside Quebec by controlling unions. High wages and strikes were a threat to Quebec. Duplessis stood against the "evils" of communism, materialism, atheism, and trade unionism.

Eventually, Quebecers began to question Duplessis's approach. Support for union workers during the asbestos strike in 1949 was an early indicator of the new thinking in Quebec. People like Pierre Trudeau began to question the conservative paternalism behind Duplessis' policies.

Concepts (Knowledge Objectives)

- the economic problem of modernizing the Quebec economy was seen as a cultural problem solved by:
  - opening up new land in the interior so that agrarian society could be maintained;
  - rejecting industrial society and its related secularization of society.

Liberalism

Know that Quebec society always had a small liberal faction that admired liberal societies, remained in touch with liberal movements in the rest of the world and advocated a liberal, secular, modern society for Quebec.

The Evolving Worldview of Urbanizing Quebec

Know that the worldview of an increasingly urban Quebec consisted of these beliefs:

- cultural beliefs
  - Urbanizing Francophones were being forced to give up their homogeneous culture and language for a dual culture.
  - The educational system may need to be reformed so that French-Canadians receive more scientific and technical education but the educational system should remain under church control.
- political beliefs
  - Government must not regulate private enterprise.
  - Government must not involve itself in the economy by using any form of public ownership.
  - Government has a responsibility to limit and control the power of unions for the economic interests of society.
- economic beliefs
  - Industrialization and its related urbanization are filled with alien values that can only weaken Quebec society.
  - Despite the high levels of urbanization, Quebec remains an agrarian society and agriculture should continue to receive support and emphasis.
- social beliefs
  - The role of the provincial government should be held in suspicion because of the Anglo-Saxon dominance.
  - Social assistance should be based on the triple foundation of the family, voluntary associations, and the Church rather than on government.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communications • Technological Literacy
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Content

The Quiet Revolution in Quebec

Industrialization and urbanization changed Quebec society significantly. Throughout the early twentieth century many Quebec people left the rural parishes for life in the city. Urban life demanded a different education. By the 1960s the accumulation of changes in education, particularly at the university level, had reached a critical point.

The consequence for Quebec society included the development of a new type of middle class. Quebec's middle class traditionally had been made up of small businessmen, lawyers, doctors, and priests. By the late 1950s Quebec was producing more people who were trained to be managers, teachers, social workers, health professionals, administrators, accountants, scientists, and engineers.

These people expected society to be urban, technological, and secular. They believed that government should play a major role in public affairs. However, they were still Quebec nationalists when it came to the preservation of Quebec's language and culture. In fact, they became more sensitive to the question of whether French was being used in the workplace because many of them had to learn English if they wanted a job. They also discovered that most of corporations and governments in Quebec were dominated by Anglophones and that their advancement (or lack of it) was determined by the language factor.

Middle class Francophones began to argue that the government of Quebec had to take a much more active role in protecting and enhancing Quebec's Francophone culture. A number of phrases began to drive the political agenda in Quebec. Jean Lesage and the Liberals won a provincial election with the slogan "C'est le temps pour changer". René Lévesque argued that government needed be a "creative agent" in society so Quebecers could be "maîtres chez nous" in their own province. An early decision of the Lesage government was to create Quebec Hydro and build the Manicouagan Dam (one of the largest dams in the world at that time) with Quebec expertise. It was in this way that Quebec would catch up technologically and control its destiny.

Concepts (Knowledge Objectives)

Worldview of Modern Quebec

Know that the worldview of the developing Francophone middle class consisted of these beliefs:

- religious beliefs
  - The Church was no longer an important force in society.
- economic beliefs
  - The overwhelming goal of middle class nationalists was to catch up to social and economic development in the rest of the world.
  - Montreal dominates the economy of Quebec and Montreal is dominated by Anglophones.
  - Montreal (and Quebec) is being filled with an Allophone immigration population that is reluctant to learn French.
  - The province of Quebec must regain control of the natural resources handed over to foreign capitalists.
  - Montreal rather than Toronto should be the financial capital of Canada.
  - French Canadians do not control the economy of Quebec and must do what is necessary to get control.
  - The power of government should be used to achieve the social, economic and political goals of Quebec society.
- political beliefs
  - Quebec's social and economic development must be controlled by Francophones.
  - Government has great potential to be an instrument of social and economic progress and should expand its role in society.
  - The Quebec provincial government must have control of all available governmental powers and taxation.
  - Governmental powers controlled by the federal government must be transferred to Quebec.
- education beliefs
  - Compulsory education must extend beyond a basic elementary education if Francophones are to compete.
  - Education should become secular and be controlled by the state rather than by the Church.
  - Schools should provide students with the opportunity to receive a scientific, technical education.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communications • Technological Literacy
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Unit Two
Economic Development

A Mari Usque Ad Mare

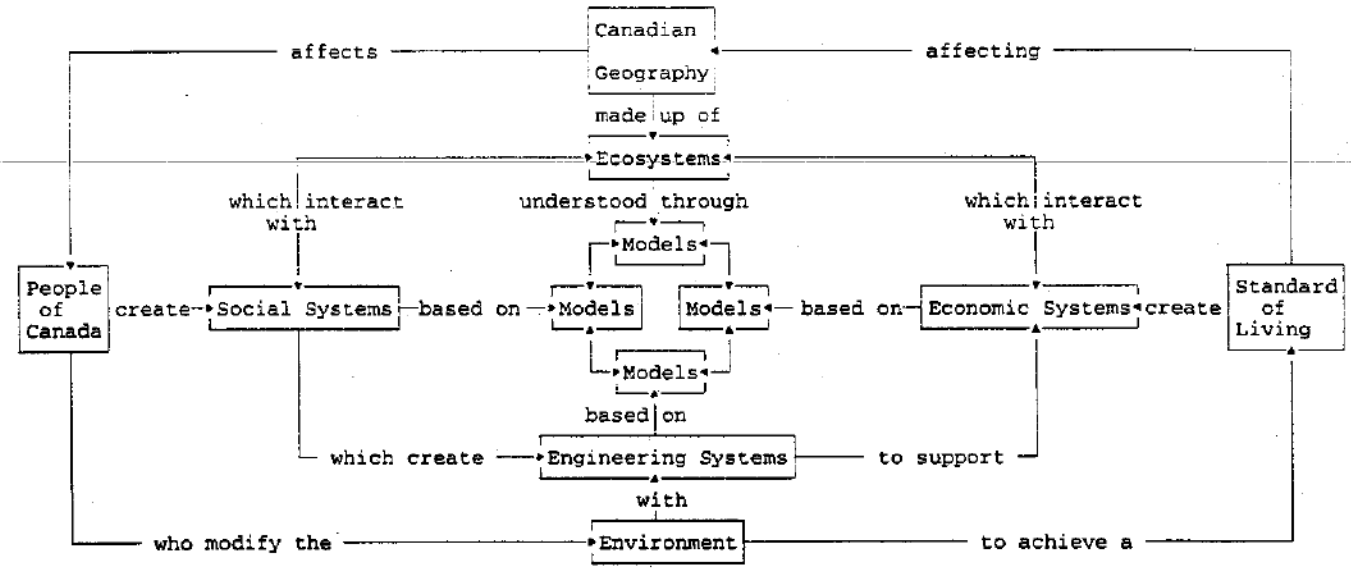
Unit Two: Economic Development

Overview

> *We are confronted, then, not with the universe, which remains an eternal riddle, but with whatever model of the universe we can build within the mind. Every thinking creature in the universe shares this predicament; for all, the ultimate subject of inquiry is not the outer universe but the nature of its dance with the mind.*
>
> Timothy Ferris

The environment has been both difficult and rewarding for Canadians. Much of Canadian history has been about the struggle to create a high standard of living out of a threatening and difficult geography. Technology has changed the situation. Now it is the economy that is strong and threatening and the environment that is relatively weak. But, despite that, the environment is still significant. Paradoxically the environment, in its weakness, still exerts a profound influence over the lives of Canadians. The collapse of the fishing industry in Newfoundland is a graphic example.

This unit is a discussion of the relationships that exist among the geography of Canada, the people of Canada, and the people's standard of living. The three factors are interrelated so that changes to one factor result in changes to the others. A model of the situation might look like this:



Canadians, representing the Western, technological mind set, want to control the systems in which they live. To do that, they invent and apply models of reality which they believe will better control the natural and social systems around them.

The critical and creative thinking objective of this unit is to help students understand, use, and evaluate models. Students need to understand that we create simplified models as a way of clarifying and controlling reality. For example, if you have to assemble a newly purchased piece of machinery such as a lawn mower, a diagram (model) will make the job much easier.

Canadians do not give much thought to the models on which their economic and social systems are based. Canadians give much more thought to the consequences of the economic and social systems because that is what they have to live with. For example, is the modern trawler fishing system better than the traditional dory fishing system? For years the answer would automatically have been yes because trawler fishing has higher productivity. Recently the consequences of overfishing are forcing Canadians to reassess and rethink their fishing models. This type of rethinking is being forced everywhere in the Western world. The consequences of traditional models indicate that they are inadequate and need to be revised.

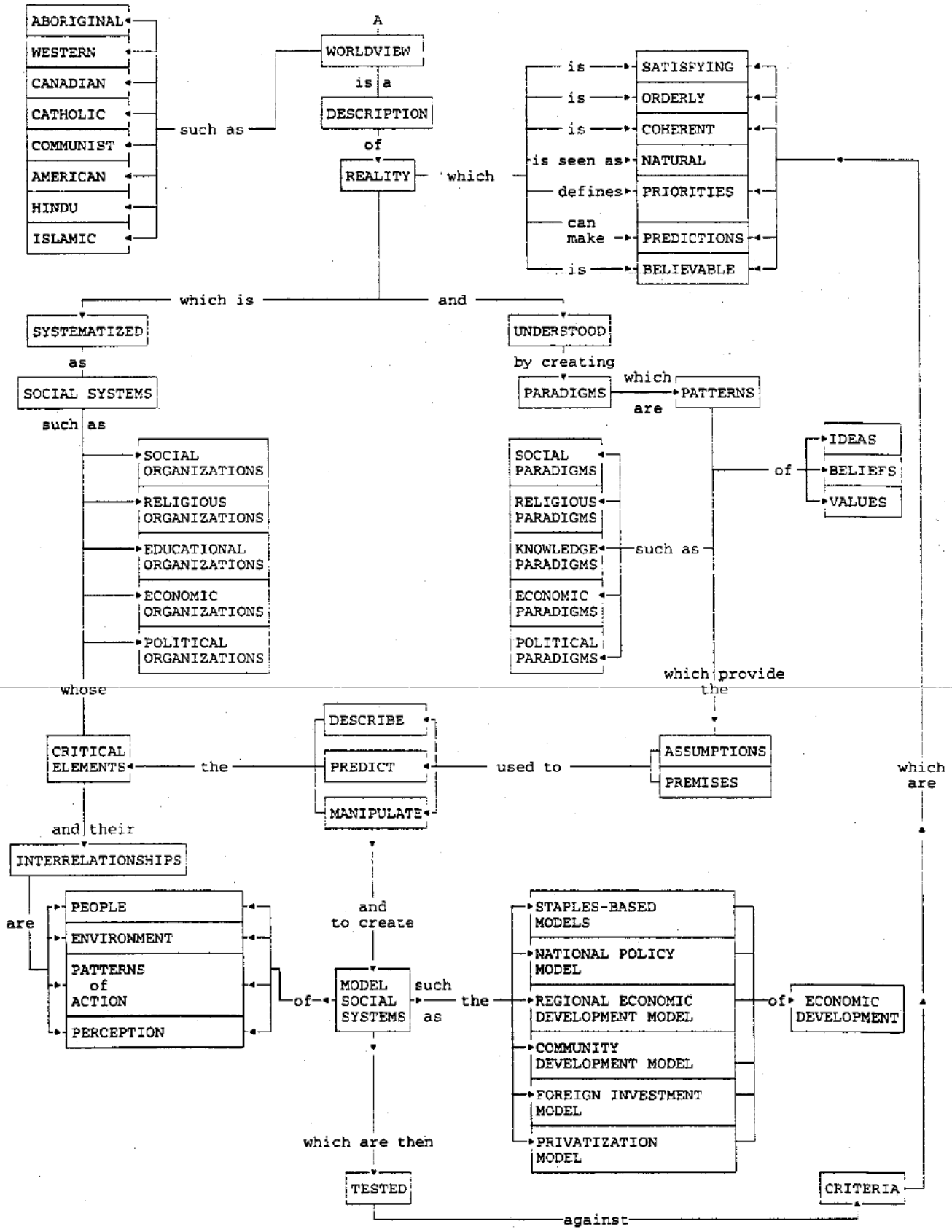
Students need to understand that in forming social and economic policy we create models to duplicate and manipulate reality. The fishing industry was based on a model that made assumptions about existing quantities of fish, that reproduction levels could sustain fishing levels, and that reproduction of fish stocks in the past would continue to be the same in the future. It turns out that at least some of these assumptions were faulty.

A model is only as good as its assumptions. Yet assumptions are something we are reluctant to spend much time considering. We seem to prefer the leap of faith. The models we create are usually intended to force reality to do the things we want. The assumptions behind our models, therefore, reflect what we want to believe. Challenging the assumptions is an admission that our models may be failures. Who in the fishing industry wanted to do that?

In this unit students will have the opportunity to look at some of the major economic development models that are being used and advocated within Canada. The intent is that students should learn to ask themselves what assumptions are being made, why those assumptions are acceptable, and what the consequences of the model have been or will be. Because assumptions come out of the dominant worldview and are essentially what people consider to be common sense, students need to be helped to realize that checking assumptions is a difficult and often unpopular process.

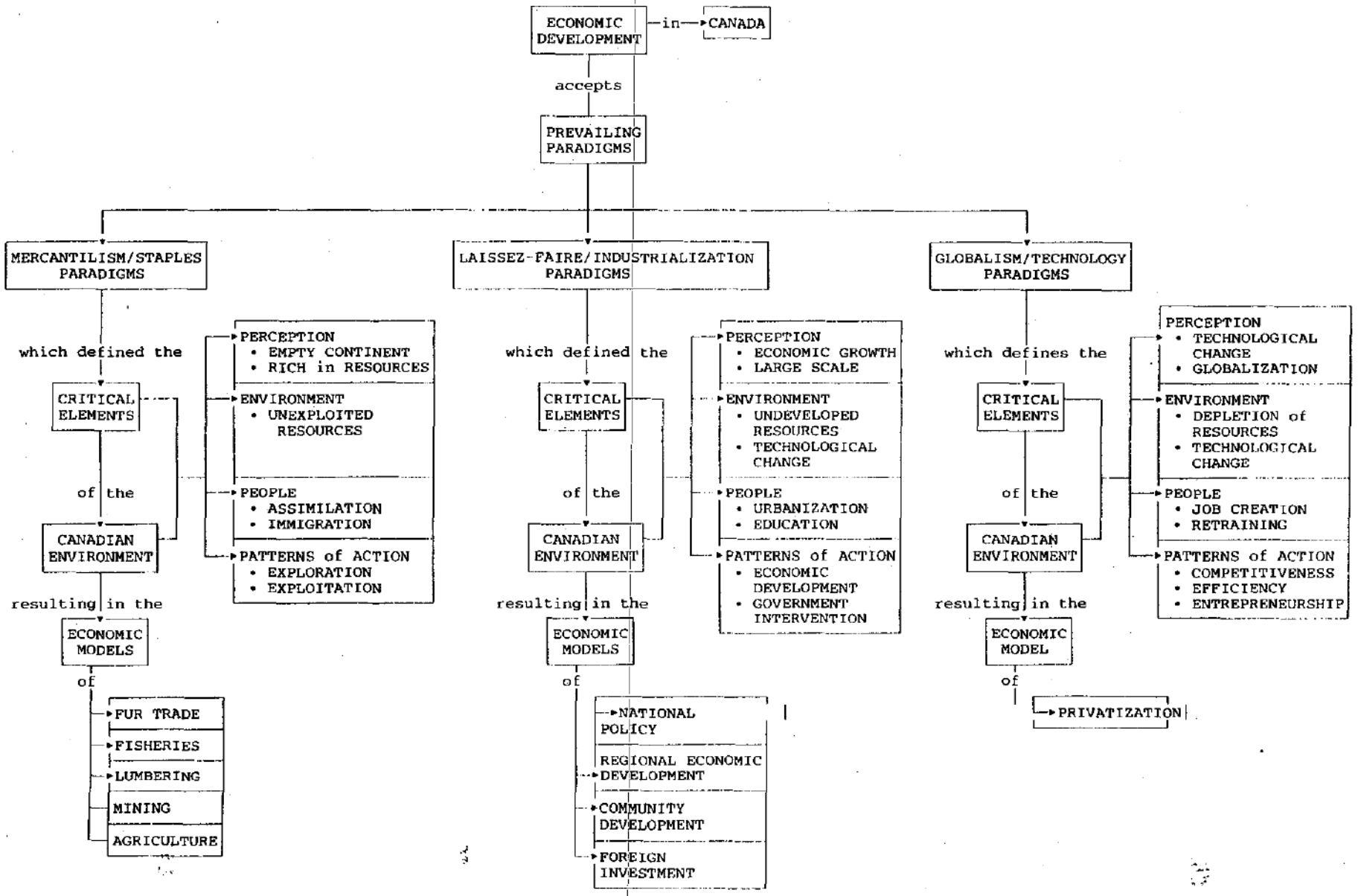
Concept Map

The Role of Modelling in Economic Planning



Concept Map

The Use of Models in Canadian Economic History



Core Material for Unit Two

Core Content	Foundational Concepts	Suggested Time Allotment
	Model Standard of Living Worldview	
Core Skills/Abilities		
	Modelling Criteria Evaluation Dialectical Evaluation	
Core Values		
	Human Dignity Responsibility Morality Logic	12 hours
Time to cover the core material		12 hours
Time available to teach optional concepts, to enrich or reinforce, or to accommodate modifications to the pacing and timing factors through the use of the Adaptive Dimension		8 hours
Total class time		20 hours

Core material appears in bold type on the pages that follow. The remainder of the material in this unit is not core material; teachers may choose to work through all, some, or none of this material. The optional material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally-developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the skills, values, and concept objectives of the course.

Unit Two Core Learning Objectives

Note: In the overview of Social Studies:
- • indicates the foundational objectives for the course; and,
- ◦ indicates the core learning objectives for the course.

Knowledge Concepts

- **Model:** Know that models are simplified representations of reality (e.g., pictures, small figures, diagrams, concept maps, recipes, blueprints) which attempt to show:
  - the structure of a whole;
  - the pattern of the parts of a whole; and,
  - the relationships between the parts of a whole.

  ◦ Knowledge
  - Know that people understand a segment of reality by selecting what they believe to be its critical factors and vary them to learn how these factors affect reality.

  ◦ Paradigm/Ideology
  - Know that within a worldview there are dominant patterns of ideas, beliefs, and values known as paradigms or ideologies.
  - Know that within a worldview there are dominant patterns of ideas, beliefs, and values (paradigms/ideologies) which provide goals for the economy and the criteria to measure its efficiency.

  ◦ Models of Social Systems
  - Know that the process of modelling a social system involves understanding and describing the following elements and their relationship to each other:
    - demographics - the number, age, distribution, education, health of people in the system;
    - environment - the topography, climate, vegetation, resources, and their distribution and interaction;
    - patterns of action - the patterns of acceptance, power, decision making, communication, emotion, wealth distribution which govern social organization; and,
    - perception - the shared assumptions (values, beliefs, and ideas) about what is "real" in areas such as the supernatural, knowing, human nature, causation, time, people, symbols, the good life, behaviour, purpose.

  ◦ Business Enterprise Models
  - Know that within the marketplace a variety of economic organizations (or models) compete with each other to offer goods and services to the consumer:
    - individual firms in which a single owner is responsible for the firm;
    - co-operatives where member-investors own the firm, control it on a democratic (one member one vote) basis, and share in its profits by using its services;
    - investor-owned firms where a number of owners own, control, and share in the profits of the firm according to the number of shares owned; and,
    - crown corporations in which the government owns, controls, and takes the profits from the firm.

- **Standard of living:** Know that standard of living is a set of criteria which defines human well-being, and if the criteria change, then the definition of standard of living changes.

  ◦ Criteria
  - Know that the ideas, beliefs, and values of a paradigm provide the criteria or standards by which people determine the goals and achievements of an economy.

  ◦ Standard of Living Criteria
  - Know that, in general terms, all standard of living models need to consider some or all of the following criteria:
    - the capacity of a society to produce wealth based on technology levels, industrial capacity, energy consumption, social organization, education levels. (This factor is usually expressed as per capita GDP);
    - quality of life factors which often include infant mortality, life expectancy, and literacy;
    - health factors such as calorie consumption, medical care, clean water, and sanitation levels;
    - other more nebulous but important factors include levels of self-esteem, freedom, personal expectations, community loyalty; and,
    - environmental factors such as clean air, pollution-free surroundings, and safe communities.

  ◦ Efficiency
  - Know that efficiency is defined by the criteria selected as a basis for comparison.
  - Know that if the criteria being used to measure efficiency change then the interpretation of whether efficiency is occurring will also change.

  ◦ Economic Efficiency
  - Know that using the criteria of price and profit to measure efficiency in the privatization model is based on the beliefs that:
    - prices established by the marketplace send a signal about the priorities of society; and,
    - the profitability of an enterprise determines whether scarce resources are being used optimally.

  ◦ Social Efficiency
  - Know that using criteria of contribution, acceptance, and equity, to measure efficiency in society is based on beliefs that:
    - the marginalization of people as manifested by high levels of unemployment is destructive rejection;
    - the acceptance of people as manifested by valuing their worth and contribution to society through their work is constructive;
    - the ability of people to buy goods and services (consume) is critical to the health of any economic system (circular flow model); and,
    - that unless people can be employed, and thereby become taxpayers the tax burden will remain inequitable.

  ◦ Environmental Efficiency
  - Know that many believe the environment has become the main criterion for measuring economic and social efficiency:
    - that environmental systems have a finite capacity to produce resources and absorb pollution; and,
    - that no standard of living is viable without recognizing environmental factors.

- **Worldview:** Know that a worldview is a description of reality, widely accepted within a society, that:
  - meets the needs of people;
  - creates a sense of order and reality;
  - provides a basis for predictions about events within reality which makes people feel secure and less confused about events they cannot control;
  - defines what is important in life; and,
  - provides natural and believable knowledge for the majority of society.

  ◦ Canadian Worldview
  - Know that the Canadian worldview includes a number of basic principles:
    - people have the right to make personal choices about how to use their wealth;
    - people are responsible for looking out for their own well-being; and,
    - people do better when they work together to achieve common goals.
  - Know that part of the Canadian worldview is the belief that competition leads to a high standard of living because it allows consumers to search for low prices and high satisfaction and producers to search for ways to make high returns.
  - Know that Canadians believed that the development of an independent industrial capacity was prerequisite to protecting the Canadian way of life and standard of living.
  - Know that Canadians in the Victorian era believed:
    - that humanity was clearly directed to develop the wilderness by imposing human will and purpose on it;
    - that this belief could be demonstrated by building railroads, breaking the sod, building cities, and civilizing any residents found there; and,
    - that those who did not do this were inferior.
  - Know that the worldview of Aboriginal peoples is one:
    - where nature is respected for its spirituality,
    - where individual land ownership is foreign; and,
    - where the community and the economy are not perceived to be separate and distinct entities.
  - Know that Canadians tend to accept the beliefs that:
    - individuals must be free to make choices about issues like earning and spending wealth;
    - individuals must accept responsibility for the choices they make; and,
    - on the basis of clearly identified need, society should intervene to help those who are unable to help themselves.
  - Know that embedded in the Canadian worldview is a belief that an adequate standard of living cannot be defined by competitive success alone, but rather standard of living is the result of a process in which people cooperate and share in the creation of a good life.
  - Know that part of the Canadian worldview is the belief that:
    - many material goods are an important part of a high standard of living;
    - it is important to consume in the present rather than saving and working for consumption in the future; and,
    - systematic economic planning is dictatorial and stifles initiative.

  ◦ Nationalism
  - Know that nationalism is a feeling of loyalty and a recognition of ties with other members of a nation. These feelings are based on:
    - a human need for group identification;
    - a national worldview about the common history, purpose, and destiny of the nation;
    - a set of assumptions, derived from the national worldview, on which there is broad consensus and which serve as a basis for the achievement of two goals:
      - loyalty to the nation should transcend other loyalties such as family, region, or ethnic group; and,
      - the quest for the achievement of the nation-state in terms of defining its boundaries (particularly ethnic), its power, and its diversity.

Skills/Abilities Concepts

- **Modelling:** Learn to use modelling as a way of categorizing and classifying information.
  - Critical Thinking
    Practise applying the thinking skills of:
    - stating propositions (hypotheses) that are testable and guide the search for data;
    - collecting data in a systematic manner; and,
    - presenting analyses to confirm or disconfirm an hypothesis.

  - Personal Experience
    Practise using one's personal experience to gain an understanding of a concept.

- **Criteria:** Know that a criterion is a standard or test that is used as a basis for drawing a conclusion about something.
  - Practise defining sets of criteria which can be used to guide decisions about a course of action

- **Evaluation:** Know that criteria used in testing models measure:
  - performance - the ability of the model to perform constructively, efficiently, consistently, in various situations;
  - consequences - the acceptability of the consequences of applying the model to various situations; and,
  - accuracy - the ability of the model to accurately and consistently predict future events.

- **Dialectical evaluation:**
  Learn the skills of dialectical evaluation:
  - defining relevant viewpoints within the information;
  - testing the viewpoints for factual accuracy;
  - testing the viewpoints for their morality;
  - evaluating the factual and moral testing; and,
  - forming a conclusion about the issues.

  - Learn to apply the following criteria for testing models:
    - performance - the ability of the model to perform constructively, efficiently, consistently in various situations;
    - consequences - the acceptability of the consequences of applying the model to various situations; and,
    - accuracy - the ability of the model to predict accurately and consistently future events.

  - Learn to apply the moral tests of:
    - role exchange;
    - universal consequences; and,
    - new cases.

Values Concepts

- **Human Dignity:** Appreciate that using and applying models have consequences for other people.
  Know that any standard of living model has moral consequences attached to its use.
  Appreciate that using and applying paradigms or ideologies have consequences for other people.

- **Responsibility:** Appreciate that a model, particularly if it is untried, is an hypothesis.
  Know that people who apply and administer models must accept responsibility for them.
  Know that many models have been devised and advocated for dealing with the natural and social environments and that those who advocate and work to make these models public policy have to accept responsibility for them.
  Know that, in a democracy, citizens must accept ultimate responsibility for accepting a model and the public policy that flows from it.

- **Morality:** Know that in determining the morality of applying a particular model, it is necessary to:
  - define the viewpoints on which the model is based;
  - select model and moral tests to apply to these viewpoints;
  - apply those tests impartially and fully; and,
  - construct a rigorous logic on which to base a judgment about the model.

- **Logic:** Know that in determining the consequences of applying a model, it is necessary to:
  - define the view points inherent in the application of a model;
  - select tests to apply to these view points;
  - apply those tests impartially and fully; and,
  - construct a rigorous logic to come to a judgment about the model.

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The Relationship between Humanity and the Natural Environment

Humans depend upon the environment in which they live for their survival; therefore, a significant relationship exists between the environment and the people who live in it. People seldom have neutral feelings about their environment, because it provides opportunities and imposes limitations which are critical to their well-being.

During much of human history, people have tried to find ways of using nature's opportunities and avoiding its limitations. Canadian history is a good example, because the environment has always played a significant role in people's lives.

Europeans were greatly affected by the natural environment of North America. Canada's size, grandeur, resources, distances, climate, all seemed rich, threatening and large beyond anything they had experienced. Cabot reported finding so many fish in the water of the Grand Banks, his sailors simply lowered a basket into the ocean to bring up cod. The forests, game and rivers seemed inexhaustible as they stretched to and beyond the horizon. At the same time, the Europeans found the environment dangerous and unforgiving. Mistakes and ignorance were a lethal combination.

Comprehending Reality

When people have to confront a reality as significant as the environment, they need to make sense of it in some way. To do this they turn to their worldview for a set of beliefs and assumptions that seem relevant to the situation. They arrange these beliefs and assumptions into patterns of meaning (paradigms) to explain reality and its relationship with humanity. Finally, they create models which may be:

- actual replicas of some aspect of reality that is being studied; or,
- a set of ideas and beliefs organized into a pattern which attempts to duplicate or explain an aspect of reality.

Sir John Franklin and his crew discovered that their paradigms were inadequate to surmount the rigours of the North. Successful explorers turned to the Aboriginal peoples for ways of successfully adapting to the environment.

Concepts (Knowledge Objectives)

Knowledge

Know that reality in its totality is difficult to know and understand.

Know that people understand a segment of reality by selecting what they believe to be its critical factors and vary them to learn how they affect reality.

Worldview

Know that a worldview is a description of reality widely accepted within a society that:

- **meets the needs of people;**
- **creates a sense of order and reality;**
- **provides a basis for predictions about events within reality which makes people feel secure and less confused about events they cannot control;**
- **defines what is important in life; and,**
- **provides natural and believable knowledge for the majority of society.**

Know that within the broad area of reality as defined by a worldview, there are specific aspects of reality such as spirituality, knowing, health, making a living, making societal decisions, that have to be defined and understood.

Paradigm

Know that paradigms are patterns of ideas, beliefs, and values selected from the worldview that are used to define and understand specific aspects of reality.

Model

Know that models are simplified representations of reality (e.g., pictures, small figures, diagrams, concept maps, recipes, blueprints) which attempt to show:

- **the structure of a whole;**
- **the pattern of the parts of a whole; and,**
- **the relationships between the parts of a whole.**

Know that the assumptions and premises we accept as truth and reality and use in the models we create tend to come from the accepted paradigms of society.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking Concept Development Lesson (Knowledge, Model, Systems, Modelling) See activity one in the activity guide for more information. The purpose of this activity is to help students appreciate the role of modelling in the learning process. Begin by asking the students to think about constructing something that is complicated and mechanical. Ask them if they have had problems doing this. Have them do an exercise where four people, blindfolded, have to put up a tent following the instructions of a person who can see but cannot perform any functions. Discuss the problems involved in being in a situation such as putting up a tent where: • people have no clear understanding of the situation they are facing; and, • people have to go through a lot of trial and error learning. Compare that to a situation where people have worked out a set of procedures (a model) that helps them quickly and efficiently carry out a task. Ask the students to outline the steps in the procedure a team would follow if it wanted to become world champions at "putting up tents" blindfolded. After they have worked out the steps, explain to them that they had created a model. Ask the students to think about how we simplify such experiences. Explain that we use the term "model" for a simplified, concrete description of something that can be used as a guide for understanding reality. Give them some examples of different kinds of models: figurines, pictures, diagrams, road maps, mathematical formulae, concept maps, analytical grids.
Practise using one's personal experience to gain an understanding of a concept. **Learn to use modelling as a way of categorizing and classifying information.** **Learn to apply the following criteria for testing models:** • **performance - the ability of the model to perform constructively, efficiently, consistently, in various situations;** • **consequences - the acceptability of the consequences of applying the model to various situations; and,** • **accuracy - the ability of the model to predict future events accurately and consistently.**	**Appreciate that a model, particularly if it is untried, is an hypothesis.**	

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Despite the danger and hardships, people had a powerful incentive to discover or invent ways of using the environment to improve their standard of living. Many mistakes were made; many lives were lost, because people did not fully understand the natural systems they were trying to live in.

Using Models to Control the Natural and Social Environments

Over time, the models people used were refined and improved so that they became more efficient and reliable. Many examples of this process can be identified throughout Canadian history. Some examples are:

- the transportation industry
  - developing ships which were suitable for conditions in the North Atlantic (the Bluenose is a famous example);
  - building railroad systems which were able to cope with the Canadian environment (one aspect of this was the invention of the standard time system by Sanford Fleming);
  - developing planes used by bush pilots to open the North.
- agriculture
  - developing farming methods suitable for the environment (deep ploughing, summerfallow, zero tillage); and,
  - developing marketing systems which meet the needs of farmers (Wheat Pool, Canadian Wheat Board).
- fishing
  - development of the traditional, inshore, dory-man fishing models; and,
  - developing the factory trawler model of fishing.
- forest management
  - developing the clear-cut model;
  - developing the selective-cutting model; and,
- art
  - the Group of Seven artists who developed a school (model) of art which redefined Canadian's view of their environment; and,
  - the development of rock music which created a new model of music for people.

The examples listed above are not complete. They are intended as illustrations of how we use and develop models over time to understand and control reality better.

Concepts (Knowledge Objectives)

Systems

Know that natural and social systems are made up of many interdependent and interacting parts.

Models of Social Systems

Know that the process of modelling a social system involves understanding and describing the following elements and their relationship to each other:

- **demographics - the number, age, distribution, education, health of people in the system;**
- **environment - the topography, climate, vegetation, resources and their distribution and interaction;**
- **patterns of action - the patterns of acceptance, power, decision making, communication, emotion, wealth distribution which govern social organization;**
- **perception - the shared assumptions (values, beliefs, and ideas) about what is "real" in areas such as the supernatural, knowing, human nature, causation, time, people, symbols, the good life, behaviour, purpose.**

Hypothesis

Know that an hypothesis is a preliminary judgment that a particular model does describe aspects of reality accurately.

Theory

Know that a theory is a judgment based on testing that a model does describe aspects of reality accurately.

Criteria

Know that a criterion is a standard or test that is used as a basis for drawing a conclusion about something.

Know that criteria used in testing models measure:

- **performance - the ability of the model to perform constructively, efficiently, consistently in various situations;**
- **consequences - the acceptability of the consequences of applying the model to various situations;**
- **accuracy - the ability of the model to predict future events accurately and consistently;**

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills Concept Development Lesson (Model, Systems, Modelling, Theory, Criteria, Evaluation)
Learn to apply the following criteria for testing models: • **performance - the ability of the model to perform constructively, efficiently, consistently, in various situations;** • **consequences - the acceptability of the consequences of applying the model to various situations; and,** • **accuracy - the ability of the model to predict future events accurately and consistently.**	**Appreciate that a model, particularly if it is untried, is an hypothesis.** **Appreciate that using and applying models have consequences for other people.** **Know that people who apply and administer models must accept responsibility for them.**	Activity one continued. The purpose of this activity is to help students understand that we live our lives in patterns or routines which fit with the different systems in which we find ourselves. Suggest to students that we base our lives on these systems and depend heavily on them for our well-being. For example, ask the students to consider how they depend upon different systems to feed, clothe, protect, medicate, educate, and entertain them. Ask the students to consider some of society's complex systems: • food production, • family, • traffic, • education, • health, • engineering, • banking, and their critical elements: • people - their numbers and knowledge; • environment - the situation with which people have to deal; • patterns of action - the things they do; • perception - the things they believe to be true about reality.
Learn the skills of dialectical evaluation: • **defining relevant viewpoints within the information;** • **testing the viewpoints for factual accuracy;** • **testing the viewpoints for their morality;** • **evaluating the factual and moral testing; and,** • **forming a conclusion about the issues.**	**Know that in determining the consequences of applying a model, it is necessary to:** • **define the viewpoints inherent in the application of a model;** • **select tests to apply to these view point;** • **apply those tests impartially and fully; and,** • **construct a rigorous logic to come to a judgment about the model.**	Explain the concept of model and ask students to model a system using its critical attributes. (You might point out that a concept is also a highly generalized model.) Then have students discuss the implications of making a major change to a component of the system. Have the students design a new model and then evaluate their models for: • performance, accuracy, and consequences; and, • role exchange, universal consequences, and new cases.
Learn to apply the moral tests of: • **role exchange;** • **universal consequences; and,** • **new cases.**		

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It should be noted that, in this context, the terms "models" and "systems" are used interchangeably. A model in this sense is a plan for an organization or system in which patterned behaviour is established and maintained in order to achieve a goal. For example, an organizational chart of a bureaucracy is a model of how the system works in theory. A theory is a statement or belief that the model does accurately describe reality. Whether it does or not is determined by watching the organization perform in various situations and evaluating that performance.

The Reality of Change

Over time, tradition and habit may give a model a level of certainty and acceptability which it no longer deserves. Models may be accurate at their inception, but time and circumstances may render them less and less useful.

The forces of change are many and varied, but there are some perennial forces which need to be noted. Among these are changes in:

- the natural environment;
- science and technology; and,
- peoples' perceptions of what is significant;
  - beliefs at the level of fashion and fad (the easiest to change),
  - attitudes toward ideology, goals for society, or its purposes (more difficult to change),
  - values about personal behaviour, social behaviour, etc (the most difficult to change).

A great deal of debate is going on about the viability of the traditional models being used in Canada. Some examples of this debate include:

- transportation
  - With the prospect of rail line abandonment, could a trucking model efficiently transport prairie grain in the future?
- grain marketing
  - With the evolution of global trading systems is the grain exchange model of grain marketing still viable?
- fishing
  - Is fish farming the future model of fish production, given the decline of fish stocks offshore?
- forestry
  - Will the future forestry model be forest farming rather than the clear-cutting model?

Concepts (Knowledge Objectives)

Paradigm/Ideology

Know that within a worldview there are dominant patterns of ideas, beliefs, and values known as paradigms or ideologies.

Criteria

Know that the ideas, beliefs, and values of a paradigm provide the criteria or standards by which people determine the goals and achievements of an economy.

Canadian Worldview

Know that the Canadian worldview includes a number of basic principles:

- **people have the right to make personal choices about how to use their wealth;**
- **people are responsible for looking out for their own well-being; and,**
- **people do better when they work together to achieve common goals.**

Marketplace Paradigm

Know that the marketplace is a mechanism by which individuals, with their purchases, indicate to society what goods and services ought to be produced.

Mixed Economic System

Know that the Canadian economy is primarily a market economy, but it also is affected by government through taxes, subsidies, laws, regulations, and government ownership.

Co-operative Movement

Know that in Canada, as in other parts of the world, there are economic organizations (models) known as co-operatives which compete successfully with businesses and corporations.

Know that co-operatives are based on the principles of:

- each member has one vote regardless of the number of shares owned;
- each member receives a fixed rate of return on each dollar invested; and,
- surpluses or dividends are paid to members in proportion to their patronage.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s: • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Technological Literacy • Communication Concept Development Lesson for: (Worldview, Paradigm, Models, Modelling, Change, Causation, Criteria, Evaluation)
Learn to apply criteria as a basis for testing models: • **performance - the ability of the model to perform constructively, efficiently, consistently, in various situations;** • **consequences - the acceptability of the consequences of applying the model to various situations; and,** • **accuracy - the ability of the model to predict future events accurately and consistently.**	**Know that using and applying models have consequences for other people.** **Know that in a democracy, citizens must accept ultimate responsibility for accepting a model and the public policy that flows from it.**	See activity two in the activity guide for an alternate activity. The purpose of this activity is to develop the concepts that: • Change has been a dominant reality in the Canadian environment and society. • Social systems and the models they are based on have changed slowly and reluctantly. Point out that a model, no matter how well designed, is only a copy of reality. A theory is the belief that there is a true relationship between the model and reality. If reality changes, then the model no longer accurately reflects reality.
Learn the skills of dialectical evaluation: - **defining relevant viewpoints within the information;** - **testing the viewpoints for factual accuracy;** - **testing the viewpoints for their morality;** - **evaluating the factual and moral testing; and,** - **forming a conclusion about the issues.**		Give the students some actual examples of old model(s) and proposed change to those models: • agricultural sector ◦ Saskatchewan Wheat Pool; ◦ Canadian Wheat Board; and, ◦ existing rural grain transportation system and rail line abandonment. • fishing sector ◦ government license giving certain individuals the right to fish; ◦ factory ship-trawler system of fishing; and, ◦ fish farming. • forestry sector ◦ government sale of the right to log in certain areas; and, ◦ clear-cutting model. Students could do a case study of one of these examples where they examine existing reality and then compare and evaluate the existing model and its practises against other models and their practises.

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The Canadian Standard of Living

World Comparisons

Canadians have a standard of living that is the envy of most of the world. In any international survey, Canada is regularly ranked in the top ten countries (out of approximately 180 countries) and is often placed in the top three or four. Canada's standard of living is so high as to be completely out of reach for many of the world's poor.

The problem in comparing standards of living is that there is disagreement about the factors that are important in defining living standards. Different models are possible.

One model assumes that standard of living depends upon an individual's material well-being as measured by the value of goods and services used in a given period of time. This approach divides the national expenditures on consumption by the population to get a personal consumption expenditure. This gives the average consumption, but it does not say anything about the distribution of income. There may be a few very rich people spending a great deal and many very poor spending little, while the average suggests that everyone has an adequate standard of living. This, of course, is misleading.

Other standard of living models may emphasize the levels of education or health. Some models now suggest that present and future standard of living depends upon the way women are treated in society. There is evidence that the key to population control is to raise the education and status of women in society (well-being) because that may affect the size of families.

Concepts (Knowledge Objectives)

Business Enterprise Models

Know that within the marketplace a variety of economic organizations (or models) compete with each other to offer goods and services to the consumer:

- **individual firms in which a single owner is responsible for the firm;**
- **cooperatives where member-investors own the firm, control it on a democratic (one member one vote) basis, and share in its profits by using its services;**
- **investor-owned firms where a number of owners own, control, and share in the profits of the firm according to the number of shares owned; and,**
- **crown corporations in which the government owns, controls, and takes the profits from the firm.**

Know that each model has strengths and weaknesses which affect the well-being of consumers, workers, and members of the community.

Standard of Living

Know that standard of living is a set of criteria which define human well-being and that if the criteria change then the definition of standard of living changes.

Standard of Living Criteria

Know that, in general terms, all standard of living models need to include some or all of the following criteria:

- **the capacity of a society to produce wealth based on technology levels, industrial capacity, energy consumption, social organization, education levels (this factor is usually expressed as per capita GDP);**
- **quality of life factors including infant mortality, life expectancy, literacy;**
- **health factors such as calorie consumption, medical care, clean water, sanitation levels;**
- **other important factors including self-esteem, freedom, personal expectations, community loyalty; and,**
- **environmental factors such as clean air, pollution-free surroundings, and safe communities.**

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Technological Literacy Concept Development Lesson for: (Standard of living, Models, Evaluation, Criteria, Distribution of income) See activity two in the activity guide for a different approach.
Practise using one's personal experience to gain an understanding of a concept.	**Know that any standard of living model has moral consequences attached to its use.**	The purpose of this activity is to discuss and plan for the reality that standard of living by most measures is not equal across Canada.
Practise using modelling as a way of categorizing and classifying information.	Appreciate that many standard of living models exclude people.	Ask the students to study the well-being of various groups (in terms of regions, socio-economic groups, gender, age, ethnic background) across Canada using some of the commonly accepted indicators of standard of living.
Practise applying criteria as a basis for testing models: • **performance - the ability of the model to perform constructively, efficiently, consistently, in various situations;** • **consequences - the acceptability of the consequences of applying the model to various situations; and,** • **accuracy - the ability of the model to predict future events accurately and consistently.**	Evaluate the moral and ethical consequences of the exclusion levels in the Canadian standard of living model.	On the basis of their findings and using their model of standard of living as criteria, have the students make some judgments about the well-being of Canadians from these different walks of life.

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Regional Comparisons of Standard of Living

Standard of living is not uniform across Canada. Different regions have different levels of productivity as measured by gross domestic product (GDP) or per capita income. It has been the long-term policy of the Canadian government to ameliorate these discrepancies by making sure that all Canadians have equal access to other quality of life factors such as health care, education and culture.

There are difficulties in comparing standards of living among the regions of Canada. While one region might be considered poor based on its GDP, other aspects of its quality of life might be considered to be superior to wealthier regions. For example, the per capita income in Toronto is much higher than it is in Newfoundland. Yet, certain intangible factors in Newfoundland's quality of life might be considered better than those in downtown Toronto. These differences are difficult to define and defend objectively.

Despite Canada's commitment to equity in standard of living, there are still groups who are not as well treated as others. Many members of Canada's Aboriginal community do not have the same access to health care, education, cultural amenities and high personal expectations. Their low standard of living is often indicated by a higher incidence of disease such as tuberculosis, higher infant mortality, more alcoholism, and higher suicide rates.

Other groups are also marginalized. The standard of living of women is still lower than that of men. This can be shown through a variety of criteria: pay scales, access to promotions, number of women who are single parents, and number of older women without adequate pensions.

The other group whose standard of living often suffers is children. Because childrens' lives are often closely entwined with the lives of their mothers, they have no better standard of living than their mothers. It may often be worse. This occurs because children also face abandonment and physical and emotional abuse. A rising Canadian GDP has not resulted in an increased quality of life for poor children.

Concepts (Knowledge Objectives)

Gross Domestic Product (GDP)

Know that the GDP is the total market value of final goods and services produced in an economy in one year. Canada's GDP (in constant 1986 dollars) in:

- 1993 - $571,722,000,000;
- 1994 - $597,936,000,000; and,
- 1995 - $611,300,000,000. (Statistics Canada)

Know that Ontario and Quebec produced 65 percent of the Canadian GDP, British Columbia and Alberta produced 20 percent, and the remainder of the country produced approximately 15 percent (1988 figures).

Per Capita GDP

Know that per capita GDP is the total market value of final goods and services divided by the population of the economy.

Know that the Canadian per capita GDP is $23 244, Alberta (the highest province) is $26 443, and P.E.I. (the lowest) is at, $13 659 (Statistics Canada 1988).

Distribution of Income

Know that when Canadian income groups (1989) are placed in quintiles, the income of each quintile can be compared:

income groups,	% of income before transfers and taxes,	% of income after transfers and taxes
poorest 20%	earns 1.2%	actually gets 5.6%
the 2nd 20%	earns 8.7%	actually gets 11.6%
the 3rd 20%	earns 16.9%	actually gets 17.6%
the 4th 20%	earns 26.5	actually gets 24.5%
richest 20%	earns 47.2	actually gets 40.7%

Personal Income

Know that personal income or value of labour is determined by a complex mixture of factors:

- demand for the good or service produced by that labour affects its value;
- supply of labour determines its value;
- other influences:
  - technological alternatives to that labour,
  - gender of the workers,
  - educational attainment of the workers,
  - family and class background of the workers,
  - affiliation with union or professional organizations by the workers,
  - personal characteristics of themselves.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Technological Literacy Concept Development Lesson for: (Standard of living, Models, Evaluation, Criteria, Distribution of income) See activity two in the activity guide for a different approach.
Practise using one's personal experience to gain an understanding of a concept.		Ask the students to consider what they want for a future standard of living. Suggest they think about what they want to work at, where they want to live, the level of personal income they want, the amount and kind of work they believe they can handle.
Practise using modelling as a way of categorizing and classifying information. **Practise applying the thinking skills of:** • **stating propositions (hypotheses) that are testable and guide the search for data;** • **collecting data in a systematic manner; and,** • **presenting analyses to confirm or disconfirm an hypothesis.**		Suggest to students that this is a good time to create a personal life plan or model to achieve the goals of their personal standard of living. Some of the major criteria that should be addressed in their plan are: • the career they think will help them reach their standard of living; • the level of education that is necessary; • the best location for them to live; • the importance to their standard of living of criteria such as: ◦ human relationships, ◦ materialism, power, status, ◦ public service, ◦ music, recreation, outdoors, religion, and ◦ other criteria.
Practise defining sets of criteria which can be used to guide decisions about a course of action		Now ask the students to apply the model of standard of living and the data they have collected about Canada as a basis for checking or evaluating their decisions about their personal life plan.

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Problems Related to Maintaining a High Standard of Living

Most conceptions of standard of living presuppose that material wealth is fundamental to an adequate standard of living. Food, clothing, housing, transportation, entertainment, even some luxuries, are perceived to be an important basis for a good living.

Given some of the fundamental beliefs in the Canadian worldview, having a job is necessary to earning a high standard of living. Most jobs require high levels of literacy and skill which makes some form of education a prerequisite to a high standard of living.

- The Problem of Population Change

Canada's population grows at about 1 percent per year on average. The balance between population size and distribution of age groups has important implications for standard of living. If population grows rapidly, then it is critical that the economy grow to provide jobs and wealth for people coming into the job market. If, on the other hand, population stops growing and the relative number of older people increases, the economy may have trouble supporting the growing demand for pensions.

Other population factors may affect the standard of living. One of the more contentious is immigration. Most studies of the impact of immigration on the economy conclude that immigration, within limits, stimulates economic growth and thereby actually creates jobs. Many people do not accept this argument and believe that immigration should be cut back to save jobs for unemployed Canadians.

Another population-related problem is finding employment for people who traditionally have not been in the job market. Women, in the past, remained in the home. This is no longer the case. Women are entering the job market with high qualifications and high expectations. Other groups such as the Aboriginal peoples are demanding more education and better job opportunities. This puts pressure on the economy to create more job opportunities in order to supply quality jobs for people who want them.

Concepts (Knowledge Objectives)

Average Income

Know that the average earnings in 1992 for men was $29 652.00 and for women was $18 923.00 (Statistics Canada).

Labour Force

Know that the labour force is defined as all those who are employed or are actively seeking work.

Employment Growth

Know that the growth of total employment in Canada between 1990 and 1995 grew by 4.2 percent. In 1990 the labour force was 14 329 000 people and by 1995 it was 14 927 000 (Statistics Canada).

Unemployment

Know that the unemployed are defined as those who are out of work, are of working age, and are actively seeking work. The 1995 unemployment rate for men was 9.5 percent and for women was 9.2 percent.

Net Immigration

Know that net immigration is the difference between those who immigrate to Canada and those who emigrate from Canada.

Know that the average net immigration for Canada between 1988 and 1992 was 169 000 people per year. In 1993, 254 670 people immigrated to Canada and in 1994, 220 000 came.

Labour Force Participation Rates

Know that the rate of participation is the percentage of a population aged 15 years or over who are actually part of the labour force. The overall participation rate is 65 %. The participation rate of:

- Canadian males is 73.3 % (1993);
- Canadian females, as a percentage of total population, has increased from 37 % in 1968 to 57.5% in 1993; and,
- Aboriginal peoples of Saskatchewan was 49.8% (1991) (Statistics Canada).

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Technological Literacy
Practise using modelling as a way of categorizing and classifying information.		Concept Application Lesson for: (Standard of living, Employment growth, Economic production, Gross Domestic Product, Modelling, Evaluation)
Practise applying the thinking skills of: • **stating propositions (hypotheses) that are testable and guide the search for data;** • **collecting data in a systematic manner; and,** • **presenting analyses to confirm or disconfirm an hypothesis.**	**Know that in determining the morality of applying a particular model, it is necessary to:** • **define the viewpoints on which the model is based;** • **select model and moral tests to apply to these viewpoints;** • **apply those tests impartially and fully; and,** • **construct a rigorous logic on which to base a judgment about the model.**	See activity two in the activity guide for more information. The purpose of the activity is to help students understand that Canadians, in developing the Canadian economy, selected a series of social and economic models that provided the basis for Canadian economic policy. Economic policy is a significant contributor to the Canadian way of life. Students need to understand that, as time passed, the patterns of behaviour established by economic policy became tradition in Canada and would only change under the pressure of natural, social, and technological forces. Introduce the activity by comparing the different social-economic models countries have used. Students understand that there are different models and that they result in quite different social policy. Students should be given experience in seeing how the concept of model is used as a basis for making decisions about social policy. They will use the concept of model developed in activity one as a basis for analysing differences between societies. Provide students with an opportunity to apply the concept of model as a tool to research and evaluate Canadian economic policy over the years. Students can research development issues facing Canada so they can enter into a political debate (dialectic) which would evaluate the different models and allow students to decide for themselves what Canadian public policy on these issues should be.
Practise defining sets of criteria which can be used to guide decisions about a course of action		
Practise applying criteria as a basis for testing models: • **performance - the ability of the model to perform constructively, efficiently, consistently, in various situations;** • **consequences - the acceptability of the consequences of applying the model to various situations; and,** • **accuracy - the ability of the model to predict future events accurately and consistently.**		

Content

• The Problem of Economic Change

Economic change affects standard of living. There are winners and losers in economic change. The people who implement and control the change usually benefit. Some of these people are owners and developers of new technology. The people who are losing are the people who had to leave primary industries such as agriculture and fisheries and retrain for jobs in urban centres. Economic change has caused the loss of jobs in certain regions and economic sectors, forcing people to move and retrain.

• The Problem of Rising Expectations

Finally, rising educational levels have created higher expectations about the quality of jobs and work life. People are less prepared to accept menial, dirty, and dangerous work which they perceive to be repetitive and without a future. Most people want work that is challenging and creative with scope for advancement.

Those who are unemployed or can only find jobs they consider menial may feel marginalized from the standard of living they feel they deserve. Society is finding it difficult to meet all these expectations.

The Sources of the Canadian Standard of Living

The Traditional Sources of Wealth

In comparison to many other parts of the world, the Canadian environment is very rich in natural resources. Given the shortage of resources such as timber, fish, and eventually farm land in Europe, it seemed reasonable to exploit what seemed to be free and inexhaustible North American resources.

The Staples Paradigm

Economic development in British North America into the nineteenth century concentrated on the development of staples industries -- trapping, fishing, forestry, agriculture, and mining. All produced primary resources for sale on international markets in return for finished goods.

Concepts (Knowledge Objectives)

Educational Attainment

Know that in 1971, 17% of the population 15 years and over had achieved a post-secondary level of education and by 1991 it was 32% (Census of Canada).

Labour Force by Industry Sector

Know that between 1901 and 1986 the distribution of workers within the total labour force has shifted in the:
- primary sector from 44.3% to 6.6%;
- secondary sector from 27.8% to 22.7%; and,
- tertiary sector from 27.9% to 68.3%

(Statistics Canada 1986).

Regional Unemployment Rates

Know that the percentage of unemployment in 1991 for all of Canada was 10.3 and by province it ranged from:

• Nfld.	18.4%,	• Ont.	11.9%,
• P.E.I.	16.8%,	• Man.	8.8%,
• N. S.	12.0%,	• Sask.	7.4%,
• N. B.	12.7%,	• Alta.	8.2%,
• Que.	11.9%,	• B. C.	9.9%.

Economic Production

Know that economic systems combine scarce resources (land, labour, and capital) to produce goods and services.

Paradigm/Ideology

Know that within a worldview there are dominant patterns of ideas, beliefs, and values (paradigms/ideologies) which provide goals for the economy and the criteria to measure its efficiency.

Staples

Know that staples are basic products which come directly from the natural resources of the land and the sea and have received little processing.

Value-added

Know that value-added is the extra value that is attached to a resource as it goes through the manufacturing process.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s: • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills Concept Development Lesson for: (Worldview, Ideology, Perception, Bias, Modelling, Evaluation) See activity two in the activity guide for more information.
Learn to define the assumptions and biases (ideological) underlying the viewpoints of those advocating a particular economic model.	**Know that using and applying paradigms/ideologies have consequences for other people.** **Know that in a democracy, citizens must accept ultimate responsibility for accepting a model and the public policy that flows from it.** **Define the value claims of paradigms/ideologies (models) and apply the relevant dialectical evaluation tests to determine the acceptability of each paradigm to the community.**	The purpose of this activity is to help students understand that they and others have biases which affect the way they perceive and evaluate reality. Students also need to understand that, because all models select and emphasize certain parts of reality, all models are inherently biased. Models cannot be evaluated until their bias is determined, and the effects and consequences of the bias are analyzed. Discuss/review the concepts of worldview and paradigm with students. Point out that people select certain ideas, beliefs, and values that they believe have priority and use them as criteria on which to base their judgments. Within a worldview there are many patterns of ideas, beliefs, and values which different people subscribe to. These individual patterns are referred to as paradigms or ideologies. Students need to be aware that they have an ideology, so they will be aware of the assumptions that they bring to evaluation of models. These ideas can be concretely reviewed (or taught if the students have not done the exercise) by using Activity Four in the Grade Ten Social Studies Activity Guide p. 32.

Content

For a time it was difficult to disagree with the various staples models of economic development. Even into the twentieth century, the standard of living of many Canadian regions remained dependent on the extraction and sale of staples.

Problems with the Staples Paradigm

The staples paradigm has a number of problems. The first is that it tends to leave the staples producing area (the hinterland) in the control of people who are developing and paying for the resources (the heartland). Canadians found themselves to be the colonial hinterland of a wealthy and powerful heartland centred first in Paris and then London. Aboriginal peoples were particularly exploited by this system. Aboriginals were never considered as value- added processors because they were culturally isolated from the necessary skills and technology that would have allowed them to compete.

- Boom and Bust Markets

Canadians found that they faced a "boom and bust" economy over which they had little control. For a time, demand for a resource would be high and the resource price would rise creating prosperity and a boom. This triggered increased production, which along with high prices, would lower demand. Soon the market would be glutted and prices would fall, leaving resource producers either bankrupt or unemployed - the bust.

As only value-added processing being done was the actual extraction of the resources and some preliminary preparation (squaring logs into timbers, for example). Canadians faced a cycle of prosperity followed by depression, bankruptcies, and unemployment when the market for a resource disappeared. This cycle repeated itself throughout Canadian history in the beaver pelt market, the fish market, the timber market, the agricultural product market, and the metal ore markets. Saskatchewan farmers still face this reality.

- Depletion of Resources

A related problem is the depletion of resources. Easily and inexpensively gathered resources lend themselves to quick and profitable exploitation. Initially, there were few controls on the way

Concepts (Knowledge Objectives)

Worldview

Know that part of the Canadian worldview is the belief that competition leads to a high standard of living because it allows consumers to search for low prices and high satisfaction and producers to search for efficiencies that will return high profits.

Know that there are two different types of market structures:
- perfectly competitive markets in which many buyers and sellers are unable to influence the price established by the market; and,
- imperfect competition where the price established by the market can be influenced by either producers or consumers.

Employment

Know that the process of adding value to (a) staple(s) is a major source of the amount and type of employment available in an economy.

Linkages

Know that linkages are the economic stimulus that one industry receives from the development of another industry.

Heartland-hinterland

Know that certain geographic areas called the heartland have the economic power (capital, services, and industry) to acquire and process staples from distant resource-producing areas called the hinterland.

Supply, Demand, and Prices

Know that the law of supply and demand says that, all things being equal, if the amount of goods being supplied is small while the quantity demanded is great, prices will rise, and if supply increases and demand decreases, prices will fall.

Know that price provides consumers with information about what they can afford and provides incentives either to increase production or to find substitutes that can be used.

Skills/Abilities Objectives

Practise using concept webs to show and search relationships between the parts of an event or situation.

Practise using the concept of model to categorize and classify information so that it can be analyzed.

Practise applying the thinking skills of:
- **stating propositions (hypotheses) that are testable and guide the search for data;**
- **collecting data in a systematic manner; and,**
- **presenting analyses to confirm or disconfirm an hypothesis.**

Practise defining sets of criteria which can be used to guide decisions about a course of action

Practise applying criteria as a basis for testing models:
- **performance - the ability of the model to perform constructively, efficiently, consistently, in various situations;**
- **consequences - the acceptability of the consequences of applying the model to various situations; and,**
- **accuracy - the ability of the model to predict future events accurately and consistently.**

Values Objectives

Know that in determining the morality of applying a particular model, it is necessary to:
- **define the viewpoints on which the model is based;**
- **select model and moral tests to apply to these viewpoints;**
- **apply those tests impartially and fully; and,**
- **construct a rigorous logic on which to base a judgment about the model.**

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s
- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Technological Literacy
- Communication

Concept Application Lesson for: (Worldview, Paradigm, Model, Dialectical evaluation, Standard of living)

See activity two in the activity guide for more information.

This activity and the ones following have two purposes:
- to assist students in learning to conduct a case study which evaluates one of the models of economic production used at some point in Canadian history; and,
- to help students review/learn:
  - ways of defining the basic questions that need to be asked,
  - applying the basic elements of a model,
  - selecting concepts that will help them analyze the data,
  - using the process of dialectical evaluation to reach a judgment about the model under evaluation, and then,
  - conveying their conclusions in a concise, logical presentation.

Point out to students that, over the course of Canada's history, many different models of economic development have been adopted and are still being used in varying degrees.

Suggest that these models may still be valid, but they need to be researched and evaluated in order to find out which is most likely to contribute to Canada's future.
- What models have been tried and why?
- What were the results and consequences of these models?
- What does each model offer for the future of Canada?

Point out that once students have done this, they will be in a better position to determine what model or combination of models they believe would be best for Canadians to follow.

Content

resources were harvested. The clear-cutting model of forestry is an example. Trapping and fishing are other examples.

The result was that communities would spring up based on a single resource and then the market would collapse or the resource would be depleted with the result that a community would lose its sole source of income. People would be forced to move to some other place to make a living. Canada is littered with abandoned towns surrounding depleted mines or fished-out fisheries.

The staples paradigm of development meant that the heartland garnered the wages and the profits from the resources produced in Canada. When the resources were gone or unwanted, Canadians were left with little to show for their work. This was an unsatisfactory situation which had to be corrected.

The Industrialization Paradigm

Most Canadians believed the solution was simply to duplicate in Canada the industrial development that was occurring in other parts of the world.

The industrialization paradigm offered the promise of economic control for Canadians, less dependence on the vagaries of foreign markets, and the possibility of urbanized jobs which, for many, offered more scope for their ambitions.

Given the fact that secondary industry represents about 27 percent of Canada's gross domestic product (GDP), Canadian industry is a major contributor to the Canadian standard of living. Over the years, many Canadians gained a middle class standard of living working in secondary industry. Secondary industry made Canada a significant factor among the industrial nations of the world even though Canada's population remained relatively small.

The Development of Secondary Industry in Canada

Despite the advantages and the commitment of Canadians, industrial development in Canada has been a difficult and controversial process. Canadian geography with its great distances, formidable barriers, extreme climate, and sparse population presents major problems to industrial development.

Concepts (Knowledge Objectives)

Stock

Know that stock is the store of resources that can be used in the future.

Non-renewable Resources

Know that non-renewable resources are finite because they are not being replaced by any process and their continued use will eventually exhaust the supply of these resources.

Recyclable Resources

Know that finite resources can often be reused many times, in some cases at less than the original cost of production.

Sustainable Yield

Know that sustainable yield is the level of production that can be carried out without depleting resources.

Worldview

Know that Canadians believed that the development of an independent industrial capacity was prerequisite to protecting the Canadian way of life and standard of living.

Population Distribution

Know that Canada has a small population which is distributed in clumps separated by large distances and significant natural barriers.

Overhead

Know that the per person/kilometre cost of supplying the necessary infrastructure (railroads, roads, electrical grids, communications grids, airlines) to maintain an industrial society is very expensive.

Know that high overhead has always been a significant factor to overcome in making Canadian industry competitive with that of other nations.

Skills/Abilities Objectives

Practise using concept webs to show and search out relationships between the parts of an event or situation.

Practise using the concept of model to categorize and classify information so that it can be analyzed

Practise applying the thinking skills of:
- **stating propositions (hypotheses) that are testable and guide the search for data;**
- **collecting data in a systematic manner; and,**
- **presenting analyses to confirm or disconfirm an hypothesis.**

Practise defining sets of criteria which can be used to guide decisions about a course of action.

Practise applying criteria as a basis for testing models:
- **performance - the ability of the model to perform constructively, efficiently, consistently, in various situations;**
- **consequences - the acceptability of the consequences of applying the model to various situations; and,**
- **accuracy - the ability of the model to accurately and consistently future events.**

Values Objectives

Appreciate that using and applying paradigms or ideologies have consequences for other people.

Know that in determining the morality of applying a particular model, it is necessary to:
- **define the viewpoints on which the model is based;**
- **select model and moral tests to apply to these viewpoints;**
- **apply those tests impartially and fully; and,**
- **construct a rigorous logic on which to base a judgment about the model.**

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s
- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Technological Literacy
- Communication

Concept Application Lesson for:(Worldview, Paradigm, Model, Dialectical evaluation, Standard of living)

Concept Development Lesson for: (Staples, Multiplier, Heartland, Hinterland, Price system, Stock, Resources)

Activity two continued.

When students are evaluating the staples paradigm there are a number of issues to consider.
- During the initial conference with each group, students should be coached to consider some of the following points:
  - in defining a list of basic questions students might consider the stems who, what, where, when, why, and how;
  - what are staples; (resources);
  - why in Canada; (geography);
  - when were they important - less important; (comparative advantage); and,
  - define the different models of economic development used under the staples paradigm:
    - fur trade,
    - fisheries,
    - lumbering,
    - mining, and
    - agriculture.
  - how did these models of economic development affect Canada now and in the past? (heartland-hinterland)

- At later stages, students could be encouraged to use devices like concept mapping and grid analysis to refine their analysis of the various economic models used in the staples paradigm.

- Finally students should define a dialectic to evaluate the staples paradigm.

Content

Perhaps the first problem for economic planners was how to stimulate and protect small industries against powerful competitors in Europe. Tariffs, because they were being used to raise revenue for government, were seen as the logical way of protecting Canadian industry.

The National Policies Model of Economic Development

In 1879, Sir John A. Macdonald instituted his model of industrial development known as the National Policies. These policies had a vision of Central Canada developing into the industrial heartland of Canada. Central Canada would be linked to resource hinterlands in Canada by a network of railroads and canals over which raw resources and finished goods would be traded back and forth. All of this was initially to be protected and funded by a set of national tariffs. Macdonald's belief was that, over time, Confederation could be made economically viable with this development model.

Industrialization in Canada had some uniquely Canadian features about it.

- Monopolies and Government Intervention

Early industrialization was accomplished with a great deal of government intervention and support. Because of Canada's geography (distances, barriers, and sparse population) transportation systems were expensive to build and maintain. The sparse population meant that large sections of a transportation system would not generate much revenue. There were two ramifications to this situation: transportation systems tended to be monopolistic because competition was too expensive, and governments tended to play a role either by directly financing the system or by subsidizing it at very high levels. Examples of this are railroads, canals, airlines, radio and television.

- Regionalism

Canada began with three basic regions: the Maritimes, Quebec and Ontario. Quebec and Ontario, while they shared the Laurentian Basin, both had dreams of becoming the heart of a Laurentian economic empire.

Concepts (Knowledge Objectives)

Tariff Protection

Know that the justification for tariffs to protect the Canadian economy were based on two assumptions:
- it is necessary to protect and nurture infant industries until they are able to compete; and,
- it is important to preserve and protect Canadian culture and identity.

Economies of Scale

Know that economies of scale occur when a production system has been created (e.g., assembly lines, factories) that combines resources more efficiently than is possible with smaller, individual production methods.

Heartland

Know that cities exist because it is advantageous to conduct economic activities such as manufacturing, the provision of services, and the exchange of information in an environment where transportation and communication make economies of scale possible.

Central Place

Know that central places are settlements that serve as market centres where raw materials from the surrounding areas or hinterlands are traded for finished goods and services.

Agglomeration

Know that manufacturing and service industries choose to associate with an existing urban centre because its large pools of labour and information and its large markets tend to create economies of scale.

Monopoly

Know that the high expense of supplying infrastructure has forced the creation of monopolies and government intervention in Canada.

Skills/Abilities Objectives

Practise using concept webs to show and search out relationships between the parts of an event or situation.

Practise using the concept of model to categorize and classify information so that it can be analyzed

Practise applying the thinking skills of:

- **stating propositions (hypotheses) that are testable and guide the search for data;**
- **collecting data in a systematic manner; and,**
- **presenting analyses to confirm or disconfirm an hypothesis.**

Practise defining sets of criteria which can be used to guide decisions about a course of action

Practise applying criteria as a basis for testing models:

- **performance - the ability of the model to perform constructively, efficiently, consistently, in various situations;**
- **consequences - the acceptability of the consequences of applying the model to various situations; and,**
- **accuracy - the ability of the model to predict future events accurately and consistently.**

Values Objectives

Appreciate that using and applying paradigms or ideologies have consequences for other people.

Know that in determining the morality of applying a particular model, it is necessary to:

- **define the viewpoints on which the model is based;**
- **select model and moral tests to apply to these viewpoints;**
- **apply those tests impartially and fully; and,**
- **construct a rigorous logic on which to base a judgment about the model.**

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Technological Literacy
- Communication

Concept Application Lesson for:(Worldview, Paradigm, Model, Dialectical evaluation, Standard of living)

Concept Development Lesson for: (Worldview, Industrial production, Overhead, Tariffs, Economies of scale, Heartland, Central place, Agglomeration, Monopoly, Modelling, Evaluation)

Activity two continued.

In working with groups of students who are evaluating the National Policy model there are a number of issues to consider.

- During your initial conference with the student groups, the students should be coached to consider some of the following points:
  - in defining a list of basic questions students might consider the basic question stems of who, what, where, when, why, and how;
  - what is industrialization (economies of scale);
  - why industrialize (Nationalism)
  - how was industrialization done in the National Policy model;
  - where did industrialization occur in the National Policy model (comparative advantage);
  - who benefited from industrialization and who did not in the National Policy model; (heartland - hinterland); and,
  - when was it significant (employment)?
- At later stages students could be encouraged to use devices like concept mapping and grid analysis to refine their analysis of the National Policy model.
- Finally students should define a dialectic to evaluate the National Policy model by comparing it to the regional economic development model, the foreign investment model and the privatization model.

Content

Both Toronto and Montreal dreamed of competing with New York as the link between North America and Europe. Because of their population and relative prosperity at the time of Confederation, Toronto and Montreal became the heartland of Canada and the investment in transportation infrastructure reinforced this tendency.

The other regions became the resource hinterland of Canada and have felt a sense of grievance at what they perceive as chronic favouritism to Central Canada. From the very inception of the National Policies, the West as a region played a crucial role in the evolution of Canada. The Aboriginal peoples, and particularly the Métis, were reluctant participants in Central Canada's vision of the West as a resource hinterland. More recently, the same situation exists in Northern Quebec with the James Bay project.

Quebec and Ontario as heartlands saw the settlement of the West and the North as key determinants of whether Canada would be an Anglophone or a Francophone nation, rich or poor, powerful or weak. These territories were seen as the necessary hinterland to make Canada a large, rich nation.

The Issue of Western Canadian Economic Development

Part of the vision of Confederation was an ocean to ocean trading system that would generate prosperity. The National Policies addressed Western economic development, but they did not address how the Aboriginal residents were to be included in this process.

- The Aboriginal Peoples' Perception (Worldview)

By the 1870s the Aboriginal peoples were aware that they would have to deal with profound economic change. The Aboriginal peoples' position was that they be provided with the means to farm in exchange for the opportunity they were giving to Canadians to expand peacefully into the West. They welcomed the technology and training that allowed them to farm when hunting was no longer possible, but they would not accept the total abandonment of their culture. Economic revitalization through farming was acceptable, cultural destruction was not.

Concepts (Knowledge Objectives)

Trade, Central Place, and Hinterland

Know that cities exist to provide goods and services to their outlying regions (hinterlands) who in turn provide the cities with resources to create those goods and services.

Know that in a competitive society a tension must exist between the heartland and the hinterland over issues of wealth and power.

Colonialism

Know that the heartland, with its monopoly on economic and political power, is always tempted to use its power to its own advantage.

Worldview

Know that Canadians in the Victorian era believed:

- **that humanity was clearly directed to develop the wilderness by imposing human will and purpose on it;**
- **that this belief be demonstrated by building railroads, breaking the sod, building cities, and civilizing any residents found there; and,**
- **that those who did not do this were inferior.**

Know that the worldview of Aboriginal peoples is one:

- **where nature is respected for its spirituality;**
- **where individual land ownership is foreign; and,**
- **where the community and the economy are not perceived to be separate and distinct entities.**

Know that the Cree, in the past, had experience with change because as relatively recent arrivals to the Western Plains they had to learn to make a living hunting buffalo. They also had to adapt to other changes (horses, guns, trade) and to develop a sophisticated knowledge of the concepts of debt, credit, spending, buying, and selling.

Skills/Abilities Objectives

Practise using concept webs to show and search out relationships between the parts of an event or situation.

Practise using the concept of model to categorize and classify information so that it can be analyzed

Practise applying the thinking skills of:

- **stating propositions (hypotheses) that are testable and guide the search for data;**
- **collecting data in a systematic manner; and,**
- **presenting analyses to confirm or disconfirm an hypothesis.**

Practise defining sets of criteria which can be used to guide decisions about a course of action

Practise applying criteria as a basis for testing models:

- **performance - the ability of the model to perform constructively, efficiently, consistently, in various situations;**
- **consequences - the acceptability of the consequences of applying the model to various situations; and,**
- **accuracy - the ability of the model to predict future events accurately and consistently.**

Values Objectives

Appreciate that using and applying paradigms or ideologies have consequences for other people.

Know that in determining the morality of applying a particular model, it is necessary to:

- **define the viewpoints on which the model is based;**
- **select model and moral tests to apply to these viewpoints;**
- **apply those tests impartially and fully; and,**
- **construct a rigorous logic on which to base a judgment about the model.**

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Technological Literacy
- Communication

Concept Application Lesson for: (Worldview, Paradigm, Model, Dialectical evaluation, Standard of living)

Concept Development Lesson for: (Colonialism, Worldview, Discrimination, Power, Politics)

Activity two continued.

When students are evaluating the Western economic development model related to the development of the Aboriginal Peoples' economy, there are a number of issues to consider.

- During the initial conference with the student groups, the students should be coached to consider some of the following points:
  - in defining a list of questions, students might consider the basic question stems of who, what, where, when, why, and how;
  - what is the purpose of development (power vs community);
  - why economic development (wealth vs security);
  - how was development done under regional development models (discrimination vs equality);
  - where did development occur (political power); and,
  - who benefited from industrialization and who did not; (heartland - hinterland)?
- At later stages, students could be encouraged to use devices like concept mapping and grid analysis to refine their analysis of the regional economic development models.
- Finally students should define a dialectic to evaluate the Western economic development model by comparing it to the regional economic development model, the foreign investment model and the privatization model.

Content

The Indians of the North West were willing to negotiate treaties that ensured their future economic security. It was the Indians who insisted that cattle, agricultural implements, and farming assistance be included in the treaty negotiations. The federal government intended to offer only reserves and annuities. By the 1880s, there were many examples of successful Indian farmers who had demonstrated their capacity to make the transition from one way of making a living to another.

- Department of Indian Affairs Perception (Worldview)

In the late nineteenth and early twentieth centuries it was widely accepted by Euro-Canadians that Indians did not want to farm, because it was foreign to their cultural development. The federal government's model was based on the assumption that agriculture had to be imposed on a reluctant people who were culturally unprepared for an agricultural way of life. The government began negotiating treaties which would treat the Indian Nations as people who needed to be "civilized". There were to be three basic means to this end: missionaries, schools, and agriculture, all of which would occur on isolated reserves in order to protect the Indians. The government hoped that the need for reserves would disappear as the Indians successfully assimilated into the Euro-Canadian culture.

Regional Economic Development Model

The Canadian economic worldview accepts the values of private property, private initiative, free enterprise, and decision making by the market place. Canadians also believe in a "level playing field" kind of social justice. Competitive free market economics was tempered by a difficult Canadian environment where people found survival depended on a high degree of cooperation. People faced with the difficult task of developing in harsh environments demanded that government play a supporting role in the economic development of Canada.

The federal government with its taxing powers, accepted a role in regional economic development. Initially, that role took the form of subsidies such as the Crow subsidy implemented to help defray the cost of moving grain out of Western Canada.

Concepts (Knowledge Objectives)

Discrimination

Know that systemic discrimination is a process in which the institutions (political systems, laws, courts, schools) of a society are used by powerful interest groups to ensure that weaker groups are unable to compete successfully.

Power

Know that power is the ability to make and carry out decisions.

Know that the sources of power are unequally distributed among the people of society.

Politics

Know that politics is the process of conciliating different interests by giving them a share in power in proportion to these interests' importance to the welfare of the entire community.

Canadian Worldview

Know that Canadians tend to accept the beliefs that:

- **individuals must be free to make choices about issues like earning and spending wealth;**
- **individuals must accept responsibility for the choices they make; and,**
- **on the basis of clearly identified need, society should intervene to help those who are unable to help themselves.**

Allocation of Scarce Resources

Know that productive resources are scarce and society must establish a system to allocate resources among competing needs which determines:

- what goods and services should be produced;
- how these goods and services should be produced; and,
- for whom these goods and services should be produced.

Price System

Know that prices are key factors in economic decision making because they provide information about the comparative value of a good to help consumers make efficient choices and provide incentives by indicating what and what not to produce.

Skills/Abilities Objectives

Practise using concept webs to show and search relationships between the parts of an event or situation.

Practise using the concept of model to categorize and classify information so that it can be analyzed

Practise applying the thinking skills of:

- **stating propositions (hypotheses) that are testable and guide the search for data;**
- **collecting data in a systematic manner; and,**
- **presenting analyses to confirm or disconfirm an hypothesis.**

Practise defining sets of criteria which can be used to guide decisions about a course of action

Practise applying criteria as a basis for testing models:

- **performance - the ability of the model to perform constructively, efficiently, consistently, in various situations;**
- **consequences - the acceptability of the consequences of applying the model to various situations; and,**
- **accuracy - the ability of the model to predict future events accurately and consistently.**

Values Objectives

Appreciate that using and applying paradigms or ideologies have consequences for other people.

Know that in determining the morality of applying a particular model, it is necessary to:

- **define the viewpoints on which the model is based;**
- **select model and moral tests to apply to these viewpoints;**
- **apply those tests impartially and fully; and,**
- **construct a rigorous logic on which to base a judgment about the model.**

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Technological Literacy
- Communication

Concept Application Lesson for:(Worldview, Paradigm, Model, Dialectical evaluation, Standard of living)

Concept Development Lesson for: (Worldview, Central place, Monopoly, Hinterland, Allocation, Price system, Market failure)

Activity two continued.

When students are evaluating the regional economic development model there are a number of issues to consider.

- During your initial conference with the student groups, the students should be coached to consider some of the following points:
  - in defining a list of basic questions students might consider the basic question stems of who, what, where, when, why, and how;
  - what is the purpose of industrialization (standard of living);
  - how was industrialization done in this model (government intervention);
  - where did industrialization occur (heartland);
  - who benefited from industrialization and who did not; (heartland - hinterland); and,
  - why did Central Canada benefit; (political power)?
- At later stages students could be encouraged to use devices like concept mapping and grid analyses to refine their analysis of the regional economic development model.
- Finally students should define a dialectic to evaluate the regional economic development model by comparing it to the National Policy model, the foreign investment model and the privatization model.

Content

This was done as a response to Western Canadian anger over monopolistic pricing by the railroads and the fact that National Policy tariffs were perceived as keeping the price of farm machinery high in order to protect the interests of Central Canada at the expense of the West.

Over the years, federal governments have built roads to resources in the North, subsidized mines and steel mills in the Maritimes, spent money on projects like the Saint Lawrence Seaway in Central Canada. Some projects succeeded and others failed. There is much controversy about regional economic development. The debate centres on whether it has actually generated economic growth, or whether it has simply redistributed wealth from the have regions to the have not regions.

The Community Development Model

Canadians also believed that individuals working together in a community could do much to improve the standard of living. This could take the form of simple sharing of labour and machinery between neighbours. Neighbours were always prepared to assist those who through misfortune needed help.

- Co-operative Movement

People who came to Canada found that their survival depended upon cooperation. It worked so well, it became a way of life. The cooperative paradigm translated into a variety of social and economic development models in Canada. Initially it took the form of cooperatives. Many cooperative ventures (retail stores, credit unions, community clinics, machinery manufacturers) were established and prospered. A well known example are the wheat pools established to provide farmers with direct access to markets, an orderly system of marketing and to bypass the profit-taking middleman.

The co-operative movement represents many social ventures in which people work together to better themselves and their communities. Co-operatives can be banks (credit unions), medical clinics providing a variety of medical services, day care services in which parents cooperate with each other, or co-operatives that share expensive technology.

Concepts (Knowledge Objectives)

Market Failure

Know that markets, in certain areas, fail to allocate scarce resources efficiently. Three major areas are:

- public goods which are those goods from which everyone benefits (national defence, roads, hospitals) but from which an entrepreneur may benefit little;
- merit goods which are those goods that society considers beneficial (education, libraries, sports) and are provided at no charge to the consumer.
- externalities which are the side effects of production or consumption (pollution, unemployment, wealth generation) which may be discouraged or encouraged by government spending, taxing, or regulatory powers.

Stabilization

Know that governments stabilize economies against depressions, unemployment, inflation, by using their taxing and spending powers to promoting stable prices, full employment and economic growth.

Equitable Distribution of Income

Know that inequitable distribution of income occurs, because markets award much higher incomes to those who have skills or own resources that are in great demand than to those who do not have these skills and resources.

Worldview

Know that embedded in the Canadian worldview is a belief that an adequate standard of living cannot be defined by competitive success alone, but rather standard of living is the result of a process in which people cooperate and share in the creation of a good life.

Co-operative

Know that a co-operative is a type of business organization jointly owned by a group of people where the profits are distributed according to member patronage.

Skills/Abilities Objectives

Practise using concept webs to show and search out relationships between the parts of an event or situation.

Practise using the concept of model to categorize and classify information so that it can be analyzed

Practise applying the thinking skills of:

- **stating propositions (hypotheses) that are testable and guide the search for data;**
- **collecting data in a systematic manner; and,**
- **presenting analyses to confirm or disconfirm an hypothesis.**

Practise defining sets of criteria which can be used to guide decisions about a course of action

Practise applying criteria as a basis for testing models:

- **performance - the ability of the model to perform constructively, efficiently, consistently, in various situations;**
- **consequences - the acceptability of the consequences of applying the model to various situations; and,**
- **accuracy - the ability of the model to predict future events accurately and consistently.**

Values Objectives

Appreciate that using and applying paradigms or ideologies have consequences for other people.

Know that in determining the morality of applying a particular model, it is necessary to:

- **define the viewpoints on which the model is based;**
- **select model and moral tests to apply to these viewpoints;**
- **apply those tests impartially and fully; and,**
- **construct a rigorous logic on which to base a judgment about the model.**

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Technological Literacy
- Communication

Concept Application Lesson for: (Worldview, Paradigm, Model, Dialectical evaluation, Standard of living)

Concept Development Lesson for: (Worldview, Monopoly, Allocation, Price System, Market failure, Stabilization, Equity)

Activity two continued.

When students are evaluating the community development model there are a number of issues to consider.

- During your initial conference with the student groups, the students should be coached to consider some of the following points:
  - in defining a list of basic questions students might consider the basic question stems of who, what, where, when, why, and how;
  - what is the purpose of industrialization (standard of living);
  - why industrialize (productivity);
  - how was industrialization done in this model; (government intervention, tariffs);
  - where did industrialization occur (heartland, central place); and,
  - who benefited from industrialization and who did not (competitive advantage)?

- At later stages students could be encouraged to use devices like concept mapping and grid analysis to refine their analysis of the community development model.

- Finally students should define a dialectic to evaluate the community development model by comparing it to the National Policy model, the foreign investment model and the privatization model.

Content

Orderly Marketing

Marketing boards were established by co-operatives to control fluctuations in prices of commodities. Governments participated in creating producer-government partnerships that would benefit both producers and consumers, a form of cooperation. Governments were concerned that marketing boards not use their monopoly power to gouge the consumer. Commodity prices were set at levels that appeared to be fair to both consumers and producers.

Orderly marketing is achieved through a number of means. One way is to control the amount of commodity supplied by producers. In this way, a steady and predictable price can be maintained. Dairy producers have a production quota which works this way. The Canadian Wheat Board does not control supply. Farmers are allowed to produce as much as they wish and the Wheat Board markets the grain and then distributes the return in an orderly way.

The Foreign Investment Model of Economic Development

One of the major problems of industrial development is to find the investment capital to pay for the necessary industrial infrastructure. Capital goods (transportation systems, mines, factories, sophisticated technology, research and development) are expensive and time consuming for a country to develop individually. Capital goods are also expensive to buy from other parts of the world. There are three fundamental decisions countries have to face when they are considering economic development:

- saving
  Should a country save for its investment capital? This means postponing consumption of consumer goods so that money can be used to buy or develop needed capital goods. This could be done by keeping wages low and profits high, so that the profits can be reinvested in developing factories. It can also be done by maintaining high interest rates to encourage consumers to save rather than spend.
- borrowing
  Should a country borrow money from international money markets and invest it in developing local business and industry? Profits from selling the consumer goods created by the new industries could be used to pay off the loans.

Concepts (Knowledge Objectives)

Know that co-operatives are managed according to principles of:
- democracy (one person, one vote); and,
- each member sharing in the profits or surpluses.

Orderly Marketing

Know that models based on cooperation between producers and consumers allow people to have a sense of control and direction in their lives.

Know that a variety of systems such as co-operatives and marketing boards have been established to stabilize the fluctuations in price so that producers, consumers, and government can more effectively plan for production and consumption within the economy.

Worldview

Know that part of the Canadian worldview is the belief that:
- **many material goods are an important part of a high standard of living;**
- **it is important to consume in the present rather than saving and working for consumption in the future; and,**
- **systematic economic planning is dictatorial and stifles initiative.**

Consumer Goods and Services

Know that consumer goods and services are economic products (food, clothing, housing, luxuries, entertainment) that are used to satisfy the needs and wants of consumers.

Capital Goods and Capital Services

Know that capital goods are human-made resources such as factories, tools, and machines and that capital services are the schools, education, research, and skills that are used to produce both consumer goods and services and capital goods and services.

Productivity

Know that the productivity of an economy and its labour force depends upon the amount of capital goods and capital services available.

Skills/Abilities Objectives

Practise using concept webs to show and search out relationships between the parts of an event or situation.

Practise using the concept of model to categorize and classify information so that it can be analyzed

Practise applying the thinking skills of:
- **stating propositions (hypotheses) that are testable and guide the search for data;**
- **collecting data in a systematic manner; and,**
- **presenting analyses to confirm or disconfirm an hypothesis.**

Practise defining sets of criteria which can be used to guide decisions about a course of action

Practise applying criteria as a basis for testing models:
- **performance - the ability of the model to perform constructively, efficiently, consistently, in various situations;**
- **consequences - the acceptability of the consequences of applying the model to various situations; and,**
- **accuracy - the ability of the model to predict future events accurately and consistently.**

Values Objectives

Appreciate that using and applying paradigms or ideologies have consequences for other people.

Know that in determining the morality of applying a particular model, it is necessary to:
- **define the viewpoints on which the model is based;**
- **select model and moral tests to apply to these viewpoints;**
- **apply those tests impartially and fully; and,**
- **construct a rigorous logic on which to base a judgment about the model.**

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s
- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Technological Literacy
- Communication

Concept Application Lesson for:(Worldview, Paradigm, Model, Dialectical evaluation, Standard of living)

Concept Development Lesson for: (Worldview, Consumer Goods, Capital goods, Productivity, Economic growth, Opportunity cost)

Activity two continued.

When students are evaluating the foreign investment model there are a number of issues to consider.
- During your initial conference with the student groups, the students should be coached to consider some of the following points:
  - in defining a list of basic questions students might consider the basic question stems of who, what, where, when, why, and how;
  - what is the purpose of industrialization (productivity);
  - why industrialize (economic growth);
  - how was industrialization done in this model (capital investment);
  - where did industrialization occur (comparative advantage);
  - who benefited from industrialization and who did not (standard of living); and,
  - how can industrialization best be achieved (investment)?

- At later stages students could be encouraged to use devices like concept mapping and grid analysis to refine their analysis of the foreign investment model.

- Finally students should define a dialectic to evaluate the foreign investment model by comparing it to the National Policy model, the community development model and the privatization model.

Content

- selling
  Should the country sell its existing mines, factories and steel mills to foreign investors? The assumption in this approach is that the investors will continue to profit and reinvest money in the economy to expand the economy.

Canada has opted for the third choice, with the result that it has a very high level of foreign investment and consequently a high level of foreign control of its economy. This choice meant that the Canadian standard of living rose more quickly than it might have had Canadians financed capital development themselves. This choice also means that many critical economic decisions about the development of the Canadian economy are being made in boardrooms outside of Canada. If a manufacturing plant has to be closed, should it be in Canada or in some other part of the world? The possibility exists that employment in one part of the world might be considered more important than employment in Canada. Foreign ownership can have the effect of making Canada the hinterland to someone else's heartland.

Economic Change from an Industrial to a Post-industrial Paradigm

Rise of the Service Sector

Modern economies are made up of three major sectors: primary industry, secondary industry, and tertiary or service industry. Up until the 1960s, the Canadian economy derived the bulk of its income from primary and secondary industry. After the 1960s, more people were employed in the service sector and by the 1980s two-thirds of Canadians were employed in the service sector. This represents an enormous growth in the consumption of services by both consumers and producers.

The Impact of Technological Change

The growth of the service sector is in part a reflection of a shift to knowledge industries. Technology is based as much on knowledge, skills, and techniques as it is on the traditional raw materials of industry. Industry now invests in services (knowledge and skills) and in automated machines in an effort to improve productivity and lower costs.

Concepts (Knowledge Objectives)

Economic Growth

Know that economic growth, defined as an actual increase in GDP per capita, depends upon the amount of resources invested in the production of capital goods and services.

Opportunity Cost and Economic Growth

Know that investing in capital goods and services means either:
- postponing present consumption of consumer goods and services in order to save wealth for use in producing more capital goods; or,
- borrowing wealth to be paid for by future production in order to buy more capital goods and services; or,
- selling the existing supply of capital goods to a foreign investor and using the proceeds to buy more capital goods.

Worldview

Know that the Canadian worldview is evolving to reflect scientific and technological change that has been occurring in past decades:
- **it is widely accepted that technological change has to be accepted and that people have to expect to retrain and change employment;**
- **it is assumed that information represents power and, therefore, it is important to have as much access to as much information as possible; and,**
- **it is understood that technology has made the world a smaller place forcing people to compete on a global basis.**

Economic Production

Know that economic systems, based on their criteria, choose to allocate the mix of productive resources (land, labour, and capital) available to them in the most efficient way.

Technological Change

Know that computer-controlled production systems are increasingly cost effective and are used more frequently.

Know that scientific and technical information and the knowledge of processes has become a significant resource in economic production.

Skills/Abilities Objectives

Learn to define the assumptions (biases) underlying the viewpoints expressed by people.

Practise applying the thinking skills of:
- **stating propositions (hypotheses) that are testable and guide the search for data;**
- **collecting data in a systematic manner; and,**
- **presenting analyses to confirm or disconfirm an hypothesis.**

Practise defining sets of criteria which can be used to guide decisions about a course of action

Practise applying criteria as a basis for testing models:
- **performance - the ability of the model to perform constructively, efficiently, consistently, in various situations;**
- **consequences - the acceptability of the consequences of applying the model to various situations; and,**
- **accuracy - the ability of the model to predict future events accurately and consistently.**

Values Objectives

Appreciate that using and applying paradigms or ideologies have consequences for other people.

Know that in determining the morality of applying a particular model, it is necessary to:
- **define the viewpoints on which the model is based;**
- **select model and moral tests to apply to these viewpoints;**
- **apply those tests impartially and fully; and,**
- **construct a rigorous logic on which to base a judgment about the model.**

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s
- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Communication

Concept Application Lesson for: (Worldview, Models of social systems, Criteria, Standard of living, Power, Politics, Economic production, Technological change, Globalization, Efficiency)

See activity three in the activity guide for more information.

This activity is a culmination activity in which students:
- reflect on the models they have evaluated,
- consider the choices available to Canadian society,
- consider the consequences of these choices, and,
- debate and make decisions about future economic policies for Canada.

This activity will allow students to simulate a parliamentary debate on Canadian economic policy. The simulation could be organized as follows:
- Divide class into three political parties representing right, centre, and left ideologies.
- Have each political group assign the roles of leader, and minister of finance, trade and commerce, labour, and social services.
- Each party is responsible for forming a party platform which will be the basis for their throne speech on economic development if they get power.
- Each party has to produce an election campaign which they think will appeal to a large proportion of voters to win an election.
- Note: This kind of simulation tends to work best with a minority government that is just slightly below a majority.
- When a party has been elected, it has the responsibility of announcing its legislative program in its throne speech. (The other two parties in Opposition have a duty to critique it.)
- The throne speech should proceed through first, second, and third readings. (You might hold committee hearings and invite guests to testify on the proposed legislation.)

Content

Increasingly, expensive labour provides industry with a powerful incentive to look for ways of controlling production costs. The consequence has been that many traditional industrial jobs have disappeared to be replaced by service jobs with different skills and expectations and with different salary scales.

Many people, who for years had earned a middle class lifestyle now face permanent unemployment or significant retraining. Some futurists say that people will no longer be able to stay employed throughout their lives unless they regularly update their knowledge and skills. Change may be the only constant in the future.

The worldview associated with technological change and a global view of economic systems has developed its own model of economic development and progress.

The Privatization Model

Since the early 1980s, there has been a reaction against any kind of government intervention in the economy. Government management has been deemed to be inefficient because it is not disciplined by market forces such as price and profitability. The belief is that government should get out of all businesses, even natural monopolies, and its greatest intervention in an economy should be to establish the minimum level of regulation needed to protect the public's interest. As a result, governments have been selling their interest in businesses back to private owners who, it is believed, will make them efficient and profitable.

Canada is a trading nation. Much of its GDP depends upon the sale of agricultural products, forestry products, potash and minerals on international markets. Saskatchewan grain farmers have been seriously hurt by subsidization and tariff policies which restrict the international grain trade. Canada sells 75 percent of its exports to the United States and these sales account for 25 percent of the Canadian GDP. Loss of the American market would significantly erode our GDP and ultimately the Canadian standard of living.

Concepts (Knowledge Objectives)

Technological Change

Know that the increasing use of technology as a factor in the production of goods and services has resulted in less use of natural resources (staples) and labour as factors.

Know that the decision of what combination of factors of resources to use in production depends upon the relative cost of each factor.

Globalization

Know that advances in communication and transportation technology have made it possible to produce goods on a global basis.

Know that current laws allow investment capital to be moved around the world with few restrictions.

Know that Canadian industry, increasingly, has to compete with industries located in other parts of the world where the relative cost of productive resources (land, labour, capital) may be different than in Canada.

Worldview

Know that the current dominant worldview assumptions take for granted that:

- **taxes are taking too large a share of the GDP and that tax money is being wasted;**
- **the ambition of big government is to become bigger through taxation, spending, and deficits;**
- **a higher standard of living can only be made possible through the discipline of the marketplace; and that,**
- **global free trade will improve living standards by forcing countries to become more competitive and efficient.**

Free Trade

Know that free trade is a situation where states do not interfere with the exchange of goods among countries through the use of tariffs and other policies.

Comparative Advantage

Know that comparative advantage is the ability of an individual, region, or country to produce a good or service more efficiently than another individual, region, or country.

Skills/Abilities Objectives

Practise using concept webs to show and search out relationships between the parts of an event or situation.

Practise using the concept of model to categorize and classify information so that it can be analyzed

Practise applying the thinking skills of:
- **stating propositions (hypotheses) that are testable and guide the search for data;**
- **collecting data in a systematic manner; and,**
- **presenting analyses to confirm or disconfirm an hypothesis.**

Practise defining sets of criteria which can be used to guide decisions about a course of action

Practise applying criteria as a basis for testing models:
- **performance - the ability of the model to perform constructively, efficiently, consistently, in various situations;**
- **consequences - the acceptability of the consequences of applying the model to various situations; and,**
- **accuracy - the ability of the model to predict future events accurately and consistently.**

Values Objectives

Appreciate that using and applying paradigms or ideologies have consequences for other people.

Know that in determining the morality of applying a particular model, it is necessary to:
- **define the viewpoints on which the model is based;**
- **select model and moral tests to apply to these viewpoints;**
- **apply those tests impartially and fully; and,**
- **construct a rigorous logic on which to base a judgment about the model.**

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s
- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Technological Literacy
- Communication

Concept Application Lesson for: (Worldview, Paradigm, Model, Dialectical evaluation, Standard of living)

Concept Development Lesson for: (Worldview, Productivity, Technology, Globalization, Free trade, Efficiency,)

Activity two continued.

When students are evaluating the privatization model there are a number of issues to consider.
- During your initial conference with the student groups, the students should be coached to consider some of the following points:
  - in defining a list of basic questions students might consider the basic question stems of who, what, where, when, why, and how;
  - what is the purpose of industrialization (productivity);
  - why industrialize (efficiency);
  - how was industrialization done with this model (investment);
  - where does industrialization occur (comparative advantage);
  - who benefited from industrialization and who did not (standard of living); and,
  - how industrialization can best be achieved (privatization)?

- At later stages students could be encouraged to use devices like concept mapping and grid analysis to refine their analysis of the privatization model.

- Finally students should define a dialectic to evaluate the privatization model by comparing it to the National Policies model, the regional economic development model and the privatization model.

Content

In the latest round of negotiations involving the General Agreement on Tariffs and Trade (GATT), countries have agreed to reduce all subsidies that can be shown to give local businesses an unfair advantage over foreign businesses. The belief is that freeing trade ultimately raises the standard of living of everyone by allowing comparative advantage to force efficiencies in the production of goods.

The assumption is that if investment capital is free to move whenever and wherever it pleases, all countries will be forced to compete with each other for investment, sales, and jobs. Countries that cannot compete do not deserve the scarce investment resources. The resulting efficient use of scarce resources will lead to higher standards of living.

One of the problems with this model has been the question of who should be making decisions about national economies. Canadians have traditionally seen a role for government in the economy. There has always been debate about the manner and extent to which government should interfere in the operation of an economy, but there has been less debate about whether it should interfere at all. The new globalistic, privatization model suggests that economic decision making should be left to impartial global market forces in which governments limit themselves to the fiscal management of economies.

People, when they define their standard of living, have a number of priorities to consider. The well-being of people is not based solely on the goods and services they consume. People also want to live lives that are meaningful and purposeful. Having a job is a critical part of feeling useful and a part of society. Meaning also comes from the sense that people live in communities where they have a say in the decisions that affect their lives.

An economic system which makes its decisions solely on the basis of production efficiency without consulting people about their lives is marginalizing them. Such a society can neither be efficient nor viable. Workers are also consumers and without a pay cheque to buy the goods and services produced, there can be no long-term profitability to any business enterprise.

Concepts (Knowledge Objectives)

Efficiency

Know that efficiency is defined by the criteria selected as a basis for comparison.

Know that if the criteria being used to measure efficiency change then the interpretation of whether efficiency is occurring will also change.

Economic Efficiency

Know that using criteria of price and profit to measure efficiency in the privatization model is based on the beliefs that:

- **prices established by the marketplace send a signal about the priorities of society; and,**
- **the profitability of an enterprise determines whether scarce resources are being used optimally.**

Social Efficiency

Know that using criteria of contribution, acceptance, consumption, and equity, to measure efficiency in society is based on the beliefs that:

- **the marginalization of people as manifested by high levels of unemployment is destructive rejection;**
- **the acceptance of people as manifested by valuing their worth and contribution to society through their work is constructive;**
- **the ability of people to buy goods and services (consume) is critical to the health of any economic system (circular flow model); and,**
- **unless people can be employed, and thereby become taxpayers the tax burden will remain inequitable.**

Environmental Efficiency

Know that many believe the environment has become the main criterion for measuring economic and social efficiency:

- **that environmental systems have a finite capacity to produce resources and absorb pollution; and,**
- **that the quality of the environment substantially affects the quality of the standard of living**

Skills/Abilities Objectives

Learn to define the assumptions (biases) underlying the viewpoints expressed by people.

Practise applying the thinking skills of:
- **stating propositions (hypotheses) that are testable and guide the search for data;**
- **collecting data in a systematic manner; and,**
- **presenting analyses to confirm or disconfirm an hypothesis.**

Practise defining sets of criteria which can be used to guide decisions about a course of action

Practise applying criteria as a basis for testing models:
- **performance - the ability of the model to perform constructively, efficiently, consistently, in various situations;**
- **consequences - the acceptability of the consequences of applying the model to various situations; and,**
- **accuracy - the ability of the model to predict future events accurately and consistently.**

Values Objectives

Appreciate that using and applying paradigms or ideologies have consequences for other people.

Know that in determining the morality of applying a particular model, it is necessary to:
- **define the viewpoints on which the model is based;**
- **select model and moral tests to apply to these viewpoints;**
- **apply those tests impartially and fully; and,**
- **construct a rigorous logic on which to base a judgment about the model.**

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s
- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Communication

Concept Application Lesson for: (Worldview, Models of social systems, Criteria, Standard of living, Power, Politics, Economic production, Technological change, Globalization, Efficiency)

See activity three in the activity guide for more information.

This activity is a culmination activity in which students:
- reflect on the models they have evaluated,
- consider the choices available to Canadian society,
- consider the consequences of these choices, and,
- debate and make decisions about future economic policies for Canada.

This activity will allow students to simulate a parliamentary debate on Canadian economic policy. The simulation could be organized as follows:
- Divide class into three political parties representing right, centre, and left ideologies.
- Have each political group assign the roles of leader, and minister of finance, trade and commerce, labour, and social services.
- Each party is responsible for forming a party platform which will be the basis for its throne speech on economic development, if they get power.
- Each party has to produce an election campaign which it thinks will appeal to a large proportion of voters to win an election.
- Note: This kind of simulation tends to work best with a minority government that is just slightly below a majority.
- When a party has been elected, it has the responsibility of announcing its legislative program in its throne speech. (The other two parties in Opposition have a duty to critique it.)
- The throne speech should proceed through first, second, and third readings. (You might hold committee hearings and invite guests to testify on the proposed legislation.)

Content

Canada as a Geographic Entity

Canada as geographic entity is made up of five regions. Examined from this perspective, Canada has two flows or tendencies. The first is the historical east-west flow which was fostered by the St. Lawrence-Great Lakes corridor and on which the Canadian political experiment was centred. The St. Lawrence basin became the heartland of Canada. Initially, this made a great deal of geographic sense since the transportation and commercial flows reinforced a sense of nationhood.

As Canada grew into one entity at Confederation and then incorporated the Western Plains and the West Coast as its hinterland, the north-south flows increasingly became a problem. The Western Plains were geographically and historically separated from the St. Lawrence Basin by the Canadian Shield. The normal geographic flows of the West were north and south. Travelling and trading on a north-south basis, made more sense than attempting to travel and trade on an east-west basis. This is still the case.

The East-West Vision of Canada

Canadian history has been a long attempt to create an east-west axis based on nationalism and culture in defiance of geographic north-south flows. There are many examples of these attempts:

- developing a transportation infrastructure with the building of the railroad (later airlines, seaways, highways) as a way of facilitating east-west economic flows;
- reinforcing transportation policy with the tariffs of the National policies to reduce any tendency to trade north and south;
- establishing Canadian trading companies such as the Hudson's Bay Company and Eatons to link Canadians economically;
- developing patriotic symbols such as the monarchy, the flag, and the national anthem to unify Canadians;
- establishing a communications policy leading to the formation of the Canadian Broadcasting Company, the National Film Board and the Canadian Radio and Television Commission to create an east-west flow of information and identity;

Concepts (Knowledge Objectives)

Environmental Determinism

Know that environmental determinism stems from the philosophical assumption that all events, including human actions, are predetermined. The environment, in terms of its climate, terrain and resources, will over time exert an enormous influence on human behaviour.

Environmental Influences

Know that certain factors in the environment can influence decision making:

- that the terrain can provide both barriers and corridors for the transportation of people, goods, and ideas;
- that climate creates both limitations and possibilities for human endeavour; and,
- that distance affects relationships between peoples and the environment:
  - the amount of interaction is inversely proportional to the distance between them;
  - the effect of distance may be determined by:
    - the cost of transportation across the distance,
    - the time involved in travelling the distance, and/or,
    - the perception or psychological distance involved.

Cultural Determinism

Know that cultural determinism stems from the philosophical assumption that humans have free will. Humans can, therefore, search out the different possibilities offered by thought and environment so that they can act in accord with their will.

Worldview

Know that Canada is a construct based on the nineteenth century worldview which believed that the creation and maintenance of unified, sovereign, nation-states encompassing large land masses was a good thing.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson for: (Environmental determinism, Cultural Determinism, Nationalism) Concept Application Lesson for: (Worldview, Decision making, Cost)
Practise defining the assumptions (biases) underlying the value claims expressed by people. Practise using one's personal experience as a basis for developing criteria to use when making personal judgments about social issues.		The purpose of this activity is to provide an opportunity for students to reflect on the nature of Canada as a whole. It is intended to allow students to consider how they feel about issues related to Canadian unity, identity, and some of Canada's basic institutions. Provide your students with some choices to consider. Are they prepared to: • emphasize a more Canadian-centred culture over international popular culture? • use, wherever possible, Canadian products instead of international products? • holiday in Canada first so that they can see and develop a positive relationship with other parts of Canada? • accept a lower standard of living in the medium run (a decade) so that Canadian wealth can be saved for investment in Canadian industry? • support Canadian-located and-controlled sports leagues over international leagues located in Canada? Ask students to consider the choices they would make and whether these choices have any long-term consequences for the future of Canada as a sovereign entity. Likely students will express some ambivalence about traditional nationalistic loyalties to Canada. The examples listed below could be given as a basis for discussion. Ask students how would they react to these kinds of nationalistic criteria: • Canadians should be unified under one Canadian identity, way of life, and should

Content

- developing sports leagues such as the National Hockey League, the Canadian Football League, many university and other amateur leagues to allow Canadians to play together.
- developing a Canadian social policy that was based on the principle that each region of Canada has the right to the same minimum standard of social services such as health care and education.

The North-South Vision of Canada

Fostering and maintaining an east-west identity has been a struggle. Every east-west success has come at a cost. Canadians constantly face the reality that preserving their Canadianness requires balancing costs and benefits:

- In transportation, the railroad and other transportation monopolies were often accused of being an expensive limitation on Canadian economic development.
- Regional economic rivalry is endemic and has been exacerbated by the belief that each region might do better trading to the south rather than being pressured to trade east-west.
- Many Canadian businesses have found it expedient to become branch plants of American enterprises.
- Canadians have historically been ambivalent and doubtful about their patriotism.
- Canadians regularly express their communications priorities with their television dials, the movies they watch, and their preference for the Super Bowl, National Basketball Association and the World Series.
- The NHL has long been an American-dominated institution. Is the future of the CFL a similar one?
- In an era of global free trade Canadian economic policies related to protecting the Canadian economy and social policy (medicare and unemployment insurance) are attacked as unfair subsidies.

No country comes without a cost. The issue for Canadians in the future will come down to what they are prepared to sacrifice in order to maintain the Canadian social experiment. Canada and other countries (France, Britain, Japan) are facing the homogenization of a powerful, global economic and media culture. Canadians are ambivalent about this reality. Some feel Canada has to be part of the globalization process, but others suspect that membership in it may come at a very high price to the Canadian identity.

Concepts (Knowledge Objectives)

Nationalism

Know that nationalism is a feeling of loyalty and a recognition of ties with other members of a nation. These feelings are based on:

- **a human need for group identification;**
- **a national worldview about the common history, purpose, and destiny of the nation;**
- **a set of assumptions, derived from the national worldview, on which there is broad consensus and which serve as a basis for the achievement of two goals:**
  - **loyalty to the nation should transcend other loyalties such as family, region, or ethnic group; and,**
  - **the quest for the achievement of the nation-state in terms of defining its boundaries (particularly ethnic), its power, and its diversity.**

Decision Making

Know that decision making is affected by:

- the limitations and possibilities of the environment;
- economics with its costs and benefits; and,
- culture with its values, beliefs, and ideas.

Cost

Know that the cost of anything we choose is the value of all the other things we have to give up in order to get the desired thing.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson for: (Environmental Determinism, Cultural Determinism, Nationalism) Concept Application Lesson for: (Worldview, Decision Making, Cost)
Practise defining the assumptions (biases) underlying the value claims expressed by people. Practise using one's personal experience as a basis for developing criteria to use when making personal judgments about social issues.		actively express that identity through patriotic symbols and behaviour. • Canadians should develop their own cultural life by developing, maintaining and emphasizing Canadian cultural expressions such as the arts, movies, TV, sports leagues, cultural celebrations, etc. • Canadians should buy Canadian even if it is more expensive than buying imported products. • Canadians should reaffirm their loyalties to the monarchy as one of the traditional unifiers of Canadian society. Ask students whether there are any Canadian nationalistic values to which they subscribe. Below is a list of areas they might consider: • Do they feel a kinship and identity with the land in some way? Do they have beliefs about the Canadian environment they feel strongly about and would actively support? • Are there aspects of Canadian society and way of life they are proud of and would actively support? • Is there something about the Canadian political process they believe is worthy and worth protecting? • Are they prepared to live their lives in Canada, if so why, if not why not? • What, in their estimation, are the possibilities for greatness in Canadian society which they would be proud to see happen but have not yet been achieved? • What values in Canadian society are they prepared to advocate and work for, because these values would make Canada a place to be proud of?

Unit Three
Culture

Unit Three: Culture

Overview

Canada, throughout its history, has carried out the difficult task of accepting people from many different cultures and classes. Many different people have been brought together under one sovereign, national state.

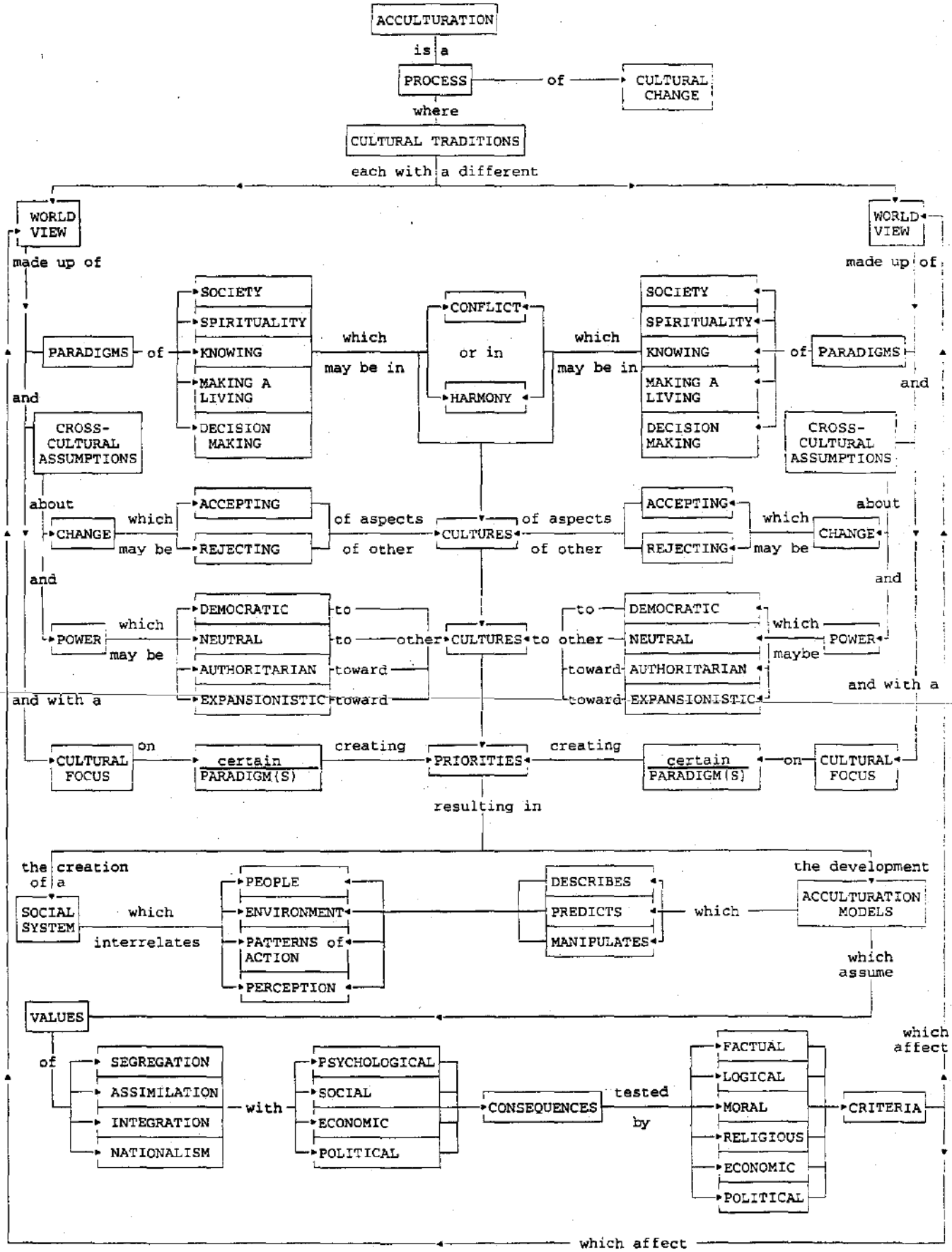
Canadians have differed on how various cultures should be brought into Canadian society. Some Canadians believed ethnocentrism, xenophobia, and racism should be the basis for dealing with people from different cultures. This point of view insisted that all peoples should live under a single culture and way of life. Other Canadians believed the best basis for dealing with people of other cultures was to base all relationships on values of equality, freedom, diversity, and individuality. Throughout Canadian history, there has been an ongoing debate between people supporting these points of view. Typically the debate centred on who should be allowed to immigrate to Canada and how people from different ethnic groups should be introduced to Canadian society.

Canadians have to deal with the issues and problems of acculturation. In conceptual terms, acculturation is simply the change that occurs to cultures as they adjust and adapt to each other. There are four main ways in which different cultural groups can deal with each other: cultural genocide in which cultures try to destroy each other; segregation where cultures live beside each other and interact with each other as little as possible; assimilation in which one culture overwhelms and supersedes the culture of another; and accommodation where cultures share aspects of their culture in a process of growth and change.

Generally Canadians have tended to base their social policies on the concepts of assimilation and accommodation. Canadians used these concepts as the basis for models of social policy. Some models of social policy worked well, while others were failures. Canadian society is still having to deal with the consequences of some of the acculturation models used in the past. A major objective of this unit is to examine the reasons for success or failure of Canadian acculturation policy.

In this unit, students will be given the opportunity to examine the issue of acculturation from both a personal perspective and an historical perspective. Students face a number of challenges in this unit. They need to remember that each individual ultimately is a minority who can be mistreated by the majority and that all Canadians, save for the Aboriginal peoples, are immigrants or descendants of immigrants. Students need to think about what it means to be a citizen in a democratic society and also what it means when citizenship is conferred upon an immigrant by a democratic society. Finally, students will be asked to consider the implications of cultural change for a democratic state. How is building a single, sovereign, Canadian nation to be reconciled with building a pluralistic, culturally diverse nation?

Concept Map


ACCULTURATION
is a
PROCESS
of
CULTURAL CHANGE
where
CULTURAL TRADITIONS
each with a different
WORLD VIEW
made up of
PARADIGMS
of
SOCIETY
SPIRITUALITY
KNOWING
MAKING A LIVING
DECISION MAKING
which may be in
CONFLICT
or in
HARMONY
which may be in
SOCIETY
SPIRITUALITY
KNOWING
MAKING A LIVING
DECISION MAKING
of
PARADIGMS
and
CROSS-CULTURAL ASSUMPTIONS
about
CHANGE
which may be
ACCEPTING
REJECTING
of aspects of other
CULTURES
of aspects of other
ACCEPTING
REJECTING
which may be
about
CHANGE
and
POWER
which may be
DEMOCRATIC
NEUTRAL
AUTHORITARIAN
EXPANSIONISTIC
to
to
toward
toward
other
CULTURES
to other
to
DEMOCRATIC
NEUTRAL
toward AUTHORITARIAN
toward EXPANSIONISTIC
which maybe
POWER
and with a
CULTURAL FOCUS
on
certain PARADIGM(S)
creating
PRIORITIES
creating
certain PARADIGM(S)
on
CULTURAL FOCUS
resulting in
the creation of a
SOCIAL SYSTEM
which interrelates
PEOPLE
ENVIRONMENT
PATTERNS of ACTION
PERCEPTION
DESCRIBES
PREDICTS
MANIPULATES
which
the development
ACCULTURATION MODELS
which assume
VALUES
of
SEGREGATION
ASSIMILATION
INTEGRATION
NATIONALISM
with
PSYCHOLOGICAL
SOCIAL
ECONOMIC
POLITICAL
CONSEQUENCES
tested by
FACTUAL
LOGICAL
MORAL
RELIGIOUS
ECONOMIC
POLITICAL
CRITERIA
which affect
which affect

Core Material for Unit Three

Core Content	Foundational Concepts	Suggested Time Allotment
	Acculturation Conflict Model Socialization Social Change Social Contract Worldview	
Core Skills/Abilities		
	Concepts Criteria Dialectical Evaluation Modelling Moral Testing	12 hours
Values		
	Criteria Human Dignity Evaluation Morality Responsibility	
Time to cover the core material		12 hours
Time available to teach optional concepts, to enrich or reinforce, or to accommodate modifications to the pacing and timing factors through the use of the Adaptive Dimension		8 hours
Total class time		20 hours

Core material appears in bold type on the pages that follow. The remainder of the material in this unit is not core material; teachers may choose to work through all, some, or none of this material. The optional material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally-developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the skills, values, and concept objectives of the course.

Unit Three Core Learning Objectives

Note: In the overview of Social Studies:
- • indicates the foundational objectives for the course; and,
- ◦ indicates the core learning objectives for the course.

Knowledge Concepts

- **Acculturation:** Know that in acculturation there are four possible approaches to cultural change each with a set of assumptions about power and social change.

  ◦ Annihilation
  - Know that annihilation is the belief that some cultures, because of their supposed superiority and power, have the right to destroy other cultures.

  ◦ Segregation
  - Know that segregation is the belief that certain aspects of culture should be protected from contact with other cultures because of the risk of contamination and change.
  - Know that segregation is a form of exclusion where, for one reason or another, an individual is deemed not to be acceptable.

  ◦ Assimilation
  - Know that assimilation is the belief that when a weaker and supposedly inferior culture comes into contact with a supposedly superior culture, people from the inferior culture can be educated to understand and practise the norms of the superior culture.

  ◦ Accommodation
  - Know that accommodation is the belief that all cultures have positive and constructive aspects which will be adopted by other cultures on a voluntary basis and that such adoption will be enriching.

  Know that acculturation is the process of two or more cultures adapting to each other so that people within the respective cultures can interact with each other.

  ◦ Monism
  - Know that monism is the belief that there can only be one true view of truth and reality and, therefore, any conflicting view must be wrong.

  ◦ Cultural dominance
  - Know that cultural dominance is the belief that certain cultures are superior and have the responsibility to eliminate so-called inferior cultures.

  ◦ Conformity
  - Know that conformity is the belief that when everyone in society conforms to the same values, conflict will be reduced and security will be increased.

  ◦ Prejudice
  - Know that a prejudice is an attitude or belief (often negative) toward a group or person which is thoughtlessly accepted (learned) by someone who either refuses to find out whether the attitude is justified or refuses to accept legitimate contrary evidence.

  ◦ Enculteration
  - Know that enculteration is the process of passing on a culture to the next generation.

- Know that the process of becoming fully human requires that children be given a culture and made to feel part of something, be given meaning and purpose, and to be encouraged to feel a sense of validation as a result of being made part of a culture.

- Parental rights
  - Know that parents as the producers and primary caregivers of children have traditionally been given the right and responsibility to socialize and enculterate their children according to the dictates of their conscience.

- Childrens' rights
  - Know that children have the right to the kind of care and supervision from parents which will allow them to grow into fully functioning, responsible adults.

- State rights
  - Know that the authority to pass and enforce laws in a democratic state must ultimately be based on the will of the majority which usually represents the will of the dominant culture.

- Consequences
  - Know that there are examples of voluntary assimilation where people have assimilated into the dominant Canadian culture with a sense of success.
  - Know that there are examples of cultures who were forced, or perceived themselves as being forced, to take part in and give up their children to an assimilation process with which they profoundly disagreed.
  - Know that in many cases forced assimilation has caused serious and irreparable harm, particularly to children who were forced to assimilate against their parent's wishes.

- Democratic worldview
  - Know that a democratic worldview is based on some fundamental assumptions (values) about relationships between people within society:
    - all individuals must be respected as ends not means;
    - each individual is unique and that uniqueness must be respected; and,
    - every individual is considered equal in terms of human rights and treatment by the law.

- Pluralism
  - Know that pluralism is the belief that there is more than one valid approach to truth and reality and that the discovery of truth is a process of coming closer to a truth, rather than the end of discovering it once and for always.

- Inclusion
  - Know that people, even if they come from very different cultures, have the same basic humanity as every other group of people with all of the same needs, rights, and responsibilities.

- Accommodation Model
  - Know that accommodation is a process of cultural interaction which consists of the following concepts:

  - Culture conflict
    - Know that cultures have different values and priorities.
    - Know that these differences have to be faced and worked out in a constructive way.
    - Know that no culture has a final understanding of truth. Undergoing a dialectical evaluation of truth with another culture is a growing process.

- Cultural flexibility
  - Know resolving differences in values and priorities means that members of each culture must be flexible and adaptable in order to adapt conflicting values and priorities creatively without destroying the integrity of each culture.

- Cultural growth
  - Know that living cultures change and grow as they come into contact with new aspects of reality.
  - Know that growth is a natural and healthy process that enriches the culture.

- Cultural diversity
  - Know that diversity is seen as enriching to all cultures involved.
  - Know that the result of accommodation should be to enhance and celebrate diversity.

• **Conflict:**

- Historic injustice
  - Know that it is a reality that a variety of injustices have been committed by mainstream Canadian society against different groups of people in the past.
  - Know that these groups are insisting that Canadian society has to recognize these legitimate grievances and take steps to rectify them.

- Allocation
  - Know that the reallocation of scarce resources by the state is a highly emotional process, because it may mean taking wealth from one group and giving it to another.

- Conflict resolution
  - Know that the procedures of conflict resolution and mediation have been developed to make it possible to resolve conflict without violence.

- Sovereignty
  - Know that sovereignty is the authority within a community which can override all other authorities such as family, business, and social institutions.

- Politics of inclusion
  - Know that inclusion is an issue of perception and of power.
  - Know that inclusion to be effective has to occur at the social level;
  - Know that minorities must be able to participate in the significant social organizations of society at the economic level; and,
  - Know that minorities must have a share in society's wealth and its control at the political level.

Know that minorities must feel that their point of view plays an active role in the political process.

• **Model:**

Know that models are simplified versions of reality which attempt to show:
- the structure of the whole;
- the patterns of the parts of the whole; and,
- the relationships between the parts of the whole.

- Acculturation model
  - Know that an acculturation model defines cultures and makes predictions about the way they will interact, given various circumstances.

- Consequences
  - Know that the application of an acculturation model creates change and therefore has consequences.

- **Socialization:** Know that socialization is an interactive process in which the environment affects and shapes the individual and the individual, in turn, shapes the environment.
  - Enculteration
    - Know that enculteration is the process of teaching children how to feel, think, and act as members of a particular culture.

- **Social change:** Know that acculturation means that a culture has to adapt some of its norms so that they are acceptable to other cultures.

  - Social stability
    - Know that many individuals within a culture resist any changes to the fundamental norms of their culture.

- **Social contract:** Know that in society people live as if there were a social contract which defines the norms and mores governing conduct within society both explicitly and implicitly.

  - Norms
    - Know that norms are the expected standards of behaviour within a group. These standards can be broken down into two categories:
      - Folkways are the conventions and customs of society (etiquette) in which some variation of behaviour is tolerated.
      - Mores are significant rules of conduct which have to with the welfare and survival of the group. Violation is not tolerated and will usually result in punishment.

  - Validation
    - Know that validation is an important result of interaction with a social group because it provides the individual with a sense of acceptance, personal self-worth, purpose, and meaning.

  - Ethnocentrism
    - Know that ethnocentrism is the false belief that one's culture is superior to any other culture.

  - Race
    - Know that the scientific consensus on race states:
      - All men (sic) living today belong to the same species and descend from the same stock.
      - The division of the human species into "races" is partly conventional and partly arbitrary and does not imply any hierarchy whatsoever.
      - Current biological knowledge does not permit us to impute cultural achievements to differences in genetic potential. Difference in the achievements of different people should be attributed solely to their cultural history. The peoples of the world today appear to possess equal biological potentialities for attaining any level of civilization. UNESCO 1967

- Charter of Rights and Freedoms
  - Know that in the Canadian Charter of Rights and Freedoms the following rights and freedoms have been defined:
    2. Everyone has the following fundamental freedoms:
       (a) freedom of conscience and religion;
       (b) freedom of thought, belief, opinion and expression, including freedom of the process and other media ...;
       (c) freedom of peaceful assembly; and
       (d) freedom of association.
    3. Every citizen of Canada has the right to vote in an election ... and to be qualified for membership therein.
    15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability.
    24. (1) Anyone whose rights or freedoms, as guaranteed by this Charter, have been infringed or denied may apply to a court ... to obtain such remedy as the court considers appropriate...
    25. The guarantee in this Charter of certain rights and freedoms shall not be construed so as to abrogate or derogate from any Aboriginal treaty or other rights or freedoms that pertain to the Aboriginal peoples of Canada...

- Marginalization
  - Know that marginalization is a form of rejection in which the individual is denied the opportunity to play a significant role in the affairs of the group.

- Acceptance
  - Know that acceptance is a group process where the individual is included, given a role and some significance in the group's affairs.

- Contract
  - Know that a contract is an agreement entered into voluntarily by two or more parties who make reciprocal promises based on:
    - the possibility of damages if an agreed upon promise is not delivered; and,
    - the premise that the parties will honour the agreement in 'good faith'.

- Law
  - Know that law is a rule of human behaviour that is enforced by society and whose purpose is to bring some predictability and order into the affairs of people.

- Citizenship
  - Know that citizenship is, in effect, a contract between the individual and the state in which the rights and duties of both are defined.

- Nation
  - Know that traditionally a nation is a group of people who occupy a defined land area, sharing a way of life and a common identity based on ethnic background, language, religion, and customs, and who see themselves as a distinct and separate people.

- Sovereignty
  - Know that sovereignty is the authority within a community which can override all other authorities such as family, business and social institutions.

- Pluralism
  - Know that within modern societies there is a wide diversity of ethnic backgrounds, ideologies, and points of view that have to be conciliated.
  - Know that Canada, like many younger nations, is made up of immigrants from different ethnic groups, as well as a substantial Aboriginal minority who do not share a common identity, ideology, or point of view.

- Politics
  - Know that politics is the process of:
    - gathering and maintaining support for a collective project within society;
    - resolving disagreements or conflicts about the collective direction of society; and,
    - making decisions about the distribution of the good things of life.

- **Worldview:** Know that a worldview is a description of reality providing 'natural and believable' knowledge which is generally accepted by the members of a cultural group, because it meets their needs, creates order and coherence, and provides a basis for predictions. Know that the worldview of each culture contains ideas, beliefs, and values which predispose it to select certain acculturation models over others.

  - Values
    - Know that values are those fundamental assumptions about reality that people:
      - accept as being truth;
      - use as a basis for deciding what is important; and,
      - use as reasons for taking an action.

  - Cultural homogeneity
    - Know that within modern societies there are forces at work which are forcing people to give up their individuality in order to adapt to the requirements of a capitalistic, technocratic society.

  - Cultural Diversity
    - Know that in many modern societies there has been a reaction to social and economic homogenization, often by those who have been marginalized by those systems. This reaction takes a variety of forms, some of which overlap:

Skills/Abilities Concepts

- **Concepts:** Practise using concepts to categorize and classify information.

- **Criteria:** Learn to develop and apply criteria as a basis for coming to conclusions.

- **Dialectical evaluation:**
  Know that dialectical evaluation is the process of:
  - defining relevant viewpoints within the information;
  - testing the viewpoints for factual accuracy;
  - testing the viewpoints for their morality;
  - evaluating the factual and moral testing; and,
  - forming a conclusion about the issues.

- **Models:** Practise using models as a way of categorizing and classifying information.
  - Practise drawing generalizations and inferences from classified data.

- **Moral tests:** Know that in arriving at a value judgment about whether a viewpoint is based on a legitimate moral principle, a variety of moral tests should be applied:
  - new cases test: is the principle still valid when it is applied to a different but logically relevant case?
  - role exchange test: is the principle still considered valid when it is applied to oneself?
  - universal consequences test: would the principle still be considered valid if everyone behaved according to its dictates?

  ◦ Learn to apply the moral tests of:
    - role exchange;
    - universal consequences; and,
    - new cases.

Values Concepts

- **Criteria:** Appreciate that a worldview contains the ideas, values, and beliefs that people select to serve as evaluative criteria.

- **Human dignity:**
  Appreciate that all humans have the right to have their personal worth and dignity accepted and validated.

  ◦ Democracy
    - Know that in a democracy the assumption is that all people have the right to equality treatment.

  ◦ Contracts
    - Appreciate that contracts are morally binding when they have been freely negotiated between equals and their implications and consequences are understood and accepted.
    - Appreciate that contracts can only be changed when they are freely negotiated between equals and their implications and consequences are understood and accepted.
    - Appreciate that contracts entered into by previous generations remain morally binding until they have been renegotiated between equals.

- **Evaluation:** Know that in determining the morality of applying a particular model, it is necessary to:
  - define the viewpoints (assumptions/criteria) on which the model is based;
  - select model and moral tests to apply to these viewpoints;
  - apply those tests impartially and fully; and,
  - construct a rigorous logic on which to base a value judgment about the model.

- **Morality:** Appreciate that past societies have established and conducted policies based on social models that are unacceptable by present day standards.
  Appreciate that generations of people have suffered as the result of these social policies and are seeking redress from society:
  - What moral burden do current generations owe to people who are suffering as the result of past decisions?
  - What moral burden is owed to people who have suffered because legitimate contracts of the past have not been honoured?
  - How should contracts from the past be honoured in present circumstances when the language is written in a different historical context?

- **Responsibility:** Appreciate that a model, particularly if it is untried, is an hypothesis.
    - Administration
        - Know that people who apply and administer models must accept responsibility for them.
    - Democracy
        - Know that in a democracy citizens must accept ultimate responsibility for accepting a model and the public policy that flows from it.
    - Acculturation models
        - Appreciate that any acculturation model has moral and ethical consequences attached to its use.
        - Know that many models have been devised and advocated for dealing with relationships between cultural groups and that those who advocate and work to make these models public policy have to accept responsibility for them.
        - Define the viewpoints underlying an acculturation model and apply relevant moral tests in evaluating it.
        - Appreciate that models are based on assumptions that must be subjected to moral testing. The assumption underlying the:
            - cultural annihilation model is that some cultures because of their "superiority and power" have the right to destroy other cultures.
            - cultural segregation model is that certain aspects of culture should be protected from contact with other cultures because of the risk of contamination and change.
            - cultural assimilation model is that members of a "weaker, inferior" culture can be educated to understand and practise the norms of the "superior" culture.
            - cultural accommodation model is that all cultures have positive and constructive aspects which will be adopted by other cultures on a voluntary basis.

Content

The Nature of Humanity

Human beings are a mixture of genetics and learning. People are born with genetic characteristics that determine their capacities and limitations. Yet, the expression of these characteristics depends upon the socialization the individual receives as she or he grows and develops.

Through interaction with the culture of society, the innate capacities of humans are selected, enhanced, or limited. For example, Olympic track records of forty years ago are not as good as current Olympic track records. Improvements in coaching, technique, equipment, nutrition, all culturally determined factors, make it possible for athletes to express their innate capacities at substantially higher levels than was possible in the past.

Human personality is a complex interaction of the inborn and the learned. Neither genetic heritage or cultural heritage completely determines an individual's destiny. Individuals make choices about who and what they are.

- The Process of Becoming Human

The evidence is clear that an individual cannot become fully human without interacting with human society. Studies of feral children and isolated children show that early, long-term isolation from human society can terribly stunt an individual's development. At a less extreme level, children, as they develop, unconsciously learn patterns of behaviour which reflect the society they inhabit.

Children learn who and what they are by interacting with others and from this interaction assimilate the values of society. These values are assimilated so thoroughly, they become a lifelong framework. This framework organizes morality, beliefs, values, and thought into patterns which are accepted as normal, natural, and believable. It is the means by which people understand reality and as such it is critical to their mental and emotional well-being.

Concepts (Knowledge Objectives)

Nature

Know that nature is the belief that an individual's genetic structure predetermines certain types of behaviour.

Nurture

Know that nurture is the belief that behaviour is learned from experience with the environment.

Culture

Know that culture is a learned series of human adaptations which is transmitted to succeeding generations and which gives people a predictable and ordered structure for their lives.

Personality

Know that personality is the distinct patterns or personal style of behaviour an individual uses in handling situations such as:
- gaining security, fulfilment, love, esteem;
- expressing assertiveness and aggression;
- reacting to situations which may be humorous, conflicted, or stressful; and,
- generally responding to the surrounding society.

Socialization

Know that socialization is an interactive process in which the environment affects and shapes the individual and the individual, in turn, shapes the environment.

Know that socialization is a lifelong process in which the individual is guided into accepting the prevailing attitudes and behaviours of society.

Humanity

Know that the emotional, intellectual, and spiritual characteristics which separate and define humans from other species can only develop by interacting with the social environment.

Enculteration

Know that enculteration is the process of teaching children how to feel, think, and act as members of a particular culture.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills
Learn to develop and apply criteria as a basis for coming to conclusions. **Learn the skills of dialectical evaluation:** - **defining relevant viewpoints within the information;** - **testing the viewpoints for factual accuracy;** - **testing the viewpoints for their morality;** - **evaluating the factual and moral testing; and,** - **forming a conclusion about the issues.**	**Appreciate that a worldview contains the ideas, values, and beliefs that people select to serve as evaluative criteria.** Evaluate whether there is anything inherently good or bad about inborn physical characteristics such as being: • tall or short; • blue- or brown-eyed; • light- or dark-skinned; • coordinated or clumsy; • pretty or homely; • slim or heavy; • white or black; Evaluate whether there is anything inherently good or bad about the socialization of children that occurs as the result of: • their guidance by adults; • the way they are disciplined; • the modelling they see by significant others; or • the physical, emotional, and sexual treatment they receive. Appreciate that many of the fundamental assumptions people accept about the reality of themselves and their relationship to society is determined by the socialization they received.	Concept Development Lesson (Nature, Nurture, Socialization, Enculteration, Culture, Personality) **Note to Teachers:** The Activity Guide does not contain a detailed exposition of every activity listed in this column. Only when there is a specific direction referring to an activity in the Activity Guide, will one be found. The Role of Nature and Nurture Ask the students to consider the differences and the similarities in the people they know. Have the students brainstorm all the characteristics of people they can think of. Have them discuss ways in which they might categorize and classify the differences and similarities. For example, differences could be categorized into physical differences such as height, eye colour and cultural differences such as dialect, accent and attitudes. Once this has been done, ask the students to compare themselves to their classification system and decide what was significant in determining how their personalities were shaped. Ask the students to consider whether it was their inborn nature or the way they were socialized that was most significant in determining their natures. As part of the discussion around the formation of personality, have the students consider the role of families in the early socialization process. What do children learn in their first years and how significant is it to their developing personalities? Have the students ask themselves what the primary sources of their personal and cultural identities were. Have them consider how much they depend on their personal, family identity for support and meaning.

Content

- The Social Implications of being Human

There are significant implications to the human development process. Socialization begins the moment we enter the world. Many of the basic cultural assumptions people operate from are learned so early and reinforced so thoroughly they seem to be truth.

We are brought up to live by a social code or contract which has established norms and mores to govern human behaviour. Some of these are explicit and some are implicit, and all of them are powerful controllers of behaviour. Part of their power stems from the fact that they are seldom questioned. When someone deviates from them in what is judged to be a significant way, we may be offended and react very strongly. This may partly explain a reaction such as homophobia.

Deviancy has limits. In the right amount and situation it can be humour; if one goes over a certain line, it becomes offensive. What is funny in one culture may be lewd in another. Cultures select different things to be profane about. Some are profane about sex while others are profane about religion. It seems to depend on the conflicts being resolved within the culture.

We accept many rituals, ceremonies, and icons as truth. They give us comfort and security because they are predictable and offer continuity in what otherwise would be an incomprehensible and threatening world. We may privately laugh about the ugly and useless present we received as a Christmas gift, but we would find the world a bleaker place without gift-giving and would be hurt if we were not included in the gift-giving process.

Personal self-worth, meaning, and purpose are intimately related to the way in which we are accepted into the social-cultural groups of society. The family and the community are a social matrix which forms and supports the individual. Humans need to believe they can assert some control over the world around them. It is in the family and community that people express themselves, interact with others, and in the process receive feedback about their self-worth and acceptability. This is validation and it is critical to the emotional and mental health of people.

Concepts (Knowledge Objectives)

Social Contract

Know that in society people live as if there were a social contract which defines the norms and mores governing conduct within society, both explicitly and implicitly.

Norms

Know that norms are the expected standards of behaviour within a group. These standards can be broken down into two categories:

- **Folkways are the conventions and customs of society (etiquette) in which some variation of behaviour is tolerated.**
- **Mores are significant rules of conduct which have to do with the welfare and survival of the group. Violation is not tolerated and will usually result in punishment.**

Deviancy

Know that deviancy is a behaviour that violates a significant norm as accepted by the group or society.

Ritual

Know that rituals are any set of noninstinctive predictable series of social actions that:

- cannot be justified by a rational means-to-ends explanation;
- are non-rational, mystical, non-utilitarian, sacred, and generate in the performers certain sentiments useful to society;
- are communicative, aesthetic and expressive;
- express power which can coerce and control the behaviour of others; and,
- are a dramatization of myth that can provide a model for correct moral attitudes in secular life.

Validation

Know that validation is an important result of interaction with a social group, because it provides the individual with a sense of acceptance, personal self-worth, purpose, and meaning.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (Enculteration, Norms, Deviancy, Rituals, Social contract, Validation) Role of Cultural Characteristics
Learn to develop and apply criteria as a basis for coming to conclusions. **Learn the skills of dialectical evaluation:** • **defining relevant viewpoints within the information;** • **testing the viewpoints for factual accuracy;** • **testing the viewpoints for their morality;** • **evaluating the factual and moral testing; and,** • **forming a conclusion about the issues.**	**Appreciate that a worldview contains the ideas, values, and beliefs that people select to serve as evaluative criteria.** Evaluate whether there is anything inherently moral or immoral about accepting and participating in rituals such as: • exchanging gifts at Christmas; • throwing octopi etc. on the ice at hockey games; • celebrating in the streets after winning a championship; • gathering in groups to eat as a celebration; • wearing special head gear in public and work; • refusing to eat meat; • getting tattoos; • having body parts pierced; • practising infibulation; • burning fiery crosses in public places; • speaking with an accent; • inventing and using new words and sayings that other people do not use; • etc.	Ask the students to list behaviours they find annoying and the reasons why these behaviours are not acceptable. Explain the concepts of norms and folkways to the students and ask them to decide whether the reasons they listed are norms and folkways. Now ask the students to think about the concept of ritual and how people accept certain rituals because they are comforting, reassuring, and predictable. Some examples are holidays, recreation, getting ready for school, studying, fooling around in the classroom, superstitions and eating. Ask the students to make a list of the rituals they do. Then ask them how they would justify these rituals to a stranger who had seen their behaviour. Give the students a list of different cultural behaviours related to time and space and ask them to consider how they would react if they came into contact with these behaviours. Ask the students to consider some Canadian rituals. Why do we do the body cleaning rituals we do? What are male rituals and what are female rituals? Are these different rituals learned or inborn?

Content

- Genetic Composition and the Myth of Race

It is important to understand that all humans are capable of understanding and creating culture. Much time and effort has been spent trying to show that cultural differences are related to genetic differences. If they are, it has yet to be demonstrated in any scientifically respectable fashion. The reality is that people who have been separated by location and time make different cultural choices, all of which seem logical to them given their cultural assumptions. The cumulative effect of these choices is to create quite different cultures.

People have difficulty accepting profound cultural differences. Many people believe the way of their culture is the only acceptable way. They reason that 'normal' people do not behave in strange ways and those that do must have something wrong with them. Therefore, the myth of race seems a plausible, logical explanation for cultural differences. Physical differences and cultural differences are mistakenly placed into a cause and effect relationship.

The problem with this explanation is that physical differences do not cause cultural differences. Children of one "race" have no difficulty in learning and functioning quite satisfactorily in the culture of another "race". It appears, all things being equal in terms of acceptance and equality of treatment, that the case cannot be made for the innate racial superiority of one cultural group over another.

What is significant about racism is the social corrosion that it engenders. Rejection is always hurtful and damaging. Being judged and rejected on the basis of physical characteristics which the individual is powerless to change and which clearly are irrelevant as cultural criteria is highly damaging to the rejected individual's self-worth.

Humans are social creatures and they depend on the social systems they inhabit for interaction and validation. Rejection for individuals means that they are not being allowed to express, develop, or validate their humanity. This is such a profound loss that it represents a kind of living death in which individuals are forced to live stunted, narrow lives on the margins of society.

Concepts (Knowledge Objectives)

Validation

Know that social relationships provide individuals with information that guide, support, and reinforce their view of themselves.

Race

Know that the scientific consensus on race states:

- **All men (sic) living today belong to the same species and descend from the same stock.**
- **The division of the human species into "races" is partly conventional and partly arbitrary and does not imply any hierarchy whatsoever.**
- **Current biological knowledge does not permit us to impute cultural achievements to differences in genetic potential. Difference in the achievements of different people should be attributed solely to their cultural history. The peoples of the world today appear to possess equal biological potentialities for attaining any level of civilization.** (UNESCO 1967)

Ethnocentrism

Know that ethnocentrism is the false belief that one's culture is superior to other cultures.

Xenophobia

Know that xenophobia is a fear of strangers which leads people to imagine unfavourable things and distorts reality for them.

Identity

Know that identity is the feeling of being a member of a group that has certain characteristics.

Know that identity does not presuppose a feeling of superiority over those with a different identity.

Marginalization

Know that marginalization is a form of rejection in which the individual is denied the opportunity to play a significant role in the affairs of the group.

Acceptance

Know that acceptance is a group process where the individual is included, giving a role, and some significance in the group's affairs.

Skills/Abilities	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (Validation, Race, Ethnocentrism, Alienation, Marginalization, Acceptance) See activity one in the activity guide for more information.
Practise developing and applying criteria as a basis for making value judgments. **Practise the skills of dialectical evaluation:** - **defining relevant viewpoints within the information;** - **testing the viewpoints for factual accuracy;** - **testing the viewpoints for their morality;** - **evaluating the factual and moral testing; and,** - **forming a conclusion about the issues.**	**Appreciate that all humans have the right to have their personal worth and dignity accepted and validated.** Evaluate whether there are any morally significant characteristics that can be assigned solely to a genetic group (race) in the human population that cannot be assigned to the remainder of the human population: • great intelligence? • great beauty? • a high sense of aesthetics? • great athletic performance? • great musical ability? • great spirituality? • great evil? • great greed? • great hatred? • etc.	The Issue of Race Suggest to students that we evaluate people (and are evaluated) more or less constantly. As a result, we make judgments about people based on criteria, some of which we have not thought about very much. As a result, some of our evaluations are not reasonable or fair. Ask your students to make a list of those criteria that are significant in: • evaluating someone's character; and, • in making the person a likable personality. Then ask them to consider what determines how a person develops: • Is it the way in which they have been socialized and acculturated; or, • Is it their genetic heritage? Once students have had an opportunity to consider these issues, ask them to look at the conclusions of some race theorists. Have them examine whether there is any validity to correlations between physical characteristics and cultural characteristics. Ask the students to consider whether their physical characteristics or their socialization has played the bigger role in determining the kind of person they became.

Content

The Fundamental Assumptions of Canadian Society

In any society decisions have to be made about who will be afforded opportunities to participate in society, who will be rewarded in what ways, and who will be given the power to make decisions for that society. Societies make those decisions based on criteria selected from their worldview.

The Canadian political culture can be described, in very general terms, as democratic. Many countries describe themselves this way, so it is necessary to select a number of criteria in order to more precisely define Canadian democracy.

In defining Canadian democracy, the most basic criterion is that people should enjoy freedom. Because freedom can only happen under the rule of law, the creation of law, its application and enforcement become critical issues. Strong beliefs in equality and accountability make it critical that the law apply as much to the rulers as to the ruled. The other set of criteria is that a society must achieve "peace, order and good government" before it can be successful. In Canada, freedom and order must be reconciled in some way.

The term "democracy" means rule by the majority. The problem is that the majority has the capacity to be as tyrannical as any dictatorship unless it is constrained by law. Many nations, including Canada, have decided it is important to write constitutions outlining a set of basic rules governing people, governments and their relationships. The Canadian Charter of Rights and Freedoms lists, among other things, the rights of Canadian people as they relate to each other and to the government.

There has been much debate about what constitutes an appropriate list of fundamental rights for the people of Canada. Traditionally, rights have been defined as the right to express opinions, to be actively involved in the political process, and to elect representatives who direct the activities of government. Currently, debate has centred on whether the state should guarantee minimum standards of economic and social rights by eliminating educational and social inequalities. Generally, the belief has been that freedom in a modern society is not possible if an individual is denied access to education and jobs.

Concepts (Knowledge Objectives)

Political Culture

Know that political culture is the specific set of attitudes, beliefs, values, and norms that people have developed toward government and politics.

Know that a constitution is a document in which some of the most fundamental assumptions of the political culture are enshrined.

Charter of Rights and Freedoms

Know that in the Canadian Charter of Rights and Freedoms the following rights and freedoms have been defined:

2. Everyone has the following fundamental freedoms:
- **(a) freedom of conscience and religion;**
- **(b) freedom of thought, belief, opinion and expression, including freedom of the process and other media ...;**
- **(c) freedom of peaceful assembly; and**
- **(d) freedom of association.**

3. Every citizen of Canada has the right to vote in an election ... and to be qualified for membership therein.

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability.

24. (1) Anyone whose rights or freedoms, as guaranteed by this Charter, have been infringed or denied may apply to a court ... to obtain such remedy as the court considers appropriate ...

25. The guarantee in this Charter of certain rights and freedoms shall not be construed so as to abrogate or derogate from any Aboriginal treaty or other rights or freedoms that pertain to the Aboriginal peoples of Canada ...

Skills/Abilities	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (Ethnocentrism, Alienation, Marginalization, Acceptance, Political culture, Human rights)
Practise developing and applying criteria as a basis for making value judgments. **Practise the skills of dialectical evaluation:** - **defining relevant viewpoints within the information;** - **testing the viewpoints for factual accuracy;** - **testing the viewpoints for their morality;** - **evaluating the factual and moral testing; and,** - **forming a conclusion about the issues.**	**Know that in a democracy, the assumption is that all people have the right to equality of treatment.** Given this assumption, is it morally acceptable for a democratic society to discriminate among people on the basis of: • language? • customs/rituals? • merit? • gender? • ethnicity? • education? • sexual orientation? • handicaps? or, • wealth?	Put a list of all the different ethnic groups that are represented in the classroom (and possibly the community) on the chalkboard. It will be necessary to list all those with partial ethnic backgrounds, as well. Ask each student to do a personal assessment of their self-worth as a member of one or more ethnic groups: • What is your capacity to learn different cultural ways (language, customs, rituals) if necessary? • How much do your personal physical characteristics have to do with your ability to contribute to society? • What is the value of your place in Canadian society? • How do you expect to be treated by Canadian society? What are the five basic rights you would insist upon for yourself from Canadian society? What are the minimum basic rights that you believe should apply to the other students in this classroom? Point out that in the past schools as representatives of society had the right to discriminate against: • the rights of girls to be educated; • the right of certain races to be educated; and, • the right of people with disabilities to attend school. If you found that you were being discriminated against, how would you react?: • How would it affect your sense of self-worth? • Would you accept the discrimination? • How would you overcome the discrimination?

Content

- Canadians Have Many Cultural Origins

Archaeologists are finding and dating sites of human occupancy in North America that are many thousands of years old. At the same time, modern Canada's history only extends over a few centuries.

Over millennia the Aboriginal peoples developed a way of life in North America. They evolved a worldview that was intensely spiritual. They made a living in ways ranging from hunting and gathering to sophisticated agriculture. They lived in rural and urban communities. They had a variety of societies governed by sophisticated political systems. By United Nations standards of international law, they were nations with all the rights that accrue to sovereign nations in other parts of the world.

The lands constituting present day Canada were seized by imperial powers in order to extend their wealth and power. This 'empty' land was filled with immigrants from Europe and then from most parts of the world.

The French came first and established a way of life along the St. Lawrence in Quebec. Over four centuries they developed a unique language, religious traditions, and an economic and political system to accompany their way of life. They have survived and flourished for four centuries. They have legal rights dating back at least to the Quebec Act and are recognized as one of the founding nations of Canada.

The British presence began in 1670 and they took power in 1759. British numbers increased significantly with the influx of United Empire Loyalists after the American Revolution. In both the Maritimes and Ontario, Loyalists created a way of life based on British traditions moulded to fit the realities of the Canadian environment.

Finally, groups of people from around the world immigrated to Canada. There have been several large influxes of immigrants over the past two centuries. These people have become Canadian citizens and have contributed immensely to the Canadian identity The grandchildren of these immigrants see themselves as Canadians with a unique heritage which they intend to preserve and expand within the Canadian context.

Concepts (Knowledge Objectives)

History

Know that over the course of time groups of people develop distinctive worldviews that provide meaning, purpose, and direction to their lives.

Traditions

Know that people develop traditions which may seem arbitrary and irrational to outsiders, and that these traditions are significant because they provide coherence between the past, present and future.

Contract

Know that a contract is an agreement entered into voluntarily by two or more parties who make reciprocal promises based on:

- **the possibility of damages if an agreed upon promise is not delivered;**
- **the premise that the parties will honour the agreement in 'good faith'.**

Law

Know that law is a rule of human behaviour that is enforced by society and whose purpose is to bring some predictability and order into the affairs of people.

Common law traditions

Know that common law is the cumulation of a vast number of legal cases decided by English courts since the Middle Ages establishing certain principles that can be applied to a variety of disputes. Enforcement of contracts is governed by common law.

Know that while the common law developed in England, it is applied in Canada, the United States, Australia, and New Zealand.

International law

Know that international law consists of both legislation and treaties or agreements between two or more states.

Know that treaties are a solemn form of agreement which create binding obligations on the contracting parties

Citizenship

Know that citizenship is, in effect, a contract between the individual and the state in which the rights and duties of both are defined.

Skills/Abilities Objective

Practise developing and applying criteria as a basis for making value judgments.

Practise the skills of dialectical evaluation:
- **defining relevant viewpoints within the information;**
- **testing the viewpoints for factual accuracy;**
- **testing the viewpoints for their morality;**
- **evaluating the factual and moral testing; and,**
- **forming a conclusion about the issues.**

Values Objectives

Appreciate that contracts are morally binding when they have been freely negotiated between equals and their implications and consequences are understood and accepted.

Appreciate that contracts can only be changed when they are freely negotiated between equals and their implications and consequences are understood and accepted.

Appreciate that contracts entered into by previous generations remain morally binding until they have been renegotiated between equals.

On what basis would it be morally acceptable to renegotiate the following contracts:
- extending the high school education requirement to grade thirteen;
- raising the pass mark to 75%;
- abolishing the right to own fire arms;
- raising the driving age to eighteen years;
- changing Canada's language laws to make Canada unilingually English (or French, or Aboriginal); or,
- revoking the citizenship of someone for refusing to conform to Canadian ways?

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s
- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Development Lesson (History, Contract, Law, Citizenship)

Have the students identify all the different ethnic groups that are citizens of Canada. Try, if possible, to determine their numbers and calculate their percentage representation in Canadian society. Using a timeline, review with the students the origins, and the time of arrival of the different ethnic groups.

Now have the students research and discuss what it means to become a Canadian citizen in terms of rights and responsibilities. As part of that discussion ask the students to consider:
- Should citizenship be considered a contract between the individual and the state?
- What are the implicit and the explicit terms of the contract between an ethnic group and a democratic society?

Ask the students to consider what they believe the rights of Canadians would be if Canada were taken over by a superior force. Would that force, under moral terms and terms of international law, have a responsibility to respect and recognize the rights of the people who had lived here for centuries?

Have the students look at a treaty negotiated between Canada and an Indian nation from that perspective. For some examples see *Documenting Canada: A History of Modern Canada in Documents* by Dave De Brou and Bill Waiser, pp. 112 and 274 (Listed in the Bibliography).

Discuss with students the concept of contract:
- How long does a contract remain in force?
- If a contract remains valid and a party to the contract wants to change it, how is that done?
- If the terms of the contract are vague and the parties disagree on the interpretation of the contract, how are the differences settled?

Content

- Canada Is a Nation of Many Ethnic Identities

The historical circumstances that created Canadian society also created a set of social realities for present-day Canadian society.

The first reality is that Aboriginal peoples, by virtue of their long-term presence here, have prior rights to North American territory which were implicitly and explicitly recognized by the treaties signed by the Governments of Canada and Great Britain and the Aboriginal nations. Despite many hardships, the Aboriginal peoples have prevailed and have preserved a way of life that is both unique and adapted to Canadian society. The Aboriginal peoples are made up of many distinct groups, each having have many of the attributes of nationhood. Many Aboriginal groups see themselves as distinct and sovereign nations with all the prerogatives of nationhood.

Many French Canadians also see themselves as a distinct and separate nation with all the attributes and rights of nationhood. Other French Canadians see themselves as a significant, founding ethnic group residing within the larger framework of Canadian society and the Canadian state. What is common among both groups is the belief that the French Canadian way of life has the moral and legal right to survive as an intact entity. The moral right is based on the fundamental premises of a democratic society, while the legal rights are based on historical contracts such as the Quebec Act and the British North America Act.

British Canadians tend to see Canada as being British in culture and tradition, while becoming increasingly independent of Great Britain. Canada, as a state, is sovereign and its sovereignty overrides that of other groups such as the Aboriginal peoples and the French Canadians. The historical reality for British Canadians is that Canada is a product of British power and traditions and that reality can only be undone at the cost of anarchy and injustice.

Concepts (Knowledge Objectives)

Society

Know that society is a voluntary set of relationships that exist within a group of people which meet their needs and which evolve into a way of life.

Nation

Know that traditionally a nation is a group of people who occupy a defined land area, sharing a way of life and a common identity based on ethnic background, language, religion, and customs, and who see themselves as a distinct and separate people.

Sovereignty

Know that sovereignty is the authority within a community which can override all other authorities such as family, business, and social institutions.

State

Know that the state is a sovereign community which has been given or has taken the coercive power to protect itself from internal disruption and external attack and to provide public services to society.

Know that the state exists when a sovereign power rules over a population residing within the boundaries of a fixed territory.

Government

Know that government is the process of decision making and the structure designed to implement and enforce those decisions.

Public Policy

Know that in order to live together within a society people must establish rules and systems to which everyone must conform.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills Concept Development Lesson (Nation, Sovereignty, State, Government, Pluralism, Politics, Democracy)
Practise developing and applying criteria as a basis for making value judgments.		Ask the students to list the statutory holidays that occur during the year and reflect on the cultural reasons that govern the selection of holidays. Give the students a cultural calendar and ask them to make a list of other religious/cultural holidays that are not recognized by the school year. Ask the students how they would react if some of these ethnic groups began to insist that their holidays be given official recognition by the school system.
Practise the skills of dialectical evaluation: - **defining relevant viewpoints within the information;** - **testing the viewpoints for factual accuracy;** - **testing the viewpoints for their morality;** - **evaluating the factual and moral testing; and,** - **forming a conclusion about the issues.**		Ask the students to role play a school board. Tell them that their task is to develop a school year that is acceptable to a wide number of ethnic groups within their jurisdiction. Remind them that they are creating public policy which everyone will have to abide by. After the students have determined their policy ask them to evaluate it against some of these criteria. Does the policy: • satisfy the majority of people (could they be elected on the policy)? • protect the right of students to a full year (200 days) of instruction? • protect the rights of minority groups who are citizens of Canada? After the activity has been completed ask the students to reflect on the problems involved in making decisions about public policy in a pluralistic society like that of Canada: • How should the rights of minorities be balanced against the rights of majorities? • What has to happen if there is a conflict between groups about the school year that cannot be settled? • Who should have the right to impose a decision (sovereignty) to settle the issue?

Content

The third reality is that Canadian society is made up of an extremely large number of immigrants and their descendants. These immigrants came from all over the world and represented many different ethnic groups. These people are often seen by the Aboriginals, the French and British Canadians as being people who, because they were not the 'founding peoples', have a responsibility to assimilate into the Canadian identity. The reality, of course, is that the immigrant peoples have become citizens of Canada, a democracy. As such, these immigrant peoples and their descendants have as much right to an opinion and a role in making decisions about the future of Canada as do the founding peoples of Canada.

Canada is both a sovereign state and a pluralistic nation. There is incompatibility between these two situations. On the one hand, sovereignty suggests unity and some measure of conformity on basic issues of public policy. Pluralism, on the other hand, suggests that different groups within society have a responsibility to defend and promote their differences against the sovereignty of a democratic majority. This has been an ongoing tension within Canadian society.

- Canadians Have Created a New Identity out of Many Ethnic Identities

Ethnic groups with different cultures who live with one another in a single community have to learn to adjust to each other's ways. This is acculturation.

The community generally becomes involved at the political level in this process by establishing rules and systems to facilitate the acculturation process. There are a variety of approaches (models) that can be used to control and direct the process of acculturation. Canada has experimented with a number of different approaches.

Concepts (Knowledge Objectives)

Pluralism

Know that within modern societies there is a wide diversity of ethnic backgrounds, ideologies, and points of view that have to be conciliated.

Know that Canada, like many younger nations, is made up of immigrants from different ethnic groups, as well as a substantial Aboriginal minority who do not share a common identity, ideology, or point of view.

Politics

Know that politics is the process of:
- **gathering and maintaining support for a collective project within society;**
- **resolving disagreements or conflicts about the collective direction of society; and,**
- **making decisions about the distribution of the good things of life.**

Democracy

Know that in a democracy the authority to make decisions about political issues is based on the expression of the will of the majority.

Acculturation

Know that acculturation is the process of two or more cultures adapting to each other so that people within the respective cultures can interact with each other.

Social Change

Know that acculturation means that a culture has to adapt some of its norms so that they are acceptable to other cultures.

Social Stability

Know that many individuals within a culture resist any changes to the fundamental norms of their culture.

Skills/Abilities	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (Nation, Sovereignty, State, Government, Pluralism, Politics, Democracy)
Practise developing and applying criteria as a basis for making value judgments.	Appreciate that the past consists of decisions, policies, and traditions that create a legal and moral framework which must be taken into account when establishing current social policy. Given that reality, what status is conferred upon Canadians who are covered by: • the Quebec Act (1763)? • the treaties? • Naturalization? • the Charter of Rights and Freedoms (1982)?	Place two lists on the chalkboard: • Palestine, Northern Ireland, Scotland, Normandy, Basque region, Kurdistan, Chechnya, Tamil region, Quebec, Kahnesetaké, Kahnawaké, Confederate States of America, Serbia, Croatia. • Canada, Denmark, USA, France, Australia, Japan, Confederation of Independent States, Kuwait, Fiji, Ireland, Israel, United Kingdom, Spain. Ask the students to determine the similarities and the differences between the two groups. Give the students two concepts - nation and state - and ask them to decide which of the above groups fits under nation and which fits under state. If the students have trouble doing this ask them to think about the critical attributes of nation and state. Once students have the concepts of nation and state clear ask them to apply them to Canada's situation: • Does Canada best fit under the concept of nation or state? • Is Quebec best categorized as a nation or a state? • Are the Iroquois people and the Cree people nations? Discuss and define sovereignty and its role within a society. Ask the students to consider whether they would assign sovereignty in a country like Canada, to nations, or to the state. Ask the students to consider the implications (costs and consequences) of each choice.

Content

Acculturation and the Canadian Experience

Given Canada's historical realities outlined above, Canadians have been forced, and still are being forced, to deal with the issue of acculturation. Acculturation means changes to cultures in areas that are extremely sensitive. People are reluctant to accept changes that involve belief, tradition and ritual. People in cultural groups with power and prestige believe they have the right to insist that others should change their cultures. These conflicts are not easily resolved. Many different approaches or models have been used to resolve cultural conflict.

A Typology of Acculturation Models

There are four basic approaches for dealing with cultural interaction: annihilation of one culture by another, segregating one culture from another, assimilating a weaker culture into a stronger culture, and accommodation where each culture retains certain of its features and adopts certain features of the other culture. It is possible to find groups advocating the application in Canada of all of these concepts.

Each approach has been used at some point in Canadian history as the core concept in a model of cross-cultural relationships. It is important to realize that the adoption of an acculturation model has moral consequences which are significant not only to the people involved in adopting the model but also significant to the generations who have to live with those consequences.

People within cultures do not lightly make choices about which model they are going to choose. There are basic concerns buried within the beliefs of their worldview which predispose them to make certain choices. A brief outline of some of the concerns include:

- their attitudes toward the power and destiny of their cultural group;
- their attitudes toward competition, expansion, wealth, and power;
- their attitudes to strangers and differences;
- their attitudes about the levels of conformity required within society; and,
- their attitudes about the relationship of people to each other and to a greater power.

Concepts (Knowledge Objectives)

Power

Know that power is the ability to make decisions and carry them out.

Dominance

Know that cultural groups within the state that control significant amounts of power can use their power to force other cultural groups to adapt.

Acculturation

Know that in acculturation there are four possible approaches to cultural change each with a set of assumptions about power and social change:

- **Annihilation**

Know that annihilation is the belief that some cultures, because of their supposed superiority and power, have the right to destroy other cultures.

- **Segregation**

Know that segregation is the belief that certain aspects of culture should be protected from contact with other cultures because of the risk of contamination and change.

- **Assimilation**

Know that assimilation is the belief that when a weaker and supposedly inferior culture comes into contact with a supposedly superior culture, people from the inferior culture can be educated to understand and practise the norms of the superior culture.

- **Accommodation**

Know that accommodation is the belief that all cultures have positive and constructive aspects which will be adopted by other cultures on a voluntary basis and that such adoption will be enriching.

Skills/Abilities	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (Acculturation, Social change, Social stability, Growth, Materialism)
Practise using concepts to categorize and classify information.	**Appreciate that a model, particularly if it is untried, is an hypothesis.**	Ask the students to research and evaluate the following historical events and figures: • The establishment of apartheid in South Africa. ◦ What will be Hendrik Verwoerd's contribution to the history of cross-cultural relations? • The election of Mandela as President of South Africa. ◦ What will be Nelson Mandela's contribution to the history of cross-cultural relations? • The implementation of the "Final Solution" in Nazi Germany. ◦ What was Hitler's contribution to the history of cross-cultural relations? • The civil rights movement in the United States. ◦ What was Martin Luther King's contribution to the history of cross-cultural relations? • The formation of Yugoslavia. ◦ What was Tito's contribution in the history of cross-cultural relations? • The treatment of the Ukraine within the USSR. ◦ What was Stalin's role in the history of cross-cultural relations?
Practise using models as a way of categorizing and classifying information.	**Know that people who apply and administer models must accept responsibility for them.**	
Practise drawing generalizations and inferences from classified data.	**Know that many models have been devised and advocated for dealing with relationships between cultural groups and that those who advocate and work to make these models public policy have to accept responsibility for them.**	
Practise the skills of dialectical evaluation: **- defining relevant viewpoints within the information;** **- testing the viewpoints for factual accuracy;** **- testing the viewpoints for their morality;** **- evaluating the factual and moral testing; and,** **- forming a conclusion about the issues.**	**Know that in a democracy citizens must accept ultimate responsibility for accepting a model and the public policy that flows from it.**	
Learn to apply the moral tests of: **• role exchange;** **• universal consequences; and,** **• new cases.**		Explain to students the acculturation models of annihilation, segregation, assimilation, and accommodation and ask them to decide which model was predominantly used in the historical situation they investigated. Then ask them to evaluate the consequences of the application of that model.

Content

Model Creation and Adoption

People at different times and places make certain assumptions and then build a logical rationalization to justify their attitudes and behaviours. This process is, in effect, building a model of human relationships.

- The Cultural Annihilation Model

For extremists and fanatics, all cultural differences are offensive. They dislike the ambiguity and compromise that acculturation demands. Simple solutions are easier and can be dressed up with rationalizations about civilization and efficiency. Those who cannot accept any cultural differences may deem the annihilation of certain cultural groups appropriate. They believe that the end of preserving and extending one's personal culture is worth the means of destroying somebody else's culture. This belief easily extends to the actual destruction of people as well.

Warfare creates optimal conditions for justifying cultural annihilation. Military force and, in some circumstances, disease has been used to decimate certain groups of people. Genocide against the Aboriginal peoples was attempted by the British during their wars with the French and various Indian nations during the eighteenth century. Smallpox infected towels were sent as gifts to Indian nations with the intent of creating a smallpox epidemic. During the settlement of the American West in the late nineteenth century, many Americans advocated genocide as a solution for the 'Indian problem'.

In Canada, outrage at the Cypress Hills Massacre in 1873 resulted in the formation of the North West Mounted Police. Earlier, the execution of Thomas Scott by Louis Riel fuelled outrage at the Métis among the Ontario Orange Societies. Twenty-five years later, many young Orangemen joined General Middleton's expedition against Riel in order to settle a score with Riel and the Métis. These events illustrate how Canadian attitudes toward the Indian nations and the Métis could shift from the outrage at the Cypress Hills massacre to the feelings of anger and revenge after the resistance in the North West in 1885.

Concepts (Knowledge Objectives)

Model

Know that models are simplified versions of reality which attempt to show:
- **the structure of the whole;**
- **the patterns of the parts of the whole; and,**
- **the relationships between the parts of the whole.**

Know that an acculturation model defines cultures and makes predictions about the way they will interact given various circumstances.

Worldview

Know that the worldview of each culture contains ideas, beliefs, and values which predispose it to select certain acculturation models over others.

Monism

Know that monism is the belief that there can only be one true view of truth and reality and, therefore, any conflicting view must be wrong.

Rationalizing

Know that rationalizing is the process of convincing one's self that reality is what one wants it to be.

Cultural Dominance

Know that cultural dominance is the belief that certain cultures are superior and have the responsibility to eliminate so-called inferior cultures.

Self-defence

Know that people who feel threatened find it easy to believe that their self-defence justifies the use of any extreme measure against those that threaten them.

Conformity

Know that conformity is the belief that when everyone in society conforms to the same values conflict will be reduced and security will be increased.

Consequences

Know that application of an acculturation model creates change and therefore has consequences.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Application Lesson (Acculturation Model, Worldview, Consequences) See activity two for more information.
Practise using concepts to categorize and classify information. **Practise using models as a way of categorizing and classifying information.** **Practise drawing generalizations and inferences from classified data.** **Practise the skills of dialectical evaluation:** - **defining relevant viewpoints within the information;** - **testing the viewpoints for factual accuracy;** - **testing the viewpoints for their morality;** - **evaluating the factual and moral testing; and,** - **forming a conclusion about the issues.** **Practise applying the moral tests of:** • **role exchange;** • **universal consequences; and,** • **new cases.**	**Appreciate that any acculturation model has moral and ethical consequences attached to its use.** **Define the viewpoints underlying an acculturation model and apply relevant moral tests in evaluating it.** Appreciate that a model, particularly if it is untried, is an hypothesis which, when applied to society, has consequences for people.	This activity will be one where students can select, from Canada's past, a cross-cultural case study which can be used to examine issues related to acculturation. Divide your class into groups and assign each group a section of Canadian cultural history to research. On the following pages various case studies will be outlined with which students can work. Each group should evaluate the history using some or all of the following concepts: • Which acculturation models were used predominantly? • What elements of the worldview at that point in history led to the adoption of the acculturation model? • What were the consequences of the application of the model in terms of: ◦ its effect on the people involved? ◦ its effect on the cultures? ◦ the social consequences that have to be dealt with? ◦ the current policies that have to be applied in order to deal with those consequences?

Content

Justification for cultural annihilation and/or genocide was usually based on notions of racial superiority and inferiority. A usual rationalization was that the mixing of cultural groups or 'races' leads to the decadence of the 'superior' group or 'race'.

After 1885, it was commonly accepted by Canadians that they had a mission to 'civilize' the North West. This was in accord with the Victorian worldview that European civilization was superior and had a duty to remake the world in its image; the 'white man's burden' according to Kipling. So cultural annihilation was rationalized as a kind of self-defence even though it was obvious that the Indian nations represented no serious threat to European culture. Nazism and its doctrine of the 'final solution' is a modern example of the particularly gruesome consequences these kind of defensive rationalizations can create.

- The Segregation of Cultures Model

There are also a number of examples in Canadian history of the use of segregation as a model for dealing with problems of acculturation. For example, it was used by the British in 1755 when they relocated the Acadians to Louisiana.

The most systematic example of segregation was in the creation of the reserve system. This kind of segregation was justified by the belief that the Aboriginal peoples could best be controlled by placing them on reserves and limiting their freedom of movement with a pass system. These regulations became particularly stringent after 1885. The reserve system was also justified as a protected place where the interests of the Aboriginal peoples could be watched over by the state. This program was often perverted by unscrupulous government agents and politicians who seized Indian lands and produce for their personal enrichment. Mostly, Aboriginal peoples were seen as a burden on the taxpayer and sometimes as a threat to the economic well-being of other Canadians. Out of sight, out of mind seemed to be the basic attitude by Canadians.

As a social model, segregation was usually rationalized on the basis of the superiority of the dominant culture.

Concepts (Knowledge Objectives)

Tradition

Know that people depend upon their cultural traditions and rituals as a way of finding meaning and purpose in life and for a sense of validation.

Social Consequences

Know that the consequences of a cultural annihilation approach to acculturation is that in destroying a culture the people who depend upon that culture are left with an enormous gap in their lives which can result in aberrant behaviour such as alcoholism.

Worldview

Know that a worldview is a description of reality providing 'natural and believable' knowledge which is generally accepted by the members of a cultural group, because it meets their needs, creates order and coherence, and provides a basis for predictions.

Know that a worldview acts as a template providing people with a set of beliefs about dealing with the reality in which they find themselves:

- spiritual beliefs defining the meaning and purpose of existence;
- moral beliefs about people's rights and obligations;
- social beliefs about the organization of individuals into a society;
- intellectual beliefs about determining truth and beauty;
- economic beliefs about creating and distributing wealth; and,
- political beliefs about making and enforcing decisions within society.

Values

Know that values are those fundamental assumptions about reality that people:

- **accept as being truth;**
- **use as a basis for deciding what is important; and,**
- **use as reasons for taking an action of some kind.**

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Application Lesson (Monism, Rationalizing, Cultural dominance, Self-defence, Conformity, Annihilation, Model, Consequences)
Practise using concepts to categorize and classify information. **Practise using models as a way of categorizing and classifying information.** **Practise drawing generalizations and inferences from classified data.** **Practise the skills of dialectical evaluation:** - **defining relevant viewpoints within the information;** - **testing the viewpoints for factual accuracy;** - **testing the viewpoints for their morality;** - **evaluating the factual and moral testing; and,** - **forming a conclusion about the issues.** **Practise applying the moral tests of:** • **role exchange;** • **universal consequences; and,** • **new cases.**	**Appreciate that a model, particularly if it is untried, is an hypothesis which, when applied to society, has consequences for people.** **Appreciate that models are based on assumptions that must be subjected to moral testing:** • **The assumption underlying the cultural annihilation model is that some cultures because of their "superiority and power" have the right to destroy other cultures.**	Historical case studies that involve some form of cultural annihilation that includes: • the Beothuk of Newfoundland; • the expulsion of the Acadians; • General Amherst's policies toward Indian Peoples; • the reaction of Canadians to the Cypress Hills massacre of 1873; • the attitudes of Canadians in Central Canada after Riel had Thomas Scott executed; • the negotiation of treaties with the Aboriginal peoples of Western Canada; • post-North West Resistance policies; • the residential school system; • other.

Content

The dominant culture had a responsibility to protect civilization and to help the 'lesser' culture learn about civilization. This could best be done by placing cultural groups on reserves in order to "protect" them. The reality was that many of the weaker cultures were complex, well developed cultures who did not need protection. Often the reserves were methods of exploitation rather than methods of development.

In some cases, cultural segregation was more or less voluntary as in the case of the Hutterites, some Mennonite groups, Doukhobors, and other immigrant groups who chose to settle and live in discrete communities. It is difficult to determine the causes of segregation. It is true that people often prefer to share their lives with family and others who share the same language, traditions, and customs. It is also true that people are very sensitive to the rejection inherent in discrimination and prejudice. So, when people are subject to discrimination, their natural reaction is to withdraw in order to protect themselves from more hurt.

- The Assimilation of Cultures Model

Assimilation in Canada was often used as an adjunct to segregation. Assimilationists believe that 'inferior' cultures should be stripped of their traditions, rituals, and beliefs, usually through an educative process. They believe assimilation is necessary because society, if it is to function effectively, has to have a fairly high degree of conformity. Political unity and economic development can only be achieved in a society that is homogeneous. Assimilationists believe that when people learn what is in their self-interest they agree to assimilate.

There are many examples of assimilation in Canadian history. An early example is Lord Durham's Report in 1839, where he argues that the best thing that could happen to the French Canadian is to be assimilated into the English Canadian culture. Durham was convinced that the industrial revolution and the progress that it stood for was the way of the future. French Canadians were outraged and flatly refused to be part of any such program.

Concepts (Knowledge Objectives)

Culture Shock

Know that different cultures may accept and base their behaviour on different values with the result that a stranger to a culture may be surprised and offended by the culture and in turn may surprise and give offense to members of the culture.

Know that the process of dealing with different cultural values can cause feelings of uncertainty, fear, anger, and a desire to withdraw from the situation by the individual.

Segregation

Know that segregation is a form of exclusion where for one reason or another an individual is deemed not to be acceptable.

Prejudice

Know that prejudice is an attitude or belief (often negative) toward a group or person which is thoughtlessly accepted (learned) by someone who either refuses to find out whether the attitude is justified or refuses to accept legitimate contrary evidence.

Know that prejudice can take different forms:

- Stereotyping

Know that stereotyping is forming a fixed mental picture about the reality of something (usually a group of people). This mental picture is rigid, often negative, and is applied to everyone in the group regardless of whether it fits or not.

- Xenophobia

Know that xenophobia is a fear of strangers which leads people to imagine unfavourable things and which distorts reality for them.

- Ethnocentrism

Know that ethnocentrism is the belief that one's group is superior to other groups combined with a blind loyalty to one's own group and an unreasonable dislike of some other group.

- Scapegoating

Know that scapegoating is expressing one's hostility, anger, and violence against a group for some wrong of which it is partially or totally innocent.

Skills/Abilities	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Application Lesson (Worldview, Monism, Rationalizing, Cultural dominance, Conformity, Values, Culture conflict, Segregation, Consequences,)
Practise using concepts to categorize and classify information. **Practise using models as a way of categorizing and classifying information.** **Practise drawing generalizations and inferences from classified data.** **Practise the skills of dialectical evaluation:** - **defining relevant viewpoints within the information;** - **testing the viewpoints for factual accuracy;** - **testing the viewpoints for their morality;** - **evaluating the factual and moral testing; and,** - **forming a conclusion about the issues.** **Practise applying the moral tests of:** • **role exchange;** • **universal consequences; and,** • **new cases.**	**Appreciate that a model, particularly if it is untried, is an hypothesis which, when applied to society, has consequences for people.** **Appreciate that models are based on assumptions that must be subjected to moral testing:** • **The assumption underlying the cultural segregation model is that certain aspects of culture should be protected from contact with other cultures because of the risk of contamination and change.**	Historical case studies that involve some form of cultural segregation include: • Indian reserves; • the Hutterites; • Canadian immigration policy toward: - Chinese people, - Sikhs, - Jews. • the treatment of Japanese people during World War II; • Quebec separatist movements; • other.

Content

Many immigrants came to Canada with the absolute intention of assimilating into what they earnestly believed would be a better way of life. Their fondest wish was to educate their children well enough so they could enter middle-class Canadian society. An interesting generalization about immigrant families is that the first and second generations tend to be assimilationists and the well assimilated third generation tends to be interested in retrieving the lost cultural heritage.

The public school system was seen by Canadians as a major vehicle of assimilation. Its social role was to create good Canadian citizens. Therefore, the mission of schools was to acculturate students into accepting the beliefs, values, and traditions of the dominant culture. The problem in Canada was to agree on what the dominant culture should be.

This issue of the cultural control of education came up repeatedly in Canada. In 1896, the Manitoba Schools question revolved around the issue of whether Francophone, Catholic parents could have separate schools to educate their children in their culture. Assimilationists argued that there should only be one school system which would educate everyone to be English-speaking Canadians. Historians generally agree that this and the forced conscription in 1917 were instrumental in breaking the bond French Canadians felt with Confederation.

At about the same time, it was decided to establish boarding schools for Aboriginal children where they would live away from their parents' influence and be given a good Eurocentric education. It was believed that in a generation the Aboriginal cultures would be essentially gone to be replaced with productive Canadian Aboriginal citizens.

The program was highly destructive to both Aboriginal children and Aboriginal culture. Family life is critical to the development of children, and many Aboriginal children found that their emotional lives had huge gaps which they filled with alcohol and other self-destructive behaviours. Canadian society is still having to deal with the social effects of family breakdown within Aboriginal communities.

Concepts (Knowledge Objectives)

Immigration

Know that many people immigrated to Canada with the hope of building a better way of life for themselves and their children.

Know that many immigrants were prepared to give up much of their former culture in return for a higher standard of living for their children.

Family

Know that the family has been the traditional source of children and the family is responsible for socializing and enculturating children.

Enculteration

Know that enculteration is the process of passing on a culture to the next generation.

Know that the process of becoming fully human requires that children be given a culture and made to feel part of something, be given meaning and purpose, and be encouraged to feel a sense of validation as a result of being made part of a culture.

Parental Rights

Know that parents as the producers and primary caregivers of children have traditionally been given the right and responsibility to socialize and enculturate their children according to the dictates of their conscience.

Childrens' Rights

Know that children have the right to the kind of care and supervision from parents which will allow them to grow into fully functioning, responsible adults.

State Rights

Know that the sovereignty of the nation state supersedes the power of all other social groups within that society.

Know that the authority to pass and enforce laws in a democratic state must ultimately be based on the will of the majority which usually represents the will of the dominant culture.

Skills/Abilities	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Application Lesson (Prejudice, Immigration, Family, Enculteration, Parental rights, Childrens' rights, States rights, Assimilation, Consequences)
Practise using concepts to categorize and classify information. **Practise using models as a way of categorizing and classifying information.** **Practise drawing generalizations and inferences from classified data.** **Practise the skills of dialectical evaluation:** - **defining relevant viewpoints within the information;** - **testing the viewpoints for factual accuracy;** - **testing the viewpoints for their morality;** - **evaluating the factual and moral testing; and,** - **forming a conclusion about the issues.** **Practise applying the moral tests of:** • **role exchange;** • **universal consequences; and,** • **new cases.**	**Appreciate that a model, particularly if it is untried, is an hypothesis which, when applied to society, has consequences for people.** **Appreciate that models are based on assumptions that must be subjected to moral testing:** • **The assumption underlying the cultural assimilation model is that members of a "weaker, inferior" culture should be educated to understand and practise the norms of the "superior" culture.**	Historical case studies that involve some form of cultural assimilation include: • The role and purpose of the Canadian public school system; ◦ Indian residential schools, ◦ Manitoba Schools Question, ◦ education of Doukhobor, Hutterite, Jehovah's Witness children. • Conscription; • War Measures Act; • The immigrant peoples of Canada; ◦ the debate on Sifton's immigration policies, ◦ treatment of displaced persons after World War II, • other.

Content

Forced assimilation has left a large residue of bitterness among the French Canadian and the Aboriginal peoples of Canada. For many Québécois, assimilation has been a clear signal that Canadians are not interested in a cultural partnership and therefore the only viable future for the French Canadian is separation and independence. Many Aborignals have reached similar conclusions and are advocating some form of sovereignty which would protect the Aboriginal way of life.

- The Accommodation of Cultures Model

Accommodation as a model is the least elitist and authoritarian of the models outlined so far. Its supporters assume that cultures which have survived and evolved over long periods of time have developed many positive features worthy of respect. People who support the accommodation model believe that a culture, to be alive, must evolve and change. No culture is ever static and unchanging. If it is unchanging, its culture and language have become artifacts relegated to museums. Latin is an example. Cultures which become rich and vibrant are open to new ideas and experiences that expand opportunities and potential for its people.

Canada, despite its predilection for segregation and assimilation, has also been willing to accommodate many different cultures. Despite all the objections, Canada has found the courage to open its doors to allow many different ethnic groups to immigrate here and has been the richer for it.

Many examples of accommodation can be cited. Canadians have often been worried about the fact there are so many hyphenated Canadians. People who refer to themselves as Ukrainian-Canadians or German-Canadians are examples of the accommodative process. Accommodation is a cultural creation process and happens when Ukrainian immigrants and their descendants fused their culture with other cultures in Canada to create something that is new and old and unique all at the same time. Hutterite people, while remaining segregated, have also accommodated very well to up-to-date farming methods, thereby creating a successful and distinctive approach to agriculture.

Concepts (Knowledge Objectives)

Consequences

Know that there are examples of voluntary assimilation where people have assimilated into the dominant Canadian culture with a sense of success.

Know that there are examples of cultures who were forced, or perceived themselves as being forced, to take part in and give up their children to an assimilation process with which they profoundly disagreed.

Know that in many cases forced assimilation has caused serious and irreparable harm, particularly to children who were forced to assimilate against their parent's wishes.

Democratic Worldview

Know that a democratic worldview is based on some fundamental assumptions (values) about relationships between people within society:

- **all individuals must be respected as ends not means;**
- **each individual is unique and that uniqueness must be respected; and,**
- **every individual be considered equal in terms of human rights and treatment by the law.**

Human Rights

Know that the Charter of Rights and Freedoms is a statement that gives the basic values of the Canadian worldview the force of law.

Pluralism

Know that pluralism is the belief that there is more than one valid approach to truth, and reality and that the discovery of truth is a process of coming closer to a truth rather than the end of discovering it once and for always.

Inclusion

Know that people even if they come from very different cultures, have the same basic humanity as every other group of people with all of the same needs, rights, and responsibilities.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Application Lesson (Human rights, Democratic worldview, Human rights, Pluralism, Inclusion, Accommodation model, Conflict, Flexibility, Growth, Diversity)
Practise using concepts to categorize and classify information. **Practise using models as a way of categorizing and classifying information.** **Practise drawing generalizations and inferences from classified data.** **Practise the skills of dialectical evaluation:** **- defining relevant viewpoints within the information;** **- testing the viewpoints for factual accuracy;** **- testing the viewpoints for their morality;** **- evaluating the factual and moral testing; and,** **- forming a conclusion about the issues.** **Practise applying the moral tests of:** **• role exchange;** **• universal consequences; and,** **• new cases.**	**Appreciate that a model, particularly if it is untried, is an hypothesis which, when applied to society, has consequences for people.** **Appreciate that models are based on assumptions that must be subjected to moral testing:** **• the assumption underlying the cultural accommodation model is that all cultures have positive and constructive aspects which may be adopted by other cultures on a voluntary basis.**	Historical case studies that involve some form of cultural accommodation include: • Pierre Trudeau's cultural polices; • Saskatchewan's multicultural policy; • Canadian Charter of Rights and Freedoms; • Canadian immigration policy; • other.

Content

A mundane but important part of culture is diet. The Canadian culinary experience is highly diverse and varied. If the Canadian diet were limited to that which comes from its British roots, it would be much narrower and blander. The same argument can be made about customs, ideas, and music. The Canadian cultural experience is much richer for all the cultural inputs it receives.

Many examples of formal government policies based on the accommodation model can be found in Canada. For example, bilingualism was implemented because of the belief that Canadians ought to be given the opportunity to be able to use more than one language. Since then, many different language acquisition programs have been developed so that Canadians can pass on their heritage languages to their children. Other controversial policies involved the use of turbans and the RCMP uniform. The RCMP's policy on uniforms has been modified so that it can accommodate the religious beliefs of Sikhs.

One of the ironies of accommodation is that it often accomplishes more assimilation in the long run than does explicit assimilation. It is possible to see Indian parents using the latest camcorder to take pictures of their children doing a traditional dance in Indian costumes made of modern acrylic fabrics. The fear that led to the banning of the potlatch feasts and other cultural traditions are turning out to be groundless. Aboriginal peoples and all the other cultures are quite able to celebrate and accommodate their cultures within the context of a larger Canadian culture without being paternalistically dictated to about how they should live their lives.

What has to be accepted is that Canadian culture must and will change. Canadians of British background are not the same as the English, Welsh, Scots, or Irish who remained in their homelands. The culture, language, and customs have all changed. So, New Zealanders, Australians, Americans and Canadians of British background are all developing different cultures based on common traditions. This process will continue, and in a century all these cultures will have changed again.

Concepts (Knowledge Objectives)

Know that inclusion means that members of society must change their belief that power is a limited quantity for which groups compete (zero-sum) to the belief that power is created as people work to make each other more powerful (empowerment).

Accommodation Model

Know that accommodation is a process of cultural interaction which consists of the following concepts:

- **Culture Conflict**
  Know that cultures have different values and priorities.

  Know that these differences have to be faced and worked out in a constructive way.

  Know that no culture has a final understanding of truth, so having to undergo a dialectical evaluation of truth with another culture is a growing process.

- **Cultural Flexibility**
  Know that resolving differences in values and priorities means that members of each culture must be flexible and adaptable in order to creatively adapt conflicting values and priorities without destroying the integrity of each culture.

- **Cultural Growth**
  Know that living cultures change and grow as they come into contact with new aspects of reality.

  Know that growth is a natural and healthy process that enriches the culture.

- **Cultural Diversity**
  Know that diversity is seen as enriching to all cultures involved.

  Know that the result of accommodation should be to enhance and celebrate diversity.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (Acculturation, Models, Consequences, Public policy)
Learn to apply the following criteria for testing models: - **performance - the ability of the model to perform constructively, efficiently, consistently in various situations;** - **consequences - the acceptability of the consequences of applying the model to various situations;** - **accuracy - the ability of the model to accurately and consistently predict future events.**	**Know that people who apply and administer models must accept responsibility for them.** **Know that in determining the morality of applying a particular model, it is necessary to:** • **define the viewpoints (assumptions/ criteria) on which the model is based;** • **select model and moral tests to apply to these viewpoints;** • **apply those tests impartially and fully; and,** • **construct a rigorous logic on which to base a value judgment about the model.**	After students have finished their research, hold a symposium on the problems of acculturation in Canadian society. Ask student groups to present their findings with an analysis of the consequences of the policies that were used in their case studies. After the initial round of presentations and discussions, ask the students, in a round table discussion, to compare and contrast the long-term effects of the policies that were embedded in their case studies. Challenge the students to look within their communities for some social indicators of these policies.

Content

Future Choices

Canadians have attempted to create a society that is more culturally diverse than most societies around the world. Canadians have learned to accept a cultural diversity that many other societies would reject. It has not been an easy process and Canadian society will face many more challenges in the future.

- Social Organization

Societies around the world face conflicting realities about their organization and purpose. Canada is no exception to this phenomenon. One reality is that societies are increasingly being homogenized. As technology and economic development proceed, demands for social conformity increase.

Many Canadians want to be middle class. They believe that everyone should have the prerequisite education and attitudes, and should want to live in suburbs surrounded by material possessions. For a proportion of Canadians this works out very well. They get the education and jobs which allow them to earn a high standard of living. These people live the Canadian dream.

Other people are either finding that they are rejected by that system for one reason or another or that much of life is unfulfilling and they are seeking in their cultural traditions other answers for their lives. This has created many movements where people reject what they see as the homogenization of modernity.

Canada has its share of these movements. There are those on the far right that are fascistic and advocate a harshly unified society rejecting all diversity. Other groups such as the Parti Québécois are saying that Canada as a unified cultural entity makes no sense and needs to be fundamentally reorganized. Some Aboriginal groups are saying that they no longer want to be part of mainstream Canadian society and want to become separate and independent. At the same time, many Canadians are saying that Canada has become too much of a cultural mosaic, and that it is time to create a single Canadian identity that will protect us from the competition of a global society.

Concepts (Knowledge Objectives)

Cultural Homogeneity

Know that within modern societies there are forces at work which are forcing people to give up their individuality in order to adapt to the requirements of a capitalistic, technocratic society:

- Economic Organizations
  Know that modern society is greatly influenced by large, powerful economic organizations (corporations) which subscribe to a set of cultural values.

  Know that these value assumptions emphasize technical knowledge, disciplined behaviour, competition, materialism, and team work.

- Technological systems
  Know that modern society uses a variety of technological systems as a means of controlling the natural and social environments.

  Know that these technical systems are based on the value of efficiency.

  Know that the criteria used to define efficiency are:
  - uniformity and interchangeability of system parts (human and mechanical);
  - size in order to achieve economies of scale and profitability; and,
  - growth in order to remain competitive.

- Educational Systems
  Know that the principal function of the public educational system as seen by many is to produce future workers who can function as disciplined productive workers in the economic and technical systems created by society.

Cultural Diversity

Know that in many modern societies there has been a reaction to social and economic homogenization often by those who have been marginalized by those systems. This reaction takes a variety of forms, some of which overlap:

- Equity Movements
  Know that many groups feel that they have been marginalized by the social systems.

- Nationalistic Movements
  Know that various ethnic groups believe that the dominant culture controlling the social organizations is either segregating them or forcing them to assimilate to their detriment.

Skills/Abilities	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (Homogeneity, Diversity, Tradition)
Practise the skills of dialectical evaluation: - **defining relevant viewpoints within the information;** - **testing the viewpoints for factual accuracy;** - **testing the viewpoints for their morality;** - **evaluating the factual and moral testing; and,** - **forming a conclusion about the issues.**	Appreciate that in a pluralistic society some people choose to live according to standards that may be quite different than those of people living within the broadly accepted worldview of that society: • In a democracy what right does the majority have in limiting the freedom of expression of an unorthodox minority? • On what basis might society be justified in limiting the freedom of people to be different? • What are the morally acceptable ways of dealing with the value conflict arising between these groups?	Suggest to students that many acculturation issues are still around in one form or another. Give the students a brief review of some of the following issues that Canadian society, will have to resolve: • cultural homogeneity and cultural diversity ◦ How much right do people have to be different from the norms established by businesses, schools, and government: - homosexuality? - religious practises? - wearing traditional clothing? - observing different religious holidays? ◦ What are the characteristics of the people who have power within Canadian society and those who do not: ◦ education? ◦ gender? ◦ ethnic background? ◦ economic background? • cultural marginalization and cultural acceptance ◦ What criteria are ethically and morally acceptable to be used as discriminators between people for the purposes of: - hiring personnel? - establishing pay scales? - promoting people? - dismissing people? ▫ What criteria are currently being used in Canadian society?

Content

Difficult choices that require compromise must be made so that more is gained than lost. The former Yugoslavia should always remain as a warning to the consequences of cultural warfare.

- Economic Decision Making and the Allocation of Scarce Resources

It is difficult to adjudicate between the injustices that certain cultural groups are facing and the economic fears of other cultural groups who believe that certain groups are being given too much. It is here, more than anywhere, that injustices of the past haunt present day society. Decision makers face a double problem: they are being forced to repair some of the injustices of the past, but in so doing they are creating new groups of people who feel a sense of grievance. It is a time when forbearance and good will is required from Canadians.

There are many examples of these kinds of injustices. Large amounts of land were illegally diverted from Indian reservations to private ownership. Other Indian bands were never given the land they were promised. Still other bands were never able to settle their land claims by treaty. All of these people have a claim for just treatment. Yet all the land in Canada is by now under some form of ownership. Giving land to the Aboriginal peoples, however just, requires taking land away from others who also feel they have a valid claim to the land.

The Québécois feel that much of their economic heritage was dominated by an Anglophone minority. "Maître chez-nous" is their cry. Many Québécois believe that they must become the masters of their economic destiny or their cultural identity will be meaningless. Reconciling the interests of the Aboriginal peoples, the Anglophone, the Allophones, and the French Canadian will be difficult in Quebec. Good will and forbearance is required here, as well.

Finally, there are groups who have suffered much as the result of cultural intolerance during periods of crisis in Canada. Ukrainians, Germans, Japanese have all been placed in detention camps because of hysteria and prejudice. Blacks and Jews have also faced the discrimination and rejection of systemic racism.

Concepts (Knowledge Objectives)

- Conservation of Traditional Values Movements

Know that there are a number of different groups which fall in this category:
- rural, often agricultural people, who see a way of life being eliminated by economic change;
- environmentalists who see economic and technological growth destroying the natural environment;
- religious groups who disagree with mainstream liberal values; and,
- young people who do not know how to integrate into mainstream society.

Historic Injustice

Know that a variety of injustices have been committed by mainstream Canadian society against different groups of people in the past.

Know that these groups are insisting that Canadian society recognize that these are legitimate grievances and take steps to rectify them.

Scarcity

Know that the economic resources of land, labour and capital are scarce, because the demand for the wealth they represent exceeds the supply.

Allocation

Know that the reallocation of scarce resources by the state is a highly emotional process, because it may mean taking wealth from one group and giving it to another.

Know that these kinds of conflicts, if they are not handled effectively, can easily become violent.

Conflict Resolution

Know that the procedures of conflict resolution and mediation have been developed to make it possible to resolve conflict without violence.

Skills/Abilities	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (Injustice, Scarcity, Allocation, Conflict resolution,)
Learn to apply the following criteria for testing models: - **performance - the ability of the model to perform constructively, efficiently, consistently in various situations;** - **consequences - the acceptability of the consequences of applying the model to various situations;** - **accuracy - the ability of the model to accurately and consistently predict future events.** **Practise applying the moral tests of:** • **role exchange;** • **universal consequences; and,** • **new cases.**	**Appreciate that in the past societies have established and conducted policies based on social models that are unacceptable by present day standards.** **Appreciate, also, that generations of people have suffered as the result of these social policies and are seeking redress from society:** • **What moral burden do current generations owe to people who are suffering as the result of past decisions?** • **What moral burden is owed to people who have suffered because legitimate contracts of the past have not been honoured?** • **How should contracts from the past be honoured in present circumstances when the contract was written in a different historical context?**	Suggest to students that the Canadian government has had to deal with a number of issues that are the result of past injustices: • the trial of people who are accused of crimes such as genocide at other times and places in the world; • dealing with individuals and groups who are accused of committing crimes against Aboriginal children; • handling the land claims of Aboriginal peoples; • dealing with the claims of Japanese, German, and Ukrainian people who were interred in time of war; and, • working out some kind of accommodation with the people of Quebec. In a class discussion select some of these issues for closer examination. Have the students research the history of the situation and prepare the case for presentation to the rest of the class who will act as a tribunal. As each case is presented, have the students set the cases up as evaluative dialectics. After the students have evaluated each case, ask them to recommend the action that Canadian society should take.

Content

- Cultural Diversity and Canadian Sovereignty

All of the issues cited so far must ultimately be resolved in some way by political processes.

Canada is made up of cultural groups who believe they have all the attributes of nationhood. Many of them distrust the policies generated by the existing political process. They believe that the dominant culture of Canada has co-opted the economic and political decision-making structure for the purpose of increasing its power at the expense of those who are not part of the dominant culture. Many want to achieve some level of sovereignty for their group. They believe that this is the only way to take back control of their lives and to control the destiny of their cultures.

Sovereignty could mean the power to make decisions about issues such as land control, natural resource ownership and policies, taxation policies, language, education, and social policies. The decision-making structure could take the form of new territories such as Nunuvut, it could be the creation of new municipalities in which cultural groups make decisions about their lives, or a group could become a sovereign nation state as the Sovereigntiste in Quebec desire.

Others, particularly those of the dominant Canadian culture see this as a harbinger of balkanization and anarchy for Canada. They believe that Canada needs more unity not less. Consequently, they are reluctant to see the existing governmental structures give up any more sovereignty. They argue that a democratic political system has the latitude to allow for political change and self-determination within the Canadian context.

Concepts (Knowledge Objectives)

Sovereignty

Know that sovereignty is the authority within a community which can override all other authorities such as family, business, and social institutions.

Know that the constitution of Canada has assigned sovereignty in some areas to the Parliament of Canada and in other areas to the provincial legislatures.

Representative Government

Know that in the parliamentary tradition, citizens of the state elect representatives for a stated period of time to make decisions about public policy for them.

Power

Know that the sources of power are having control of wealth, having the support of large numbers of people, knowing and controlling sources of information, and having control of major organizations in society.

Minorities

Know that many minorities perceive themselves to be excluded from the sources of power within society and, therefore, unable to contribute significantly to its decision-making processes.

Democracy

Know that a significant test of a democracy is the way that it treats the viewpoints of its minorities and the voice they are given in the decision-making process.

Politics of Inclusion

Know that inclusion is an issue of perception and of power.

Know that inclusion to be effective has to occur at the:

- **social level;**
  Know that minorities must be able to participate in the significant social organizations of society.
- **economic level; and,**
  Know that minorities must have a share society's wealth and its control.
- **political level.**
  Know that minorities must feel that their point of view plays an active role in the political process.

Skills/Abilities	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (Sovereignty, Representative government, Power, Minorities, Democracy, Politics)
Practise developing and applying criteria as a basis for coming to conclusions.	Appreciate that liberal democratic societies accept the values of competition and merit as the significant assumptions of their economic, political and social models of human relationships. Appreciate that in competitive models, power and merit are the basis on which people are included or excluded from human relationships: • Are power and merit a morally justifiable criteria for determining who is excluded from the rewards of society? • If exclusion is unacceptable as a social goal, on what basis may discriminations be made in allocating scarce rewards?	Ask the students why they want to live in Canada and accept the sovereignty of the Canadian state. Ask them to consider what would destroy their feeling of loyalty to the Canadian social contract. Then ask them to consider how they would react if they had been treated the way some minority groups have been treated in Canada. Finally ask them to think about the direction Canadian society needs to go if it is to remain democratic, pluralistic, and unified under one sovereignty in the next decades.

Unit Four
Governance

audi alteram partem
(hear the other side)

A nation is
"une plébiscite de tous les jours"
(a daily plebiscite)

- Ernest Renan

"So temper all things that the
strong may still have something
to long after and the weak may
not draw back in alarm"

- St. Augustine

Unit Four: Governance

Overview

Geographically, Canada is a large nation with small pockets of population spread across a thin band of country thousands of kilometres long and hundreds of kilometres deep. This strip lies just north of a large, powerful society which has always had a significant influence on Canada. Canada, by virtue of its geography and cultural composition, is a very regional nation. Because of the problems related to regionality, Canadians have always been concerned about identity, unity, and the influence of American culture.

A pluralistic, culturally diverse, regional nation is difficult to govern. Canadians, over the past decades, have struggled to find a constitutional formula that accommodates these diverse interests. Some would argue, given Separatism, Aboriginal dissatisfaction, and Western alienation that Canadians have not been particularly successful at governing themselves. On the other hand, most international surveys continually rank Canada as one of the top places in the world to live. Even in Quebec, 90 percent of people agree that Canada is the best place to live. From this, one could infer, despite all the disagreement and conflict, that the Canadian political process played a constructive role in Canadian society over the past century-and-a-half.

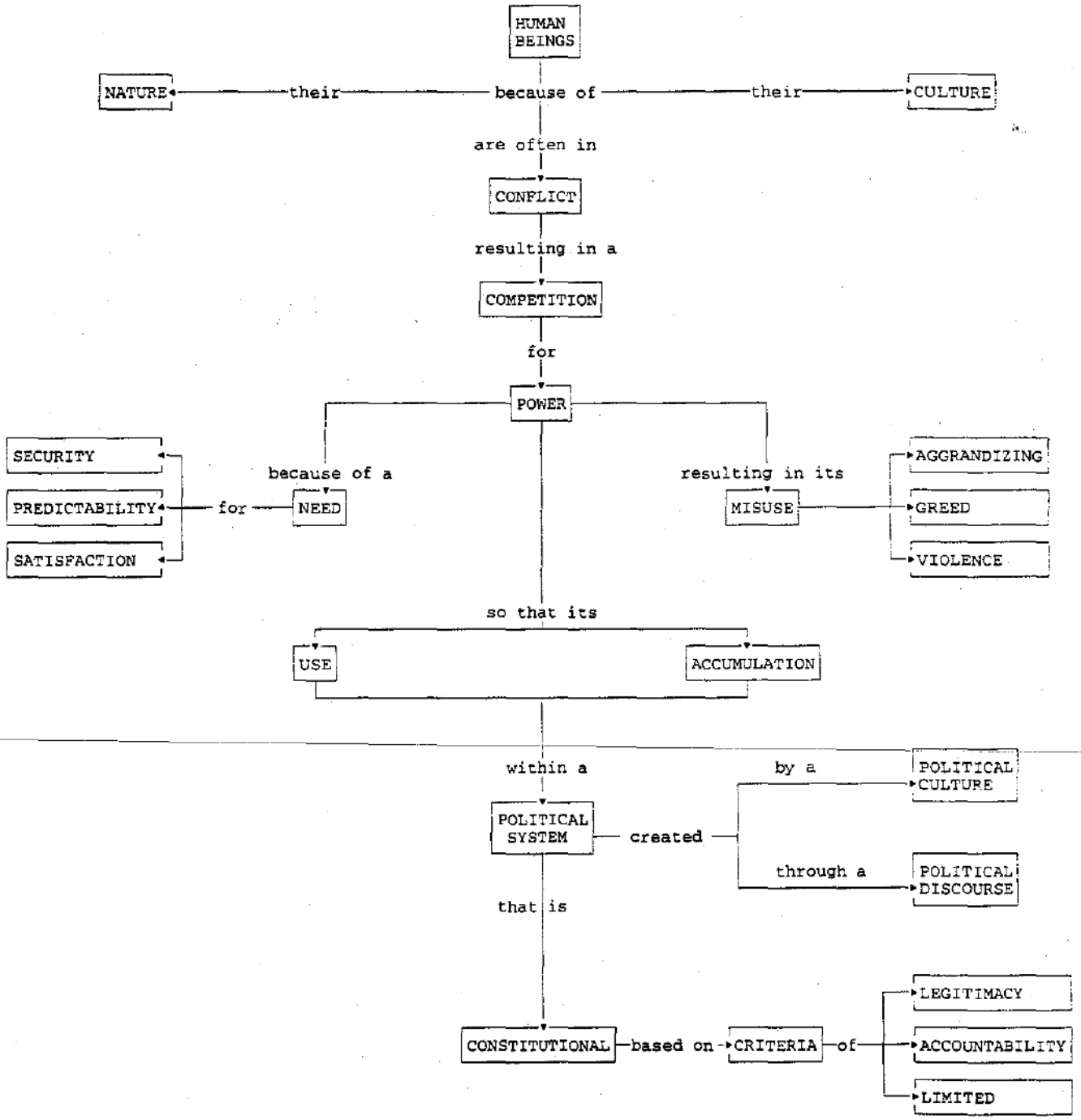
The unit begins by considering the concept of political culture. As a concept, political culture suggests that any constitution and its political processes are a reflection of the attitudes, values, and priorities of the culture that produced it. From this perspective, the Constitutional Act (1867) had no choice but to establish Canada as a constitutional monarchy, because the political culture would accept no other approach. Certainly republicanism was political heresy at the time.

The unit also attempts to show students that a constitution plays a significant role in the welfare of people, because it establishes the ground rules about relationships between people. It suggests that a major factor in a nation's standard of living is the kinds of political processes carried on within a society. The underlying message to the students is that constitutions are a reflection of peoples' attitudes and beliefs about political behaviour. Canadians have a good society, because our political culture and discourse has demanded a constitutionalism that is moral and ethical.

Using these concepts, students will then examine the Constitutional Act (1867) and the process that went into its creation. They will discuss the reasons that led to the creation of a constitutional monarchy, federal state, and division of powers, and why representation in the House of Commons and the Senate is arranged as it is.

Students will then look at the way in which the constitution was applied to provincial rights, Aboriginal rights, and womens' rights in Canada over the past 150 years. The original conception of the constitution was based on a highly centralized parliamentary sovereignty and on a view that Parliament must always be supreme. The view was that elected, accountable representatives are in the best position to determine legislation and social policy for Canadian society. This view came under increasing attack until, in 1982, a Charter of Rights and Freedoms was enacted that established limits to the prerogatives of Parliament. The students will have an opportunity to look at issues and discuss dialectically the pros and cons of this change.

Concept Map


HUMAN BEINGS
NATURE
their
because of
their
CULTURE
are often in
CONFLICT
resulting in a
COMPETITION
for
POWER
SECURITY
PREDICTABILITY
SATISFACTION
for
NEED
because of a
resulting in its
MISUSE
AGGRANDIZING
GREED
VIOLENCE
so that its
USE
ACCUMULATION
within a
POLITICAL SYSTEM
created
by a
POLITICAL CULTURE
through a
POLITICAL DISCOURSE
that is
CONSTITUTIONAL
based on
CRITERIA
of
LEGITIMACY
ACCOUNTABILITY
LIMITED

Core Material for Unit Four

Core Content	Foundational Concepts	Suggested Time Allotment
	Conflict Legitimacy Cultural Change Political Culture Political Discourse Political System	
Core Skills/Abilities		
	Conflict Resolution Criteria Critical Thinking Dialectical Evaluation Dialectical Thinking Moral Tests	12 hours
Core Values		
	Conflict Resolution Criteria Evaluation Morality	
Time to cover the core material		12 hours
Time available to teach optional concepts, to enrich or reinforce, or to accommodate modifications to the pacing and timing factors through the use of the Adaptive Dimension		8 hours
Total class time		20 hours

Core material appears in bold type on the pages that follow. The remainder of the material in this unit is not core material; teachers may choose to work through all, some, or none of this material. The optional material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally-developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the skills, values, and concept objectives of the course.

Unit Four Core Learning Objectives

Note: In the overview of Social Studies:
- • indicates the foundational objectives for the course; and,
- ◦ indicates the core learning objectives for the course.

Knowledge Concepts

- **Conflict:** Know that conflict about power and wealth is serious, because power and wealth are seen by people as being critical to their well-being.

- **Legitimacy:** Know that in any political system, the political culture establishes appropriate and inappropriate:
  - actions for government;
  - issues to be discussed politically; and,
  - people to discuss those issues.

  ◦ Constitutional ideology
  - Know that there are a range of ideologies each with its own set of answers about the political organization of society. These range from anarchy advocating a minimum of government interference, to democracy with limited government interference, to totalitarianism with complete government control.

  ◦ Democracy
  - Know that criteria commonly defining a democratic approach to government are:
    - public officials must be accountable for their decisions and policies;
    - government power must be limited by a constitution;
    - human rights and civil liberties must be protected by a constitution or legislation;
    - the purpose of government is to serve and protect the individual;
    - a majority has the right to make a decision only after the minority has been meaningfully consulted;
    - a pluralistic society is best served when groups have to compete for power;
    - the people are the ultimate source of political authority; and,
    - all are equal before the rule of impartial law which limits the arbitrary use of power.

  ◦ Constitutionalism
  - Know that constitutionalism is the belief that government is not in control of society but an instrument within it and only exercises powers of authority and coercion for the general welfare.
  - Know that a constitution delimits the role of government within society by defining the powers governments may have and the powers they may not have.
  - Know that constitutionalism is the concept that in a just society:
    - no public official should ever exercise unlimited authority or govern without accountability to those being governed; and,
    - all individuals are guaranteed certain inalienable rights and freedoms by the constitution.

  ◦ Constitution
  - Know that a constitution is a body of rules and practises, written and unwritten, according to which the people and the political institutions of a society are governed.

- Rights
  - Know that rights are those claims for recognition by individuals and groups that take precedence over the claims of other individuals and groups that a society is duty-bound to recognize.
  - Know that there are two major approaches to protecting rights within the state:
    - the parliamentary tradition in which elected representatives, in order to gain reelection, must tailor their policies to appeal to the broadest possible coalition of groups within their constituencies; and,
    - placing a charter of rights in the constitution and then depending upon the judiciary to determine whether there have been violations by governments.

- Parliamentary sovereignty
  - Know that the British concept of parliamentary sovereignty means:
    - Parliament has the power to make or repeal whatever laws it chooses;
    - one Parliament cannot make laws that bind future Parliaments in any way;
    - all privately owned land is held as a form of delegation from the sovereign who can reclaim (expropriate) it at any time; and,
    - Parliament is the highest court in the land and cannot be overridden by the judiciary.

- Popular sovereignty
  - Know that popular sovereignty is the belief that supreme authority within society resides with the people themselves and cannot be delegated to any other individual or organization.

- Canadian Charter of Rights and Freedoms
  - Know that the rights and freedoms that have been included in the *Canadian Charter of Rights and Freedoms* are:
    - Fundamental freedoms
      - freedom of conscience and religion;
      - freedom of thought, belief, opinion, and expression;
      - freedom of peaceful assembly; and,
      - freedom of association.
    - Every citizen of Canada has the right:
      - to vote;
      - to move, take up residence in any province; and,
      - to pursue the gaining of a livelihood in any province.
    - Everyone has the right to life, liberty, and security of person.
    - Everyone has the right to be secure against unreasonable search or seizure.
    - Everyone has the right not to be arbitrarily detained or imprisoned.
    - Everyone has the right not to be subjected to cruel and unusual punishment.
    - Every individual is equal before and under the law and has the right to equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

- Majority and minority rights
  - Know that in a liberal democracy, decisions are based on the principle of majority rule in order to protect the rights majority.
  - Know that in a liberal democracy, minorities have human rights which must be protected from the arbitrary use of power by the majority.
  - Know that there are two major approaches to protecting rights within the state:
    - the parliamentary tradition in which elected representatives, in order to gain reelection must tailor their policies to appeal to the broadest possible coalition of groups within their constituencies; and,

- placing a charter of rights in the constitution and then depending upon the judiciary to determine whether there have been violations by governments.

◦ Justice
- Know that different conceptions of justice exist. These include:
  - justice is concerned with maintaining law and order in ways that are consistent with a particular society's definition (criteria) of fairness and rightness;
  - justice is the process of protecting what individuals have accumulated within accepted rules of conduct; and,
  - social justice is the partial equalization of wealth and income in order to achieve an acceptable range in standard of living.

• **Cultural change:**

Know that cultural change creates challenges for established power groups by creating new sources of wealth, mass education, unions, new urban centres, and new attitudes about equality and freedom.

◦ Judicial review
- Know that judicial review is a right given to the judiciary to review any act of the executive, legislature, or judiciary to determine whether it is within the spirit and letter of the constitution (constitutionality).

◦ Political process
- Know that in the Canadian parliamentary tradition prior to the *Constitutional Act* of 1982, it was considered more legitimate for Parliament to determine social policy than the judiciary because parliamentarians represent the electorate and judges do not.

◦ Legitimacy
- Know that in a democracy, legitimacy is an important issue because voluntary acceptance of a political change through education tends to be more long-lasting than change based on coercion.

◦ Political culture
- Know that Canadian political culture after World War II was affected by:
  - historical events such as the rise of totalitarianism, the holocaust, and the Cold War;
  - the rapid increase in prosperity and the accompanying rise in expectations;
  - the increasing ties and influence of the United States and the decreasing influence of the United Kingdom;
  - the rise in power of the popular media such as magazines, movies, and television;
  - a rapidly urbanizing and secularizing society where the state was seen as playing a significant role in maintaining peoples' standard of living, and as being instrumental in maintaining an egalitarian society;
  - the rise of a Canadian nationalism that was very concerned with identifying and supporting a Canadian identity; and,
  - the rise of regional and ethnic nationalism that support individual identities.

- **Political culture:**

  Know that political culture is a combination of:
  - political customs - the conventional and accepted practises that people expect to happen in the political process;
  - political beliefs - the deeply-held assumptions about human behaviour and the political process;
  - political expectations - the beliefs people have about what ought to happen in the political world;
  - political symbols - those things that provide a greater meaning than the specific thing they represent;
  - political attitudes - the learned predispositions people have absorbed that determine how they relate to events, personalities, and institutions;
  - political values - the standards or criteria used to decide what is important, desirable, and proper;
  - political traditions - those customs that become legitimate as the result of long and continued practise; and,
  - political skills - the ability to use and apply the necessary knowledge, procedures, strategies, and tactics to achieve a desired decision.

  ◦ Culture
  - Know that humans are the inheritors and creators of a cultural reality they collectively impose on natural reality in order to comprehend it. This reality is composed of:
    - concepts;
    - language;
    - symbols; and,
    - metaphors.

  ◦ Pluralistic societies
  - Know that a pluralistic political culture is one in which there are several sources of authority and legitimacy.

  ◦ Governance
  - Know that in a pluralistic society, those who desire to rule must build a power base so that they are chosen by a significant fraction of the population and then they must ensure that their policies respond to the needs of those people.

- **Political Discourse:**

  Know that political discourse is the language of politics and, as in any language, this discourse involves the use of information, concepts, metaphors, and symbols to communicate ideas.

- **Political System:**

  Know that a political system is all the interrelated organizations, practises, and traditions that allow society to make authoritative, binding, and coercive decisions affecting all its members.

  ◦ Federalism
  - Know that federalism describes a system of governance where significant government powers are divided and shared between a central government and smaller subgovernment units.

  ◦ Division of powers
  - Know in a federal state the constitution must explicitly assign powers to each level of government.

- Residual powers
  - Know that residual powers are those powers not mentioned by the constitution and assigned to a level of government in the federation to prevent future uncertainty and conflict.

- Bicameral legislature
  - Know that a bicameral legislature is a system of legislature with two chambers of deliberation:
    - the lower house tends to be the centre of political power and has a larger elected membership; and,
    - the upper house may be appointed and tends to have a smaller membership.

- Legislative representation
  - Know that representation is a process by which a group of people are selected according to some established criteria to meet and decide on issues facing society.

Skills/Abilities Concepts

- **Conflict resolution:**

  Learn/practise the conflict-resolution process:
  - confront the opposition to discover whether something can be done about the conflict;
  - define with the opposition what the conflict is about so that misunderstandings are not taken into the conflict-resolution process;
  - before and during the conflict-resolution process, communicate her/his intention to cooperate with the conflict-resolution process;
  - examine the other person's perspective accurately and fully during the conflict-resolution process;
  - communicate clearly and honestly any changes of positions and feelings during the conflict-resolution process; and,
  - work to negotiate an agreement that achieves a balance between the goals of both sides.

- **Criteria:** Know that criteria are standards which are accepted and used to provide a consistent basis for comparing different situations.
  - Know that criteria are standards or tests (factual, moral, logical and political) used to provide a consistent basis for making judgments.
  - Learn to develop and apply criteria as a basis for coming to conclusions.

- **Critical thinking:**
  - Categorizing and Classifying
    Practise using concepts to categorize and classify information.
  - Generalizing
    Practise the skill of identifying generalizations that can be used as the basis for an inference.
    Practise drawing generalizations and inferences from classified data.
    Practise the skill of checking for consistency in applying a generalization to similar situations.
  - Inferring
    Practise making hypotheses based on reasonable assumptions and inferences.
  - Hypotheses
    Practise testing hypotheses against reality.

- Cause and effect
  Practise describing cause-effect relationships.
  Learn to predict the consequences of applying an hypothesis as constitutional policy.

- Analytical thinking
  Practise applying the thinking skills of:
  - stating propositions (hypotheses) that are testable and guide the search for data;
  - collecting data in a systematic manner; and,
  - presenting analyses to confirm or disconfirm an hypothesis.

- **Dialectical evaluation:**
  Learn the skills of dialectical evaluation:
  - defining relevant viewpoints within the information;
  - testing the viewpoints for factual accuracy;
  - testing the viewpoints for their morality;
  - evaluating the factual and moral testing; and,
  - forming a conclusion about the issues.

  - Know that decision making and evaluation are processes in which individuals and groups define an issue, establish criteria for making a decision or judgment, and then apply it to a situation.

  - Know that dialectical evaluation is a process in which competing values are defined and evaluated using tests to determine their validity.

  - Learn to apply the skills of dialectical evaluation.

- **Dialectical thinking:**
  Practise the skills of dialectical thinking:
  - taking a position on an issue;
  - providing support for that position;
  - setting out a counter position;
  - providing support for the counter position; and,
  - coming to a dialectical conclusion.

- **Moral tests:** Know that in arriving at a value judgment about whether a view point is based on a legitimate moral principle, a variety of moral tests should be applied:
  - new cases test: is the principle still valid when it is applied to a different but logically relevant case?
  - role exchange test: is the principle still considered valid when it is applied to oneself?
  - universal consequences test: would the principle still be considered valid if everyone behaved according to its dictates?

  - Learn to apply the moral tests of:
    - role exchange;
    - universal consequences; and,
    - new cases.

Values Concepts

- **Conflict resolution:**
  Appreciate the values of the conflict-resolution process by showing a willingness to work with the opposition to resolve conflicts by:
  - discovering whether something can be done about a conflict;
  - defining the conflict clearly so misunderstandings do not interfere;
  - clearly communicating her/his intention to cooperate;
  - examining and valuing the other person's perspective accurately and fully;
  - communicating clearly and honestly any changes of positions and feelings; and,
  - working to negotiate an agreement that achieves a balance between the goals of both sides.

- **Criteria:** Know that in comparing and contrasting information fairly and accurately it is necessary to apply the same criteria in the same way to each situation.
  - Appreciate that each ideology has a specific set of assumptions about what constitutes moral behaviour.

- **Evaluation:** Appreciate the moral criteria for evaluating the performance of constitutions. Does the constitution:
  - make it clear that government is not in control of society, but an instrument within it?
  - limit and hold accountable the use of power in society by defining:
  - which powers can be used by government and which powers must be left to the conscience of private citizens?
  - how power will be used in society?
  - advance the welfare of all its citizens?
  - define a set of relationships between people which are congruent with their welfare?
  - allow all people opportunities to advance their welfare?

- **Morality:** Appreciate that political decisions have moral consequences attached to them.
  - Practise evaluating the moral assumptions behind political behaviour.
  - Learn to define the moral assumptions underlying a society's political culture.
  - Appreciate that a society's view of constitutionalism is based on its moral assumptions.
  - Learn to predict the moral consequences of a constitution.

Content

The Role of Government in Creating and Maintaining Human Well-being

Modern liberal democratic societies tend to be very ambivalent about the role of government in society. On the one hand, many people believe that government is too intrusive, expensive, and not competent to play an important role in the private affairs of peoples' lives. On the other hand, they believe that government must protect people, support them in times of crisis, and provide them with certain kinds of social services. Politicians have found it difficult to find the proper balance between these two points of view.

Despite this debate there is ample evidence to indicate that governments are significant to the well-being of people and society. Those societies which are doing badly in terms of economic development, standard of living, and social and political justice tend to be misgoverned. Those societies which are doing well have governments where there is a constructive balance between allowing people freedom and giving direction to society.

Before societies can function well, they must have systems which are coherent, predictable, and have integrity. Societies must provide at a minimum the following:

- a sense of security that comes from the orderly and predictable behaviour of others;
- a sense of equity resulting from the perception that everyone faces similar opportunities and expectations;
- a sense of justice that comes from the perception that:
  - people are free to live their lives according to their conscience;
  - there is hope or reason to believe that the future will turn out well for individuals and their families;
  - expectations and limitations being placed on people are reasonable, clearly defined, widely known, and administered in an non-arbitrary fashion; and,
  - people are able to store the wealth that accrues from their labour for some future use.

Concepts (Knowledge Objectives)

Welfare

Know that welfare is the feeling that one's personal potential is being developed making a fulfilling and satisfying life possible.

Know that welfare is a global concept that describes various criteria that define the quality of life for individuals and societies.

Know that because human life is rich, varied, and evolving, any list of criteria defining welfare must also be complex. Some possibilities include:

- political welfare
  Know that within many societies power is unequally distributed and may be used for the narrow, selfish benefit of those who control power.

  Know that the welfare of those who do not have power is dependent upon the political, legal, and judicial systems which limit and hold accountable those who have power.

- economic welfare
  Know that the amount of wealth (goods and services) being generated by society is a fundamental factor in determining the economic welfare of people.

- physical well-being
  Know that the physical qualities of life such as life expectancy, birth rates, and death rates also determine the level of well-being of individuals and societies.

- social and emotional well-being
  Know that the subjective elements of human life such as happiness, justice, security, freedom, and leisure determine whether the other factors of well-being provide personal meaning and fulfilment.

Criteria

Know that criteria are standards which are accepted and used to provide a consistent basis for comparing different situations.

Know that criteria are standards or tests (factual, moral, logical and political) used to provide a consistent basis for making judgments.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills Concept Development Lesson (Welfare: political, economic, physical, social, and emotional) **Note to Teachers:** The Activity Guide does not contain a detailed exposition of every activity listed in this column. Only when there is specific direction referring to an activity in the Activity Guide, will one be found.
Practise developing and applying criteria as a basis for coming to conclusions. Practise comparing and contrasting information. Practise using a grid to categorize and classify information so that it can be analyzed.	**Know that in comparing and contrasting information fairly and accurately it is necessary to apply the same criteria in the same way to each situation.**	The purpose of this activity is to help students understand the role government plays in stimulating and supporting a standard of living within society. Have students examine the World Bank ranking of "wealthy nations" and ask them to brainstorm a list of criteria that they think are basic to a good standard of living. Then ask them to prepare an analytical grid which can be used to compare and contrast standards of living around the world. Once this is done divide your class into groups giving each group the task of researching a pair of countries using their analytical grids as a guide for their research. Some countries they might compare are: • Canada and Brazil; • Costa Rica and El Salvador; • Japan and the Philippines; and, • Bosnia and Czechoslovakia (former). Once students' research has been completed, hold a class discussion in which the students compare and contrast their societies to identify what has determined the standard of living in each country: • What role did the environment, resources, investment, cultural policies, government policies play in determining the standard of living in these countries? • Why were certain kinds of choices made by each country? • What were the consequences of these choices? • Was the role played by government constructive or destructive to the standard of living?

Content

The Issue of Human Nature

Human nature is highly variable and difficult to define. In general terms, humans are social creatures because they depend upon one another to meet their needs and wants. In this sense, humans must live in a society and negotiate with each other for those things that contribute to their well-being.

Because of the nature of humanity, its interdependence, and the way people perceive reality, conflict is inevitable in society. People quarrel about many things, but fundamental to most of these quarrels is the allocation of power and wealth.

The Allocation of Wealth and Power Within Society

Politics, at its most basic, is the process of obtaining and using power to get what one wants. The use and abuse of power has been the central issue for most nation-states throughout their evolution. It is this issue that prompted Lord Acton to coin his famous phrase "power corrupts; absolute power corrupts absolutely". Therefore, democratic nation-states have spent much time and care building into their political systems checks and balances that limit the power of those who control the decision-making systems within society. A basic characteristic of modern democracies is that all parties involved in decision-making processes must be held accountable for their actions.

The Role of Political Culture

Culture provides people a lens through which they view the world. The beliefs and values we select from our culture tell us what to expect, how to behave, and how to get what we want. The beliefs and values we really cherish are often reflected in symbols and metaphors. People accept them as shorthand for some aspect of reality. Throughout history, people have become passionately attached to symbols and refuse to accept any other approach to reality. Symbols of power and wealth can be found all over our society. People become attached to them and use them as models for their behaviour.

Concepts (Knowledge Objectives)

Human Nature

Know that humans are a mixture of characteristics which are ambivalent and conflicted. Humans can at the same time be:
- reasonable and passionate;
- cooperative and aggrandizing;
- security conscious and risk takers;
- conforming and individualistic; and,
- altruistic and avaricious.

Conflict

Know that conflict about power and wealth is serious because power and wealth are seen by people as being critical to their well-being and, therefore, generate high levels of passion.

Power

Know that power is the ability to make and carry out decisions.
- the sources of power in any society are resources, organization, number of supporters, and information.
- the sources of power are unequally distributed within society.

Know that individuals and groups within society compete with each other for:
- the control of the sources of power; and,
- the control of the decision-making processes within society.

Accountability

Know that power is controlled in a liberal democratic society by checking the power of one group with the power of another.

Culture

Know that humans are the inheritors and creators of a cultural reality they collectively impose on natural reality in order to comprehend it. This reality is composed of:
- **concepts;**
- **language;**
- **symbols; and,**
- **metaphors.**

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication The purpose of this activity is to help students understand that: • humans create cultural systems to satisfy their needs and wants; • humans have to resolve serious conflicts with each other; • handling conflict is a significant part of the political process; and, • it is political culture which determines how the political process operates.
Practise using one's personal experience to gain an understanding of a concept. Practise describing cause-effect relationships.	**Appreciate that political decisions have moral consequences attached to them.**	In a class discussion consider those things basic to our lifestyle and standard of living that we often take for granted: • a society that works: highway systems, telephone systems, health systems, school systems; • the right to disagree with the people who have political power and not have to worry about being jailed, tortured, shot; • the right to join with other workers and collectively negotiate salary levels, and working conditions; • the right to demand a fair hearing when you believe you have been unfairly treated by a bureaucracy (schools, hospitals, income tax, police), a business (banks, elevator company, store, garage), or an individual (salesman, doctor, lawyer, teacher); and, • the right to have health and safety standards maintained and checked (hospitals, schools, restaurants, streets and roads, grocery stores, food packing, electrical services). Ask the students to consider what life would be like if even a small percentage of the services listed above were no longer available in society. What would they have to do to adapt to the new conditions? Now ask the students to consider some of the terrible examples of political behaviour that have been seen in different parts of the world this century:

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Societies have had to develop ways to deal with issues related to allocating power and wealth among competitors. The process is called politics and the way politics is conducted is determined by the political culture of society. The political process is part of the surrounding political culture. The attitudes and beliefs people accept about government and politics influence every part of their perception of the political process.

Political culture can be divided into two general categories: political discourse and political systems.

Political Discourse

Political discourse is the language of politics. In any language, discourse involves the use of information, concepts, metaphors, and symbols to communicate ideas. For example, in a political discussion (discourse) on defence, concepts such as the military, patriotism, and nationalism might all be bound together and justified as a fight against communists. Using the code word communism triggers a set of ideas, beliefs and values that direct unconscious assumptions about correct political beliefs. An example in Canada, could be the term "medicare" which triggers a set of assumptions about the social priorities and decisions Canadian society should make.

Political discourse within society plays a large role in setting the level of civility and the priorities of a society. In Rwanda, before and during the massacres, the political discourse was racist, violent and aimed at creating a climate where killing was justifiable. Many other examples exist.

Political discourse affects the priorities of a society. Those who control discourse establish accepted vocabulary, metaphors, symbols, and, influence society's political agenda and priorities. The word "strike" and "union" generate so many negative connotations that organized labour has difficulty influencing society's agenda. The phrase "lean and mean" is used to justify cutbacks and unemployment in business and government as a necessary sacrifice by a part of society for the benefit of other parts of society.

Concepts (Knowledge Objectives)

Political Culture

Know that political culture is a combination of:

- **political customs - the conventional and accepted practises that people expect to happen in the political process;**
- **political beliefs - the deeply-held assumptions about human behaviour and the political process;**
- **political expectations - the beliefs people have about what ought to happen in the political world;**
- **political symbols - those things that provide a greater meaning than the specific thing they represent;**
- **political attitudes - the learned predispositions people have absorbed that determine how they relate to events, personalities, and institutions;**
- **political values - the standards or criteria used to decide what is important, desirable, and proper;**
- **political traditions - those customs that become legitimate as the result of long and continued practise; and,**
- **political skills - the ability to use and apply the necessary knowledge, procedures, strategies, and tactics to achieve a desired decision.**

Political Discourse

Know that political discourse is the language of politics and, as in any language, this discourse involves the use of information, concepts, metaphors, and symbols to communicate ideas.

Know that in political discourse competing groups within society attempt to control the language of political discourse as much as possible because that helps them establish the priorities for the political decision-making process of a society.

Know that at certain times within a political culture one kind of discourse will be preferred to other kinds.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Technological Literacy • Personal and Social Values and Skills Concept Development Lesson (Human nature, Culture, Conflict, Power, Accountability) (Continuation of the activity outlined on p. 417.)
Practise the skill of identifying generalizations that can be used as the basis for an inference. Practise the skill of checking for consistency in applying a generalization to similar situations. Practise drawing hypotheses from generalizations and inferences that seem reasonable. **Practise testing hypotheses against reality.**	**Practise evaluating the moral assumptions behind political behaviour.**	• German genocide against the Jews during the Holocaust; • Khmer Rouge treatment of Cambodians during their control of Cambodia; • Hutu genocide against the Tutsi in Rwanda; and, • ethnic cleansing in the former Yugoslavia. Remind students that most of the examples outlined deal with conflict in one way or another. The way a society handles conflict has a great deal to do with its standard of living. Have them consider whether it is possible to create a situation where nationalism mixed with language and the way it is used gives people permission and encourages them to do things they might not do in other situations. Have them consider some examples: • Does a violent exciting movie encourage viewers to feel more aggressive? • Have they ever been to a pep rally where music, excitement, language encouraged them to feel superior and aggressive toward another school? • How did Hitler use language and huge rallies to develop support for his rule? Have students think about the power of words and metaphors to trigger emotional reactions in Canadians: • bilingualism - Does bilingualism mean being forced to speak French if they do not wish to? • gun control - Is gun control a sneaky way of seizing guns? • taxes - Canadians being forced to pay more taxes than other industrialized nations? • rural hospitals - Are rural hospital closures because of city people dumping on rural people? • deficits - Do rising deficits mean cutting back on government services? • constitution - Does the Constitution mean more boring wrangling with Quebec?

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Political Systems

The political process has been systematized and formalized within most societies. People who share a certain viewpoint based on a similar set of assumptions and who prefer a certain kind of political discourse often band together. These people can be said to share a political ideology and often go the next step and form a political party. In this way, political discourse is formalized into a system. The difference between an ideology and a political party is that a party is dedicated to obtaining power so that it can make and carry out decisions, while ideology is more interested in philosophy.

- Relationship between Political Culture and Type of Government

The governance of a particular society reflects the dominant political culture of that society. Cuban communism is different from Russian communism which is different from Chinese communism. The same can be said about parliamentary democracy. The United Kingdom, Australia, New Zealand, and Canada all are monarchies with parliamentary systems. Each has similarities and differences reflecting its political culture. For example, it may not be long before Australia decides to reject the monarchy. This may or may not happen in other British Commonwealth nations depending upon the attitudes of the dominant ideology.

A major factor in influencing the kind of governance a society adopts is the dominant ideology of the society. The dominant ideology provides the basic assumptions (criteria) for the political culture. Political discourse has to deal with these assumptions before it can be considered "legitimate". There was a time in Canadian political culture when questioning the monarchy would have been perceived as illegitimate, if not treasonous. Nowadays, attacking the monarchy has become much more acceptable in political discourse.

Concepts (Knowledge Objectives)

Political System

Know that a political system is all the interrelated organizations, practises, and traditions that allow society to make authoritative, binding, and coercive decisions affecting all its members.

Legitimacy

Know that in any political system, the political culture establishes appropriate and inappropriate:
- **actions for government;**
- **issues to be discussed politically; and,**
- **people to discuss those issues.**

Ideology

Know that political ideology is a value system that explains and justifies a preferred political order for society and offers a strategy (processes, institutional arrangements, programs) for its achievement.

Know that ideologies provide positions on some basic questions about the nature of society and its political character:
- a description of human nature;
- the role of the individual in society;
- the role of the state in human affairs;
- the sources and limits of political authority; and,
- a recommended economic and social order.

Constitutional Ideology

Know that there are a range of ideologies each with its own set of answers about the political organization of society. These range from anarchy advocating a minimum of government interference, to democracy with limited government interference, to totalitarianism with complete government control.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (Human nature, Culture, Conflict, Power, Accountability) See activity one for more information.
Practise developing and applying criteria as a basis for coming to conclusions. **Practise describing cause-effect relationships.**	**Appreciate that political behaviour has moral consequences attached to it.** **Learn to define the moral assumptions underlying a society's political culture.** Practise evaluating the morality of modern political campaigns.	The first purpose of this activity is to help students understand the concept of political culture and the important role it plays in Canadian society. The second purpose is to let students know that politics is not entirely a chaotic, cynical process where politicians, particularly those in power, are free to do whatever they want and wilfully ignore the wishes of the voters. Students should understand that the political culture has very strict rules about the way the political process is conducted. The first part of this activity is a brief exercise in which the students think about the relationship between human nature and power. The point of the activity is to suggest that there is a dark side to human nature which is prone to misuse power. Therefore, societies find it necessary to construct systems that hold people accountable for the way they use power. The second part of this activity is a series of scenarios which create political dilemmas that require the application of political values to resolve the dilemma. Students should be given time to reflect on the scenarios and choose what they believe to be the appropriate value. The issues, values and related scenarios/dilemmas are outlined below: The issue of using power to manage a complex democratic society. • The use of power in establishing policies ◦ Scenario one - using political values to control power • Using power to deny people access to something ◦ Scenario two - using political values to control power

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- **Relationship between Political Culture and Government**

Research by political scientists comparing societies and governments found that when there is widespread acceptance and expectation of democratic criteria in a society's political culture and discourse, the government will likely be democratic. If the political culture and discourse is authoritarian, the probability of repression and tyranny within the society will be high.

In politics, it has always been easy to believe that one's purpose is so important that it does not matter how it is achieved. In a democracy, the way in which a decision is made and implemented is always as important as the substance of the decision. There are two fundamental process criteria that must always override any decision: one is that the decision must not deliberately injure any individual and the other is that individuals must always be treated as ends rather than means.

Many different types of governments call themselves democratic. Some of these are actually democratic and some are not. In a political culture aspiring to be democratic, the central issue is the control of power. The problem in controlling power is how to allow governments the latitude to make and carry out decisions, while at the same time holding those within government accountable.

If there are too many restrictions on governmental powers, the government will be unable to function. If there are too few restrictions, the government may not be willing to respond to peoples' needs.

The Canadian Constitution

The Canadian constitution defines and organizes the decision-making processes for Canadian society. It defines and limits the use of power in society in order to protect human rights, and it defines and organizes the structures necessary to maintain justice within Canadian society.

These traditions have been modified and adapted over time to reflect the Canadian political culture.

Concepts (Knowledge Objectives)

Democracy

Know that criteria commonly defining a democratic approach to government are:

- **public officials must be accountable for their decisions and policies;**
- **government power must be limited by a constitution;**
- **human rights and civil liberties must be protected by a constitution or legislation;**
- **the purpose of government is to serve and protect the individual;**
- **a majority has the right to make a decision only after the minority has been meaningfully consulted;**
- **a pluralistic society is best served when groups have to compete for power;**
- **the people are the ultimate source of political authority; and,**
- **all are equal before the rule of impartial law which limits the arbitrary use of power.**

Constitutionalism

Know that constitutionalism is the belief that government is not in control of society but an instrument within it and only exercises powers of authority and coercion for the general welfare.

Know that a constitution delimits the role of government within society by defining the powers governments may have and the powers they may not have.

Constitution

Know that a constitution is a body of rules and practises, written and unwritten, according to which the people and the political institutions of a society are governed.

Know that the Canadian Constitution did not just happen, it was something that has evolved over a long period of time.

Know that much of Canada's Constitution is rooted in the Common Law and parliamentary traditions of the United Kingdom.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (Culture, Political systems, Legitimacy, Ideology, Constitutional ideology) Activity one continued.
Practise the skill of identifying generalizations that can be used as the basis for an inference. **Practise the skill of checking for consistency in applying a generalization to similar situations.** **Practise making hypotheses based on reasonable assumptions and inferences.** **Practise testing hypotheses against reality.**	**Appreciate that a society's view of constitutionalism is based on its moral assumptions.** **Appreciate that each ideology has a specific set of assumptions about what constitutes moral behaviour.**	The issue of competing for power in a modern democratic society. • Political values about gaining power in a democratic society ◦ Scenario three - acceptable ways of gaining power in a democratic society The issue of controlling the use of power in a democracy. • The acceptable use of power in the political process ◦ Scenario four - the misuse of political Influence ◦ Scenario five - using votes of confidence to limit the power of government ◦ Scenario six - the role of Caucus in limiting the power of government ◦ Scenario seven - accepting the will of the people • The acceptable use of power by the majority in a democracy ◦ Scenario eight - the conflict between the comfortable majority and a frustrated minority ◦ Scenario nine - the conflict between a minority which has a strong belief about an issue and a majority which does not appear to care. The third part of the activity is an exercise in which the students reflect on the consequences of the political values they have chosen. The aim of this exercise is to help students understand that all values have both short-and-long term consequences that are significant for the well-being of society.

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The Effect of Political Culture on the Creation of the Constitutional Act

Many of the Fathers of Confederation were reluctant parents. The idea of creating a single unified country out of the British North American colonies in the Maritimes and the St Lawrence River valley and then linking those colonies up with the tiny colony at Victoria was stretching credulity for many in the 1860s.

Political discourse at that time was having to deal with many new ideas. Industrialization was proceeding rapidly in Europe. Railroads had come to British North America. Most importantly, the economic certainties of trade protection within the British Empire were disappearing. The British who now thought in terms of a "Little England" believed they no longer needed an empire as much as they had in the past. British discourse questioned the necessity of paying high taxes to support an empire when the returns could be gained through free trade without the cost. Why spend money when you need not?

British North America was losing its most favoured market status, and faced economic depression and bankruptcy. Losing markets meant it had to consider new alternatives. One alternative was to create some kind of trading union among the British North American colonies.

Then there was the problem of the United States to the south. The disquieting philosophy of manifest destiny was being advocated in Washington by powerful men like Foreign Secretary Seward. After the Civil War was over, would the goal of the Americans be to use their huge army to seize territory in the North West as they had done in Texas and California? Nobody knew for sure.

Within British North America itself, it was becoming clearer that the old political structures were not working well. The Maritimers were planning a conference in Charlottetown to discuss the possibility of Maritime union. In the Canadas, Upper and Lower Canada were attempting to live in a union that satisfied neither of them. Each felt it was being stifled by the other.

Concepts (Knowledge Objectives)

Welfare

Know that welfare is the feeling that one's personal potential is being developed making a fulfilling and satisfying life possible.

Know that welfare is a global concept that describes various criteria that define the quality of life for individuals and societies.

Know that because human life is rich, varied, and constantly evolving, any list of criteria defining welfare must also be complex. Some possibilities include:

- economic welfare
  Know that the amount of wealth (goods and services) being generated by society is a fundamental factor in determining the economic welfare of people.
  Know that foreign trade and investment are key factors in determining the wealth of a society.

- physical well-being
  Know that the physical qualities of life such as life expectancy, birth rates, death rates, levels of general health, and literacy levels also determine the level of well-being of individuals and societies.

- social and emotional well-being
  Know that the subjective elements of human life such as happiness, justice, security, freedom, and leisure determine whether the other factors of well-being provide personal meaning and fulfilment.
  Know that in political terms, peoples' perception of their social well-being are determined by criteria selected from their political culture:
  - political expectations - the beliefs people have about what ought to happen in the political world;
  - political symbols - those things that provide a greater meaning than the specific thing they represent; and,
  - political attitudes - the learned predispositions people have absorbed that determine how they relate to events, personalities, and institutions.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s
- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Communication

Concept Application Lesson (Political culture, Constitutional ideology, Democracy, Constitutionalism, Constitution, Welfare)

See activity two for more information.

The purpose of this activity is to help students understand the significance and the components of the Canadian constitution (*Constitution Act*, 1987) through a practical hands-on experience in developing a constitution.

This activity is a simulation of the Quebec Conference. The simulation will have three components:
- gaining an understanding of the political culture and its impact on the construction of a constitution;
- the actual process of negotiating a constitution; and,
- the application and evaluation of the constitution after it is completed.

Students should be assigned to the following roles. If your class is small select only the critical roles:
- critical roles
  - Macdonald;
  - Cartier;
  - Howe;
  - Tupper; and,
  - Tilley.
- important roles
  - Prince Edward Island;
  - Newfoundland;
  - British Columbia;
  - Galt;
  - Brown; and,
  - Dorion.
- people who should have been involved but were not: (The Métis in Selkirk wrote letters asking to be included in discussions about the future of British North America.)
  - Aboriginal peoples; and,
  - Métis.

Content

A new political and economic philosophy called liberalism by some and republicanism by others was causing debate among the people. Liberals believed that colonial government was too restrictive and favoured the elites. Some liberals advocated creating a less restrictive, more responsive government accountable to the ordinary person. Republicans, a minority in British North America, believed that this kind of government already existed in the U.S. and that the Canadas should join the American union.

For the Tories who were traditionalists, loyal to Britain and who held a conservative view of human nature and society, liberalism, and particularly republicanism, was insanity. In their opinion, no thinking person could possibly believe it was safe to hand political power over to the majority. Government would be placed in the hands of the illiterate and uncivilized. If there was to be political change, it should be patterned on British monarchial and parliamentary traditions which have stood the test of time.

Constitution Building Canadian-Style

The Canadians, under the leadership of John A Macdonald and Etienne Cartier, heard about the proposed conference in Charlottetown, wrangled an invitation, rounded up the major political players from Canada, herded them all onto a small steamer and sailed off to Charlottetown. There, along with a circus that was in town, they entertained the Maritimers. The Canadians convinced them that a British North American union had possibilities. They agreed to meet in Quebec City later in the year to discuss the idea in more detail. It was at the Quebec Conference that the new Canadian constitution was negotiated.

British North Americans were loyal members of the British Empire. They believed in the monarchy and parliament. So, there was little debate about whether the new Canadian constitution would be a constitutional monarchy patterned on Great Britain. The issue which was debated was whether Canada should be a unitary or federal state. Macdonald favoured a unitary state but had to bow to the wishes of Quebec led by Cartier who was adamant that Quebec be a separate province controlling its culture, language, and schools.

Concepts (Knowledge Objectives)

- political welfare
  - Know that the British North Americans realized that their personal and collective security was dependent upon creating a nation which had enough power to protect their interests.

Political Culture

Know that the British North American political culture included a unique combination of:

- political customs where the conventional practises were that parliamentary procedures apply, that Common Law apply, and that all be considered equal before the law;
- political beliefs based on loyalty to the church, the crown, and acceptance of one's status in a hierarchical society;
- political expectations that citizens be consulted, and that taxes not be collected without representation;
- political symbols where the monarchy, the flag, and the empire held great meaning;
- political attitudes that held people should be deferent to authority represented by the church, the monarchy, and the state;
- political values of loyalty, discipline, freedom, accountability which were seen as important, desirable, and proper in the operation of political systems;
- political traditions based on a constitutional monarchy, governing with the confidence of the House of Commons, and a Loyal Opposition; and,
- political skills where an educated populace, a business class with administrative ability, independent businesses (including privately owned farms) town hall meetings, had developed skill in debate and discussion.

Political Discourse

Know that the political discourse in British North America was between:

- Tories and Liberals over the level of centralization within the political system;
- Francophones and Anglophones each of whom were determined that their language and culture would survive; and,
- Urban business interests and rural farm interests about the development of the colony.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills Concept Development Lesson (Political culture, Constitutional ideology, Democracy, Constitutionalism, Constitution, Welfare)
	Appreciate that political decisions have moral consequences attached to them	Activity two continued. Establishing the Political Culture of British North America
Practise using concepts to categorize and classify information. **Practise drawing generalizations and inferences from classified data.** **Practise applying the thinking skills of:** ◦ **stating propositions (hypotheses) that are testable and guide the search for data;** ◦ **collecting data in a systematic manner; and,** ◦ **presenting analyses to confirm or disconfirm an hypothesis.**	**Practise predicting the moral consequences of a constitution.** **Appreciate the values of the conflict resolution process by showing a willingness to work with the opposition to resolve conflicts by:** • **discovering whether something can be done about a conflict;** • **defining the conflict clearly so misunderstandings do not interfere;** • **clearly communicating her/his intention to cooperate;** • **examining and valuing the other person's perspective accurately and fully;** • **communicating clearly and honestly any changes of positions and feelings; and,** • **working to negotiate an agreement that achieves a balance between the goals of both sides.**	Once students have been assigned to a group they should research the general situation facing British North America in the 1860s and the specific point of view of their role. • Help your students understand that they should learn the political culture of the era and the specific ideology (point of view) of their role. • Students need to understand that they should always attempt to play their role as honestly as they can remembering that ultimately they will have to make compromises in order to make a deal. As the teacher it is important that you understand that the students will have incomplete knowledge of the political culture and their roles, and may need to get some things clear as they proceed in the decision-making part of the game. This is a situation where students can absorb information on a need-to-know basis provided certain allowances are made in the conduct of the conference. • Make sure that students understand that they can call for a short recess at any time to confer with each other and with the teacher about specific points (Real constitutional conferences do this all the time.) • As a teacher, you should make it your responsibility to give groups pieces of significant information they may be missing so that they can use it in the debate.

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Macdonald and the other participants in the conference then turned their attention to the division of powers between the provinces and the federal government. Macdonald was successful in gaining the most significant political powers such as direct taxation, and defence for the federal government. The provinces were awarded control of schools and control of local issues such as social services.

The federal government was given the power to make laws for peace, order and good government. This phrase has been interpreted by the courts as being the residual power. The federal government was also given the power to disallow provincial legislation. Macdonald believed that he had achieved his goal of centralizing power in Canada by keeping the provinces pretty much at the municipal level of power.

British parliamentary tradition features an upper house and a lower house. The question arose as to whether and how an upper house could be created for a society lacking an aristocracy. There was some talk of creating an aristocracy just for the upper house. There was also some talk about bringing one of Queen Victoria's children to Canada to become a Canadian monarch. Neither idea was accepted in Canada's egalitarian political culture.

First, it was decided that there had to be an upper house that would serve as a "sober second thought" for decisions coming out of a House of Commons which might become too radical and lack judgment. Then it was decided the Senate should be made up of senators who would be appointed by the Governor General in Council and who had enough wealth to be "responsible and reliable" in their decisions. The Senate would have a limited right to challenge and modify legislation coming out of the House of Commons.

The thorny issue of representation in Parliament required some careful thought. Quebec was concerned that it would always retain enough power to protect its interests with the federal government. Other colonies had similar concerns about protecting the interests of their regions. Ontario was adamant that there be representation by population and that there be no taxation without meaningful representation

Concepts (Knowledge Objectives)

Federalism

Know that federalism describes a system of governance where significant government powers are divided and shared between a central government and smaller subgovernment units.

Division of Powers

Know in a federal state the constitution must explicitly assign powers to each level of government.

Know that in Canada the *Constitution Act* of 1867 assigns the powers to the federal and provincial governments:

- Section 91 assigns powers to the federal government;
- Section 92 assigns powers to the provincial governments; and,
- Section 93 specifically assigns the power of education to the provincial governments.

Residual Powers

Know that residual powers are those powers not mentioned by the constitution and assigned to a level of government in the federation to prevent future uncertainty and conflict.

Know that residual powers are assigned by Section 91 of the *Constitution Act* of 1867 to the federal government "to make laws for the peace, order, and good government of Canada in...all matters not...assigned exclusively to the legislatures of the provinces".

Bicameral Legislature

Know that a bicameral legislature is a system of legislature with two chambers of deliberation:

- **the lower house tends to be the centre of political power and has a larger elected membership; and,**
- **the upper house may be appointed and tends to have a smaller membership.**

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills Concept Development Lesson (Political culture, Constitutional ideology, Democracy, Constitutionalism, Constitution, Welfare) Activity two continued.
Learn the skills of dialectical evaluation: - **defining relevant viewpoints within the information;** - **testing the viewpoints for factual accuracy;** - **testing the viewpoints for their morality;** - **evaluating the factual and moral testing; and,** - **forming a conclusion about the issues.**	**Appreciate the values of the conflict-resolution process by showing a willingness to work with the opposition to resolve conflicts by:** • **discovering whether something can be done about a conflict;** • **defining the conflict clearly so misunderstandings do not interfere;** • **clearly communicating her/his intention to cooperate;** • **examining and valuing the other person's perspective accurately and fully;** • **communicating clearly and honestly any changes of positions and feelings; and,** • **working to negotiate an agreement that achieves a balance between the goals of both sides.**	• As students think about and apply information in the debate, their understanding of the information and the issues will deepen and broaden. As they listen and counter the points of view of other roles they will also learn that information.

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by those paying the taxes. It was decided that Quebec would get a certain percentage of seats in the House of Commons and that this percentage would serve as the basis for awarding seats to the other regions of Canada. In this way, the principle of representation by population could be maintained and some recognition could also be given to representation by region.

The political culture of the era was not much interested in human rights beyond making sure that government was held accountable to the people. It was a strongly held parliamentary principle that no parliament can pass laws that bind the actions of a future parliament. Creating a charter of rights such as the American Bill of Rights would bind future parliaments. Therefore, no charter was created for the Canadian constitution. It was believed that British traditions of Habeas Corpus, Magna Carta, Common Law, the power of Her Majesty's Loyal Opposition, and the parliamentary principle of having to maintain the "confidence of the house" were sufficient guarantors of human rights.

Evaluation of the 1867 Constitutional Act

Ideologically, the 1867 model of the Canadian constitution was conservative (Tory). It accepted the need for a strong state; it had a high respect for authority; and, it was endorsed by hierarchically-organized religions that supported and were supported by the state. In many ways this was a good description of the Canadian political culture. Yet the new constitution quickly ran into problems.

Provincial Rights

A major hurdle was, and remains, the issue of balancing provincial rights against federal power. Joseph Howe was the first to actively resist Macdonald's highly centralized constitutional model. Howe helped defeat a referendum in Nova Scotia over whether Nova Scotia should join the new confederation. It was only under the pressure from the British, the promise of more money to the Maritimes, and after another vote that the Nova Scotians reluctantly joined confederation. New Brunswick and Prince Edward Island joined unenthusiastically and Newfoundland stayed out.

Concepts (Knowledge Objectives)

Legislative Representation

Know that representation is a process by which a group of people is selected according to some established criteria to meet and decide on issues facing society.

Know that in Canada it was decided that representation in the:
- House of Commons be based on one representative per unit (a constituency of 92,000 people in the 1990s) of population; and,
- Senate be based on regional representation (the Maritimes 30, Quebec 24, Ontario 24, West 24, and the Territories 2 in the 1990s).

Legitimacy

Know that the rationale for a bicameral legislature and appointed Senate was to ensure that there was a restraint in the form of a "sober, second thought" on the actions of a popularly elected House of Commons.

Sovereignty

Know that sovereignty is the authority to override all other authorities within society such as the family, employer, church, corporations, the military, and universities.

Know that sovereignty is a set of powers held by the highest authority of government:
- the power to enforce conduct;
- the power to make law; and,
- the control of the executive functions of government (taxation, military, currency).

Parliamentary Sovereignty

Know that the British concept of parliamentary sovereignty means:
- **Parliament has the power to make or repeal whatever laws it chooses;**
- **one Parliament cannot make laws that bind future Parliaments in any way;**
- **all privately owned land is held as a form of delegation from the sovereign who can reclaim (expropriate) it at any time; and,**
- **Parliament is the highest court in the land and cannot be overridden by the judiciary.**

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills
Practise developing and applying criteria as a basis for coming to conclusions.		Concept Development Lesson (Federalism, Division of powers, Residual powers, Bicameral legislature, Representation, Legitimacy, Sovereignty, Parliamentary)
Learn/practise the conflict-resolution process: • **confront the opposition to discover whether something can be done about the conflict;** • **define with the opposition what the conflict is about so that misunderstandings are not taken into the conflict-resolution process;** • **before and during the conflict-resolution process, communicate her/his intention to cooperate with the conflict-resolution process;** • **examine the other person's perspective accurately and fully during the conflict-resolution process;** • **communicate clearly and honestly any changes of positions and feelings during the conflict-resolution process; and,** • **work to negotiate an agreement that achieves a balance between the goals of both sides.**	**Appreciate the values of the conflict-resolution process by showing a willingness to work with the opposition to resolve conflicts by:** • **discovering whether something can be done about a conflict;** • **defining the conflict clearly so misunderstandings do not interfere;** • **clearly communicating her/his intention to cooperate;** • **examining and valuing the other person's perspective accurately and fully;** • **communicating clearly and honestly any changes of positions and feelings; and,** • **working to negotiate an agreement that achieves a balance between the goals of both sides.**	Activity two continued. Negotiating a Constitution This is the point where students will role play the negotiations and compromises involved in creating a democratic constitution. As the teacher, it is your role to guide without taking over the conference process. Let the students know that they can make decisions and compromises as needed so long as they are a reasonable extension of the political culture and the role. After the simulation is over students can compare and contrast their decisions with the actual *Constitutional Act* (1867). Initially in getting this kind of simulation started, students will be hesitant (shy) and uncertain about how they should proceed. Expect this and use some procedural issues as ice breakers: • Who should be chairperson? • Should every delegate present have a vote, or should only colonies have a vote? You might help the student-delegates understand that after the conference each colony will have a ratification vote and so collegiality and consensus building important parts of this process.

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Over the next decades, there were a number of quarrels between the provinces and the federal government. Oliver Mowatt, the Ontario premier, led the fight against what he saw as federal incursions into provincial jurisdiction. At this time, the final court of arbitration between the federal government and the provinces was the Judicial Committee of the Privy Council (JCPC) in London. Initially, it sided with the federal government, but later its rulings were in favour of the provinces, with the result that the balance of power began to swing toward the provinces.

An Evolving Political Culture: The Question of the Rights of Anglophones, Francophones, Aboriginals, Métis, and Women

In the 1867 model of the constitution, there were no provisions for the protection of human rights on which courts could base a ruling. The only protection that existed besides Common Law precedents were political protections such as being defeated in the House or losing an election as a result of negative public opinion about a government's laws or policies.

Canada's constitutional system is one of law based on the Common Law of England. Over the course of centuries, judges kept track of the decisions they had made in settling disputes. In doing this they were abiding by the principle of *stare decisis* which simply means that a decision made, about a situation, should be allowed to stand and serve as the basis (precedent) for making future decisions about similar situations. In this way, centuries of decision making created a body of law to guide societal behaviour.

Canada, by accepting English Common Law, inherited all of these past decisions. The benefit of Common Law is that it is law that makes sense to the political culture in which it was made. Culturally acceptable law then is passed on from generation to generation creating stability and predictability for the society.

The problem with this approach is that cultures and their norms change with time. When this happens, Common Law can be slow in reacting to the changing mores of society.

Concepts (Knowledge Objectives)

Popular Sovereignty

Know popular sovereignty is the belief that supreme authority within society resides with the people themselves and cannot be delegated to any other individual or organization.

Know that in conceptualizing sovereignty, popular sovereignty is the major alternative to parliamentary sovereignty.

Know that direct democracy is difficult to maintain in large states and has been modified to stress consent of the people rather than the direct rule of the people.

Cultural Change

Know that cultural change creates challenges for established power groups by creating new sources of wealth, mass education, unions, new urban centres, and new attitudes about equality and freedom.

Pluralistic Societies

Know that a pluralistic political culture is one in which there are several sources of authority and legitimacy.

Governance

Know that in a pluralistic society, those who desire to rule must build a power base so that they are chosen by a significant fraction of the population and then they must ensure that their policies respond to the needs of those people.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills Concept Development Lesson (Federalism, Division of powers, Residual powers, Bicameral legislature, Representation, Legitimacy, Sovereignty, Parliamentary)
Learn/practise the conflict resolution process: • **confront the opposition to discover whether something can be done about the conflict;** • **define with the opposition what the conflict is about so that misunderstandings are not taken into the conflict-resolution process;** • **before and during the conflict-resolution process, communicate her/his intention to cooperate with the conflict-resolution process;** • **examine the other person's perspective accurately and fully during the conflict-resolution process;** • **communicate clearly and honestly any changes of positions and feelings during the conflict-resolution process; and,** • **work to negotiate an agreement that achieves a balance between the goals of both sides.**	Know that effective political decision making requires that the parties to the decision must respect the dignity of each other.	Activity two continued. Give the students an opportunity to debate most of the major constitutional issues: • Should the new constitution be a constitutional monarchy or a republic? • Should British North America adopt a parliamentary system? • Should the new constitution be a unitary or federal state? • If federal, what powers should the central government have, the provincial? • Where should the residual powers lie? • Should the legislature be bicameral? • How should representatives of the houses of the legislature be selected? • What should the powers of the house of the legislature be? As students negotiate the various issues make sure that: • nothing may be done at the conference unless there is a formal motion that has been duly seconded by another delegation (use Robert's Rules of Order); • all motions are written on the chalkboard (students should also write them down) so that everyone is clear about what is being discussed. At the end of the conference all successful motions will constitute the constitution; • students learn the amending procedures and understand that it is this process that will help them find a compromise that everyone can live with (remember a colony can refuse to join at the end of the conference if it is really frustrated about something); and, • students have recesses for group conferences with the understanding that during the formal sessions only speakers recognized by the chair may speak.

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The problem was that Canada began to change rapidly. As Canadian society changed so did the political culture. Was Canada to be Anglophone or Francophone? Were the provinces (particularly the new provinces) to be allowed to develop their cultures as they saw fit? Was Canada to be dominated by a conservative, Anglo Saxon, hierarchical political culture with a smattering of the French culture?

The Métis

An early change was the addition of the North West to Confederation. A power struggle developed between the Indian/Métis, the Ontario, and the Quebec political cultures with the federal government caught in the middle. Ontario assumed that the North West would come into Canada as an English-speaking Protestant region. Quebec was adamant that it would be French and Catholic. The Métis and the Indians were determined that they would come in on their own cultural terms. Riel was able to force the creation of another province, Manitoba, and the Aboriginal peoples were able to negotiate treaty rights with the government in the name of Queen Victoria.

The abuse of human rights throughout the 1870s and 1880s in the North West finally triggered an outbreak of violence in 1885. The hanging of Riel angered Quebec, creating the first serious post-confederation division between Francophones and Anglophones.

The Francophones

The problems continued and grew in ferocity. The province of Manitoba passed legislation which restricted the right of French, Catholic parents to educate their children in their language and religion. The federal government ultimately decided that it could not interfere with the province's right to legislate schools. The Ontario Department of Education issued Regulation 17 which appeared to limit the use of French in Ontario schools. By 1915, Quebec's fears about language, plus the deep disagreement over enlistment policy, created serious divisions between Anglophones and Francophones.

War and the threat of war in Europe created more disagreements and misunderstanding

Concepts (Knowledge Objectives)

Rights

Know that rights are those claims for recognition by individuals and groups that take precedence over the claims of other individuals and groups that a society is duty-bound to recognize.

Majority and Minority Rights

Know that in a liberal democracy, decisions are based on the principle of majority rule in order to protect the rights of the majority.

Know that in a liberal democracy, minorities have human rights which must be protected from the arbitrary use of power by the majority.

Know that there are two major approaches to protecting rights within the state:
- **the parliamentary tradition in which elected representatives, in order to gain reelection, must tailor their policies to appeal to the broadest possible coalition of groups within their constituencies; and,**
- **placing a charter of rights in the constitution and then depending upon the judiciary to determine whether there have been violations by governments.**

Political Culture

Know that the political culture of Canadian society in the decades between the 1870s and World War I was in conflict about:
- political beliefs;
  - Government should be in the hands of protestant, middle class, Anglo-saxon males.
  - Canada should honour, support, and maintain British traditions in Canadian society.
- political expectations;
  - Canada should be a unified prosperous country stretching from the Atlantic to the Pacific.
  - Canada would be a unilingual, unicultural, British nation.
  - In the twentieth century Canada would come to dominate world affairs.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (Federalism, Division of powers, Residual powers, Bicameral legislature, Representation, Legitimacy, Sovereignty, Parliamentary) Activity two continued. Application and Evaluation of the Constitution
Practise developing and applying criteria as a basis for coming to conclusions. **Practise describing cause-effect relationships.** **Practise drawing hypotheses from generalizations and inferences that seem reasonable.** **Learn to predict the consequences of applying an hypothesis as constitutional policy.**	**Practise predicting the moral consequences of a constitution.**	Once students have created their version of the *Constitutional Act* of 1867 and have concluded their conference, explain to them that the approval of the respective provinces had to be obtained as well as that of the British Government before the new constitution was legal. In the simulation, ask all of the groups present to consider whether they would recommend acceptance or rejection of the new constitution. • Groups should attempt to explain why they believe their province would accept the recommendation they are making. • On that basis, a decision could be made by the group about whether the constitutional conference had been successful.

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between Anglophones and Francophones. The Canadian government was asked to buy a battleship (dreadnought) for the British Navy. Ontario public opinion was in favour, Quebec was against, and the federal government was caught in the middle.

Then in 1917 at the height of World War I with the need for manpower increasing and the enlistment rate declining, the federal government decided to impose conscription on Canada. Quebec was opposed because the average Quebecer could not see any reason why Quebec boys should die in a European war. Ontario was strongly supportive of conscription. A national referendum was held and conscription was supported by the majority of Canadians.

The federal government sent teams of people from the rest of Canada into Quebec to conscript French Canadians. Quebec was outraged; riots broke out. The social contract between English and French Canada that had been created through Confederation was seriously damaged.

Concepts (Knowledge Objectives)

Political Discourse

Know that the political discourse between the 1870s and World War I involved debates about:

- how to deal with cultures significantly different from British cultural traditions?
- on what basis to integrate the Aboriginal peoples into Canadian society?
- how pluralistic Canadian society and Canadian political institutions should be?

Political Systems

Know that the political system in responding to the discourse on multicultural issues established:

- the new province of Manitoba, and later Saskatchewan and Alberta;
- the North West Mounted Police to maintain law in the North West;
- Treaties with the various Indian tribes of the North West except British Columbia where the political discourse would not accept treaties;
- that individual provinces had the right to make decisions about educational issues without interference from the federal government; and,
- that referenda can give direction to Parliament on major social issues such as conscription.

Womens' Rights

Over centuries, a set of attitudes and norms evolved relating to the role of women and became a part of political culture. The Common Law of England stated that "A woman is not a person in matters of rights and privileges, but she is a person in matters of pains and penalties." This was an explicit statement of inequality which became part of the Canadian constitution. The Canadian Election Act until the early twentieth century stated that "No woman, idiot, lunatic or criminal shall vote." Women have had a long struggle to change these kinds of attitudes in the political culture.

Patriarchy

Know that patriarchy is a social system based on the principles that:

- the father is the supreme authority in the family and wives and children are legally dependent upon him;
- men should control matters of finance, law, politics, and religion; and,
- men are the providers, protectors, leaders, and representatives of women and children.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills Concept Development Lesson (Cultural evolution, Pluralistic societies, Governance, Rights, Political culture, Political discourse, Political systems, Judicial review, Political process) See activity three in the activity guide for more information. The intent of this activity is to help students understand that: • political cultures evolve and change and a constitution has to keep pace with the new requirements of the culture; • constitutional issues are important to the well-being of the people governed by the constitution; and, • that the *Constitution Act* of 1867 had potentialities and limitations. Concept Attainment
Practise perceiving analogous relationships. Practise using one's personal experience to gain an understanding of a concept.	**Appreciate that constitutional decisions have moral consequences attached to them.** **Practise predicting the moral consequences of a constitution.**	Suggest to students that an analogy for understanding the role of a constitution in society is to think of it in terms of the rules of a game. Ask the students to think about some of the games they have played over the years. • What is the function and purpose of those rules? • Are the rules adaptable to change? • What happens to the game if the rules are changed. • What is their reaction if someone tries to change the rules in the middle of a game? • If the rules of the game are to be changed, what procedures would they insist on?

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During World War I women began to make some headway. In 1916, Manitoba, Saskatchewan, and Alberta were the first provinces to enfranchise women. Women won the federal vote in 1917 under the War-time Elections Act which specified that "every female person shall be capable of voting ...who is the wife, widow, mother, sister or daughter of any person...who...has served...in the present war..." By 1925 every province had enfranchised women save Quebec where it happened in 1940.

Women still did not have the right to serve in all political offices. The right to sit in the House of Commons was gained in 1920 and Agnes MacPhail was the first woman elected to Parliament. However, women were still not considered suitable to be members of Cabinet. In 1938, the Chief Justice of Canada held the opinion that women did not have the right to be members of the Privy Council. It took until 1957 before a woman was appointed to Cabinet.

There was also a long debate about whether women had the right to hold responsible public positions such as magistrates and senators. In 1919, a women's group requested the government to appoint a woman to the Senate. The request was ignored and continued to be ignored even though other groups over the next ten years forwarded petitions. Finally, a petition was forwarded to the government for an Order-in-Council which would direct the Supreme Court to rule on the eligibility of women to sit in the Senate.

The Supreme Court went to the British North America Act for some guidance. The B.N.A. Act stated that "The Governor General shall from time to time...summon qualified persons to the Senate..." The issue then became whether women were "persons" under the meaning of the Act. Chief Justice Anglin ruled that women were not persons in the sense of the B.N.A. Act and, therefore, were not eligible to be appointed to the Senate. An appeal was made to the Judicial Committee of the Privy Council in London which overruled the Canadian Supreme Court. The first woman senator was appointed in 1931.

Concepts (Knowledge Objectives)

Know that the Canadian political culture had inherited and accepted patriarchal traditions from the past which were incorporated into the Canadian political system.

Equality

Know that Canadian political culture had accepted egalitarian values such as:
- the equality of all citizens before the law;
- equal access to education; and,
- accepting people on the basis of competency and merit.

Political Discourse

Know that after 1900, events had moved the Canadian political discourse on women into a dialectic:
- the role of farm wives had become as much a partnership and managerial role as a servant role;
- women during World War I demonstrated their ability to replace men in traditionally male roles; and,
- increasing levels of education enabled women to play increasingly significant roles in civic affairs.

Political Systems

Know that the Canadian political system responded to women's political issues by:
- awarding women the right to vote over the course of several decades;
- replacing women working in factories and business with returning veterans;
- seating a woman in the House of Commons (1920) but refusing to appoint women to the Privy Council (until 1957); and,
- appointing a woman to the Senate (1931) after the Judicial Committee of the Privy Council overruled the Canadian Supreme Court on the "Persons Case".

Legitimacy

Know that in Canadian political discourse there has been an ongoing dialectic over whether rights can best be protected by relying on the political process within Parliament or by creating a charter of rights which would be enforced by the judicial system.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills Concept Development Lesson (Cultural evolution, Pluralistic societies, Governance, Rights, Political culture, Political discourse, Political systems, Judicial review, Political process)
Learn to develop and apply criteria as a basis for making valid comparisons between situations. **Practise applying the thinking skills of:** ◦ **stating propositions (hypotheses) that are testable and guide the search for data;** ◦ **collecting data in a systematic manner; and,** ◦ **presenting analyses to confirm or disconfirm an hypothesis.**	**Appreciate the moral criteria for evaluating the performance of constitutions. Does the constitution:** • **make it clear that government is not in control of society, but an instrument within it?** • **limit and hold accountable the use of power in society by defining:** ◦ **which powers can be used by government and which powers must be left to the conscience of private citizens?** ◦ **how power will be used in society?** • **advance the welfare of all its citizens?** • **define a set of relationships between people which are congruent with their welfare?** • **allow all people in its society opportunities to advance their welfare?**	Activity three continued. Ask the students to compare the constitution they created with that of the *Constitutional Act* (1867): • How do the function and purpose of the rules compare? • How will the game of politics be played under each set of constitutional rules? • What criteria would they use to evaluate these constitutional rules: ◦ How fair will the rules be? ◦ Who will/will not be allowed to play? ◦ Will the game be predictable under these rules? ◦ Do the rules suit the reality of modern Canadian political culture?

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Women have encountered inequities in other areas of society. Before 1978, all provinces defined the rights and responsibilities of wives and husbands unequally. A major problem occurred in marriage breakdown where women would find that most of the assets accumulated within the marriage were awarded to the husband.

Murdoch vs Murdoch is a good example. In this case, the wife claimed that she should have one-half interest in the estate, because it accrued from earnings that she had contributed and because she managed the farm for long periods single-handedly while the husband was away. In 1973, the Supreme Court ruled that because the wife had made no direct contribution to the acquisition of the property, there was no basis for awarding her part of the estate. The fact that the wife's work played an important role in developing and paying for the farm had no bearing on the case.

Public opinion following this judgment was outraged at what seemed to be a blatant injustice. This case and some others like it spurred governments into reforming family law. Ontario was the first in 1978, and the other provinces soon followed. Most family law now recognizes equal responsibilities and equal sharing of the benefits from the marriage union.

Women are not yet treated as well as men. There are still negative discrepancies between what women are paid and the work they do as compared to men. There are other issues such as the responsibility for the care of children and access to the workplace. Many women still believe that there are inequities in terms of family responsibility, access to good jobs, safety, and freedom from sexual harassment.

Aboriginal Rights

By the 1860s the Euro-Canadian political culture believed that the goal of public policy ought to be to transform Indians into white men as rapidly as possible. It was widely accepted that Indian culture was inferior and the only proper goal of Canadian policy was to assimilate them.

Concepts (Knowledge Objectives)

Judicial Review

Know that judicial review is a right given to the judiciary to review any act of the executive, legislature, or judiciary to determine whether it is within the spirit and letter of the constitution (constitutionality).

Political Process

Know that in the Canadian parliamentary tradition prior to the *Constitutional Act* of 1982, it was considered more legitimate for Parliament to determine social policy than the judiciary because parliamentarians represent the electorate and judges do not.

Limited Judicial Review

Know that the Canadian judiciary prior to 1982 had a limited right of judicial review which only allowed the courts to determine whether a government (federal or provincial) had been given power by the B.N.A. Act (1867) to pass a piece of legislation.

Know that in cases such as the Murdoch Case, Canadian courts prior to the *Constitution Act* (1982) only had the right to interpret and adjudicate the law as laid down by the legislatures.

Politics and Political Culture

Know that Canadian political culture had changed sufficiently so that political discourse made it clear to politicians that an injustice had occurred in the Murdoch case and others like it. As a result, the political process across Canada redrafted the applicable laws to make them more equitable.

Legitimacy

Know that in a democracy, legitimacy is an important issue because voluntary acceptance of a political change through education tends to be more long-lasting than change based on coercion.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills Concept Development Lesson (Cultural evolution, Pluralistic societies, Governance, Rights, Political culture, Political discourse, Political systems, Judicial review, Political process) Activity three continued. Concept Application
Learn to develop and apply criteria as a basis for making valid comparisons between situations. **Practise applying the thinking skills of:** ◦ **stating propositions (hypotheses) that are testable and guide the search for data;** ◦ **collecting data in a systematic manner; and,** ◦ **presenting analyses to confirm or disconfirm an hypothesis.**	**Appreciate the moral criteria for evaluating the performance of constitutions. Does the constitution:** • **make it clear that government is not in control of society, but an instrument within it?** • **limit and hold accountable the use of power in society by defining:** ◦ **which powers can be used by government and which powers must be left to the conscience of private citizens?** ◦ **how power will be used in society?** • **advance the welfare of all its citizens?** • **define a set of relationships between people which are congruent with their welfare?** • **allow all people in its society opportunities to advance their welfare?**	Suggest to students that these questions have been controversial in Canadian political culture over the past century-and-a-half. • Some groups have taken the position that the constitutional rules have served Canadian society very well, while others argue that they need to be fundamentally changed. • The *Constitution Act* (1867) has been evaluated over the past century-and-a-half for specific issues and the way they were resolved. Divide the class into a number of groups based upon the size of your class and the number of issues you wish to examine: • Group one could be responsible for the provincial rights issue. ◦ A provincial perspective subgroup could look at resource control and allocation of tax revenues. ◦ A federal government perspective subgroup should do the same. • Group two could be responsible for the Francophone rights issues. ◦ A Francophone perspective subgroup could look at the Manitoba Schools question, conscription, War Measures Act. ◦ A Federal Government perspective subgroup should do the same.

Content

Aboriginal peoples fought assimilationism. They would not willingly surrender their customs, language and culture. At the same time, they were prepared to be tough negotiators who wanted to find a viable compromise between two ways of life.

Under the terms of the B.N.A. Act (1867) control over Indians and lands reserved for Indians was given to the federal government. Throughout the 1870s, the new Dominion developed its Indian policy. During the process of acquiring the North West, the Dominion signed a number of treaties with the Aboriginal peoples. For the government, treaties were a way of purchasing Indian title to the land and of establishing a reserve system in order to achieve cultural change.

The Aboriginal peoples saw the treaties as a recognition of their prior rights to the land. As described by Leroy Little Bear the Native concept of land title holds that:

> ...The Creator, in granting land, did not give the land to human beings only, but gave it to all living beings...This concept of sharing with fellow animals and plants is quite alien to western society's concept of land...Indian property concepts are holistic. Ownership does not rest in any one individual, but belongs to the tribe as a whole, as an entity. The land belongs not only to the people presently living, but it belongs to past generations and to future generations...

Canadian political culture showed little interest in Aboriginal concepts. In 1876, the *Indian Act* was promulgated. The intent of this Act was to control all aspects of Indian life. It defined the legal category of Indian. Under the Act, Indian status was a patrilineal concept where legal status was derived from the husband. For women this meant that they could gain or lose status by marrying an Indian or a non-Indian.

Besides determining who could be Indian, the Act controlled such matters as legal rights, inheritance of property, taxation, wills, and the prohibition of liquor. It created band government and defined powers and membership of Indian bands. It regulated education and many aspects of the public and personal affairs of Aboriginal peoples.

Concepts (Knowledge Objectives)

Political Culture

Know that the political culture of the Euro-Canadians held an ethnocentric view of Aboriginal cultures. Many Euro-Canadians believed that:

- Europe as a scientific, industrialized culture represented the best in world civilizations;
- those who would make best use of the land deserved to have it;
- whatever is done about the land and its ownership should be done legally; and,
- European civilization had a responsibility to upgrade "inferior" cultures wherever they were found.

Know that the political culture of the Aboriginal peoples held that:

- the Aboriginal cultures were worth preserving and fighting for;
- the Aboriginal peoples had inherent rights to the land; and,
- protecting Aboriginal rights to the land was key to protecting their way of life.

Political Systems

Know that the Canadian political system responded to Aboriginal issues by:

- signing a series of legally binding treaties between the Aboriginal peoples and the Crown;
- defining in legal and patrilineal terms the status of Indian;
- controlling through various *Indian Acts* and their amendments the concept of reservations, and the legal rights, economic and property rights, social rights, political rights, family rights, and cultural rights of Aboriginal peoples; and,
- creating a bureaucracy with the power to interpret and administer the affairs of Aboriginal peoples.

Political Power

Know that power is unequally distributed among individuals and groups within society and that individuals and groups are given a share in the decision making of society in proportion to the amount of power they wield within that society.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills Concept Development Lesson (Cultural evolution, Pluralistic societies, Governance, Rights, Political culture, Political discourse, Political systems, Judicial review, Political process) Activity three continued.
Practise the skills of dialectical thinking: ◦ **taking a position on an issue;** ◦ **providing support for that position;** ◦ **setting out a counter position;** ◦ **providing support for the counter position; and,** ◦ **coming to a dialectical conclusion.** **Practise developing and applying criteria as a basis for making value judgments.** Practise applying the legal tests of: ◦ the Constitution; and, ◦ Common Law in arriving at a decision.	**Appreciate the moral criteria for evaluating the performance of constitutions. Does the constitution:** • **make it clear that government is not in control of society, but an instrument within it?** • **limit and hold accountable the use of power in society by defining:** ◦ **which powers can be used by government and which powers must be left to the conscience of private citizens?** ◦ **how power will be used in society?** • **advance the welfare of all its citizens?** • **define a set of relationships between people which are congruent with their welfare?** • **allow all people in its society opportunities to advance their welfare?**	• Group three could be responsible for Aboriginal rights issues. ◦ An Aboriginal perspective subgroup should look at the interpretation of the treaties as related to educational and medical rights, citizenship rights, and land claims. ◦ Federal/provincial perspective subgroups should do the same. • Group four could be responsible for womens' rights issues. ◦ A womens' perspectives subgroup could look at citizen's rights for women, matrimonial property rights, and equity issues. ◦ A federal government subgroup could do the same.

Content

In an attempt to accelerate the process of assimilation, more legislation was passed in the late nineteenth century. The legislation pressed Indians to surrender their Indian status and relinquish all land claims. Bands were forced to accept elected band councils. Residential schools and industrial schools were established to anglicize the next generation. Important Native customs were suppressed by amending the *Indian Act* in 1884 so that celebrating or assisting in the Potlatch was punishable by two to six months in prison. Later, in 1895, the Sun Dance was made illegal and punishable by two to six months imprisonment. These prohibitions remained in effect until 1952.

The *Indian Act* created a new bureaucracy called the Department of Indian Affairs with wide powers. It could impose and change band governments, control the band's land so that it could be leased for revenue purposes, take band funds and use them for policing and health facilities, and it could decide which children needed to removed from their parents and placed in residential schools.

After 1945, the public became concerned about the treatment of the Indian as a second class citizen. Groups clamoured for the revision of the *Indian Act* and an end to discrimination. In 1946, a joint commission recommended changes that would, in essence, retain the policy of assimilation but do it more humanely. In 1951, a new *Indian Act* was passed. Civilization was to be encouraged but not forced on the Indian people.

When it became apparent that this also would not work, the federal government began the process of turning responsibility for services over to the provinces. In 1969, the federal government announced that it was giving up responsibility for the Aboriginal peoples and their special status by repealing all legislation (the *Indian Act*). In this way the Indian would be assimilated and all land claims would be settled.

This brought an immediate protest which can be summarized by the Indian Brotherhood's statement:
We view this as a policy designed to divest us of our Aboriginal, residual and statutory rights. If

Concepts (Knowledge Objectives)

Rights

Know that rights are those claims for recognition by individuals and groups that take precedence over the claims of other individuals and groups that a society is duty-bound to recognize.

Constitutionalism

Know that constitutionalism is the concept that in a just society:
- **no public official should ever exercise unlimited authority or govern without accountability to those being governed; and,**
- **all individuals are guaranteed certain inalienable rights and freedoms by the constitution.**

Canadian Charter of *Rights and Freedoms*

Know that the rights and freedoms that have been included in the *Canadian Charter of Rights and Freedoms* are:
- **Fundamental freedoms**
  - **freedom of conscience and religion;**
  - **freedom of thought, belief, opinion, and expression;**
  - **freedom of peaceful assembly; and,**
  - **freedom of association.**
- **Every citizen of Canada has the right:**
  - **to vote;**
  - **to move, take up residence in any province; and,**
  - **to pursue the gaining of a livelihood in any province.**
- **Everyone has the right to life, liberty, and security of person.**
- **Everyone has the right to be secure against unreasonable search or seizure.**
- **Everyone has the right not to be arbitrarily detained or imprisoned.**
- **Everyone has the right not to be subjected to cruel and unusual punishment.**
- **Every individual is equal before and under the law and has the right to equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.**

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills Concept Development Lesson (Cultural evolution, Pluralistic societies, Governance, Rights, Political culture, Political discourse, Political systems, Judicial review, Political process) Activity three continued.
Practise the skills of dialectical thinking: • **making a value claim about an issue;** • **providing support for that value claim;** • **setting out a counter value claim;** • **providing support for the counter claim; and,** • **coming to a dialectical conclusion.** **Practise developing and applying criteria as a basis for making value judgments.** Practise applying the legal tests of: • the Constitution; and, • Common Law in arriving at a decision.	Appreciate that the criteria used to evaluate the performance of a constitution are based on: • its constitutionalism (underlying moral and ethical assumptions of the political culture); • the conventions and precedents previously established and honoured; and, • the specific clauses enumerated within the constitutional document	• Group five could represent Supreme Court Justices. (S.C.J.); ◦ This group should be made up of enough members, so that one member can be a member of each of the above subgroups. ◦ Each member should be part of the above subgroups for the preliminary research on the issues. ◦ When the subgroups begin to plan the presentation of their cases, the members of the S.C.J. subgroup can research the role and power of the Supreme Court of Canada as defined by the *Constitutional Act* (1867) including: - the right of the Courts to conduct a judicial review; - the role of judicial precedents under Common Law; and, - areas where they can hear cases and areas they must leave to the political process.

Content

we accept this policy, and in the process lose our rights and our lands, we become willing partners in cultural genocide. This we cannot do.

We realize all too well...that we too must change...But a policy must be devised that will enable us to keep pace with you as a people.

At the same time, the Supreme Court of Canada reversed the decision that Joe Drybones, as an Indian, did not have the right to drink. The Supreme Court held that this violated Mr. Drybones' civil rights. In 1971, the federal government introduced the White Paper which suggested abolishing the legal concept of "Indian". This White Paper received a highly negative response. After this, Indian activity and organization increased rapidly. New Indian leaders were emerging to lead the organizations and articulate Aboriginal concerns.

In 1973, the government accepted the Indian Brotherhood's proposal for "Indian control of Indian education". Three of seven Supreme Court Justices accepted the validity of the Nishga land claim. This put the government on notice that they had to take these claims more seriously. In 1974, an Indian Land Claims Commission was created within the Department of Indian Affairs to deal with Indian land claims. Government funding was increased to help Indians research their claims. At the same time, more Indian people were receiving access to higher education.

The middle and late '70s saw a continuation of Aboriginal activism. Indian groups resisted construction of the Mackenzie Valley pipeline. The Dene and the Inuit began to work for self-determination. At this point, Canadian social policy was in flux. There were some signs that Canada's Indian policy was changing from assimilation to one that treated Indians as equals. In 1985, Parliament changed the *Indian Act* giving women the right to retain and pass on their Indian status and giving bands the right to control their membership. However, Indians remained sceptical about whether these were simply cosmetic changes disguising the old policies of assimilation.

Concepts (Knowledge Objectives)

Majority and Minority Rights

Know that in a liberal democracy, decisions are based on the principle of majority rule in order to protect the rights of the majority.

Know that in a liberal democracy, minorities have human rights which must be protected from the arbitrary use of power by the majority.

Know that there are two major approaches to protecting rights within the state:
- **the parliamentary tradition in which elected representatives, in order to gain reelection, must tailor their policies to appeal to the broadest possible coalition of groups within their constituencies; and,**
- **placing a charter of rights in the constitution and then depending upon the judiciary to determine whether there have been violations of those rights.**

Demographics

Know that the total population of Aboriginal peoples including Indian, Métis, and Inuit is 1,016,335 which represents 3.46% of Canada's population of 29,409,900 people. (1991 Census)

Political Systems

Know that the post-World War II Canadian political system has responded to Aboriginal issues by:
- revising the 1951 *Indian Act* to exclude women who had married non-Indians from the category of status Indian;
- rerevising the 1951 *Indian Act* to remove the marriage clause as discriminatory in 1985;
- recognizing the validity of land claims at the federal level;
- according Aboriginals special status which enshrined existing Aboriginal and treaty rights in the 1982 *Constitutional Act*;
- defining Aboriginal peoples as Inuit, Indian and Métis; and,
- including Aboriginal leaders in constitutional talks related to defining further the rights of Aboriginal peoples.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills Concept Development Lesson (Cultural evolution, Pluralistic societies, Governance, Rights, Political culture, Political discourse, Political systems, Judicial review, Political process) Activity three continued. Concept Evaluation Once the special interests subgroups are ready to make their presentations, they can apply to have their cases heard by the Supreme Court. This should occur in two stages: • Each group could apply for a hearing by the Supreme Court by making a brief presentation of their case and explaining why the Court should hear the case. • The Supreme Court could then announce, with reasons, which cases it will and will not hear. • Those cases that are to heard could then be presented in more detail, and the Court could announce its judgment with reasons.
Practise drawing generalizations and inferences from that seem reasonable. **Practise describing cause-effect relationships.** **Practise applying the thinking skills of:** • **stating propositions (hypotheses) that are testable and guide the search for data;** • **collecting data in a systematic manner; and,** • **presenting analyses to confirm or disconfirm an hypothesis.**	Know that the criteria used to evaluate the performance of a constitution are based on: • its constitutionalism (underlying moral assumptions of the political culture); • the conventions and precedents previously established and honoured; and, • the specific clauses enumerated within the constitutional document	

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Canadian Social Policy and the Constitution

The economic catastrophe of the 1930s showed that there were other problems for Canadians. Then the horror of World War II intervened. The world's political culture changed as a result of coming face to face with totalitarian societies. Following the war in the late 1940s and '50s, Canadian politicians believed they had a mandate from Canadians to expand human rights in the form of social rights as well as political rights. Governments began to enact legislation that created pension plans, unemployment insurance, and, by the '60s, a national medical care insurance scheme.

Prime Minister Diefenbaker's government enacted legislation whose intent was to protect civil liberties in Canada. Because it was legislation, it lacked the permanent constitutional clout of a Bill of Rights entrenched in the constitution.

The political culture of the '60s under the pressure of events like the Civil Rights movement and the Vietnam war became increasingly rights conscious. The feminist movement was revived and began pushing for protection for women. Aboriginal peoples began to push for change and an expansion of their rights. The Quiet Revolution, with its nationalism and secularism, was happening in Quebec. Change was in the air, and politicians were scrambling to respond to the changing political culture.

Canadian political culture was strongly affected by events in the United States. Pierre Trudeau was perceived by many to be Canada's version of John Kennedy and to represent a new way of doing politics in Canada. Trudeau became Prime Minister in 1968, and he was determined that there should be fundamental changes to the Canadian Constitution.

In dealing with the Canadian Constitution, two hurdles had to be crossed. One was that Canada had to go to the British Parliament and ask it to make changes. The other was that there had to be a mechanism for amending the constitution. During the '70s Trudeau held several rounds of constitutional conferences with the premiers in an attempt to find a way of amending Canada's

Concepts (Knowledge Objectives)

Political Culture

Know that Canadian political culture after World War II was affected by:

- **historical events such as the rise of totalitarianism, the holocaust, and the Cold War;**
- **the rapid increase in prosperity and the accompanying rise in expectations;**
- **the increasing ties and influence of the United States and the decreasing influence of the United Kingdom;**
- **the rise in power of the popular media such as magazines, movies, and television;**
- **a rapidly urbanizing and secularizing society where the state was seen as:**
  - **playing a significant role in maintaining peoples' standard of living; and,**
  - **being instrumental in maintaining an egalitarian society.**
- **the rise of Canadian nationalism that was very concerned with identifying and supporting a Canadian identity;**
- **the rise of regional and ethnic nationalism that support individual identities.**

Constitutionalism

Know that modern constitutionalism is the belief that the constitution reflects the will of the people regarding the just forms of a society's political, economic, and judicial institutions.

Justice

Know that different conceptions of justice exist. These include:

- **justice is concerned with maintaining law and order in ways that are consistent with a particular society's definition (criteria) of fairness and rightness;**
- **justice is the process of protecting what individuals have accumulated within accepted rules of conduct; and,**
- **social justice is the partial equalization of wealth and income in order to achieve an acceptable range in standard of living.**

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills Concept Development Lesson (Cultural evolution, Pluralistic societies, Governance, Rights, Political culture, Political discourse, Political systems, Judicial review, Political process) Activity three continued.

Learn to develop and apply criteria as a basis for coming to conclusions.
 	
Learn the skills of dialectical evaluation:
• **defining relevant viewpoints within the information;**
• **testing the viewpoints for factual accuracy;**
• **testing the viewpoints for their morality;**
• **evaluating the factual and moral testing; and,**
• **forming a conclusion about the issues.**
 	
Learn to apply the moral tests of:
• **role exchange;**
• **universal consequences; and,**
• **new cases.**
	Know that in Canada there has been a dialectic about the best approach to protecting the rights of Canadians:
	• In a democracy the majority must be sovereign and must agree to the protection of a specific right before it can be considered legitimate.
	• Reasonable people can enumerate a list of legitimate rights which all people are deemed to deserve and the application of those rights can be adjudicated by the courts.
		After the Supreme Court has made its ruling the students will likely be concerned about how and why these cases were handled as they were. Use this discussion as an entry point for discussing the following issues with students:
		
		• Human Rights
		  ◦ Is the political process as represented by the press, Question Period, Her Majesty's Loyal Opposition, political parties, pressure groups, and election campaigns a better method of protecting human rights than creating a charter of rights and giving the courts the right of judicial review over the actions of the legislatures?
		  ◦ Are the rights of Canadians better protected by their elected representatives than they would be by a group of judges trained in the interpretation of the law?
		
		• Division of Powers
		  ◦ Should the federal government retain the powers it was awarded in the *Constitution Act* (1867) to legislate and administer social policy for the "peace, order, and good government" of all Canadians?
		  ◦ Should the provinces be given more powers, so that they can legislate and administer social policy that fits the needs of specific regions in Canada?

Content

Constitution so that it could be repatriated to Canadian control.

Finding an amending formula was a difficult process, because there were so many competing interests that had to recognized and conciliated. This was a period of activism and regionalism making it difficult for politicians to find a compromise that could be accepted and defended at home in the provinces.

Quebec had been greatly affected by the Quiet Revolution with its secularism, urbanization, and falling birth rates. The impact of the War Measures Act and the rise of the Parti Québécois made it difficult for any Quebec government to negotiate because any compromise would be interpreted as "selling out" to Ottawa.

The other regions were no less intransigent. Issues of resource control, the collection and allocation of tax dollars, regional disparities, the administration of national programs such as medicare, and the whole issue of regional representation in the federal government by the less populated regions made finding consensus on constitutional issues very difficult. Many constitutional conferences were held and sometimes agreements on an amending formula were close but always there was something that prevented agreement.

Finally after the failure of another constitutional conference in September, 1980, Prime Minister Trudeau announced that the government was prepared to patriate the Constitution with a charter and an amending formula without the agreement of the provinces. Only Ontario and New Brunswick supported the federal position. The federal government's decision was taken to the Court of Appeals in Manitoba which supported the federal position, Newfoundland's court disagreed, and Quebec's supported it. The issue was finally sent to the Supreme Court of Canada where the Justices in a 7-2 decision, supported the federal government.

Another round of bargaining between the provinces and the federal government resulted in an agreement among nine provinces. Quebec would not agree. Premier Lévesque and the

Concepts (Knowledge Objectives)

Patriation

Know that the *Constitution Act* of 1867 did not have an amendment procedure that could be carried out in Canada. The British Parliament would amend the constitution when it received a joint request from the Canadian House of Commons and the Senate.

Know that patriation is returning the control of a constitutional document to its home country.

Know that the problem of patriation was not whether Canadians should have their own constitution, but how Canada would get its own constitution.

Know that the basic problem that had to be resolved before patriation could occur was determining an amendment procedure that would allow Canadians to amend the Constitution in the future.

Constitutional Amendment

Know that since the Constitution affects the basic organization and decision-making process of society, changing it is a very serious process with major consequences for many generations.

Know that there were a number of elements considered to be essential to any Canadian amending formula:

- that several amending formulas are necessary, each for a specific area of the constitution;
- that the House of Commons and the Senate representing all of Canada would have to approve the change;
- that some combination of the provinces representing some percentage of the Canadian population would have to approve the change; and,
- some proposed formulas require that certain constitutional changes require the unanimous agreement of all the provinces and the federal government.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills Concept Development Lesson (Cultural evolution, Pluralistic societies, Governance, Rights, Political culture, Political discourse, Political systems, Judicial review, Political process)
Learn to develop and apply criteria as a basis for coming to conclusions. **Learn the skills of dialectical evaluation:** • **defining relevant viewpoints within the information;** • **testing the viewpoints for factual accuracy;** • **testing the viewpoints for their morality;** • **evaluating the factual and moral testing; and,** • **forming a conclusion about the issues.** **Learn to apply the moral tests of:** • **role exchange;** • **universal consequences; and,** • **new cases.**	In a democracy should power be exercised: • at the national level so that it can be used for the benefit of all citizens? or, • at a level as close as possible to the citizens so that it can be specific and precise to the needs of the people? In a democracy should the power of sovereignty be assigned to: • the state so that it has the power to provide for the security of all its citizens? or • groups within the state so that they have the power to provide for the security of their group?	Activity three continued. • Constitutional Recognition and Protection of the Distinct Cultures of Canada (Aboriginal, Francophone, and Anglophone) ◦ Should the sovereignty of the Canadian nation be further divided so that Aboriginal groups and Francophone groups have the sovereignty to protect and further their cultural, linguistic, educational, economic, territorial, and political rights? ◦ If the sovereignty of any nation is not held sacrosanct will that nation be faced with the reality of anarchy and fracture into many small units?

Content

Parti Québécois could not bring itself to accept the consensus. The members believed that a deal had been reached behind their backs at the conference by the other provinces who were prepared to betray Quebec's fundamental interests. Despite this disagreement, Canada's Constitution was patriated and signed by the Queen in Ottawa in 1982.

The *Constitutional Act* of 1982 contained:
- a Canadian Charter of Rights and Freedoms (with a "notwithstanding" clause);
- a statement regarding the rights of the Aboriginal peoples of Canada;
- a statement on equalization and regional disparities;
- provisions for Constitutional conferences;
- a procedure for amending the Constitution of Canada; and,
- an amendment to the *Constitution Act*, 1867.

Quebec's refusal to sign led to another round of constitutional negotiations among the provinces, Quebec, and the federal government in an attempt to find a way of bringing Quebec into the Constitution. The first attempt known as the Meech Lake Accord (1987) resulted in a unanimous agreement between all First Ministers. It:
- recognized Quebec as a distinct society;
- modified the amending formula to give Quebec a veto by accepting the principle of unanimity;
- entrenched the Supreme Court of Canada in the constitution;
- reformed the selection of senators; and,
- required the federal government to give reasonable compensation to any province which decides to establish its own program so long as it was compatible with federal objectives.

The Meech Lake agreement required ratification by all provinces by June 1990. Ultimately it failed in Manitoba and Newfoundland. It failed in Manitoba, because of its failure to address Aboriginal issues and to bring Aboriginal leaders to the negotiating table.

Concepts (Knowledge Objectives)

Founding Peoples

Know that many Québécois believe that the Canadian constitution is a compact between two cultural groups or between the French and the English provinces, and so any idea of grouping Quebec into an amending formula with nine other provinces is unacceptable.

Know that the Québécois hold two basic views about the role of Quebec within the constitution:
- the federalists argue that Quebec can remain within Confederation but must have special status so that it controls culture, and social issues; and,
- the separatists argue that it is not possible for Québec Francophones to protect their language and culture within Confederation, so forming a separate, independent state is essential.

Amending Formula

Know that the basic amending formula adopted was that amendments would be made by a joint resolution of both the Senate and the House of Commons, a resolution of the provincial assemblies from at least two-thirds of the provinces representing at least 50 percent of the population of Canada.

Dissent

Know that Quebec argues that the constitutional agreement of 1982 is unacceptable because it:
- failed to recognize "in any tangible way" the character and needs of Quebec as a distinct national society;
- removed Quebec's traditional veto over constitutional changes;
- through the *Charter of Rights and Freedoms* threatened Quebec's exclusive control over cultural and linguistic matters; and
- through the mobility rights clause of the *Charter of Rights and Freedoms* restricted Quebec's right to establish policies to create and protect employment for Quebec citizens.

Know that the Aboriginal peoples of Canada also argued that they should be considered one of the founding peoples of the Canadian Constitution.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills Concept Development Lesson (Cultural evolution, Pluralistic societies, Governance, Rights, Political culture, Political discourse, Political systems, Judicial review, Political process) Activity three continued.
Learn to develop and apply criteria as a basis for coming to conclusions. **Learn the skills of dialectical evaluation:** • **defining relevant viewpoints within the information;** • **testing the viewpoints for factual accuracy;** • **testing the viewpoints for their morality;** • **evaluating the factual and moral testing; and,** • **forming a conclusion about the issues.** **Learn to apply the moral tests of:** • **role exchange;** • **universal consequences; and,** • **new cases.**	**Know that the criteria used to evaluate the performance of a constitution are based on:** • **its constitutionalism (underlying moral and ethical assumptions of the political culture);** • **the conventions and precedents previously established and honoured; and,** • **the specific clauses enumerated within the constitutional document**	At this point, the class could be challenged to examine the results of the constitutional negotiating that occurred in the '70s, '80s, and early '90s, (*Constitutional Act* (1982), Meech Lake, and the Charlottetown Accord): • Has the *Constitutional Act* (1982) created a viable set of constitutional rules to take Canada into the next century? • Was Meech Lake a reasonable compromise or did it represent an unacceptable capitulation by the federal government in recognizing Quebec as a distinct society and circumscribing the federal power to set policy for all of Canada? • Was the Charlottetown Accord an agreement that was too generous to Quebec, that gave too much power to some provinces, and at the same time did little to protect the rights of minorities such as Aboriginal peoples, women, and persons with disabilities? Ask your students to create a model constitution that they believe would deal with the political culture of Canada as it presently exists.

Content

There were many recriminations over the failure of the Meech Lake Accord. Quebec withdrew saying that it had been humiliated and would no longer participate in these kinds of negotiations. Further, Quebec stated that it must have exclusive control over 22 jurisdictions and made demands for the outright transfer of federal powers to Quebec.

In 1992, another accord was reached at the Charlottetown Constitutional Conference between the federal government, ten provincial premiers, and the Chief of the Assembly of First Nations. The report issued also drew upon numerous royal commissions and public meetings held over a two year period. The agreement contained:

- Quebec's official acceptance of all constitutional provisions;
- a Canada clause in the Constitution;
- an agreement on the modification of the House of Commons, entrenching the Supreme Court, and opening a way for the Aboriginal peoples to exercise self-government.
- recognition of Quebec's distinctiveness;
- an elected Senate; and,
- an agreement that the provinces would assume exclusive jurisdiction in the areas of culture, forestry, and mining.

Canadians were asked to give their approval to these proposals in a national referendum. After much debate and a large voter turnout, 54 percent of Canadians rejected the proposal. As a result federal and provincial governments are wary of further involvement in constitutional reform. The consensus within the political culture is that people are weary and frustrated with constitutional wrangling and that future change can best be achieved through the political process and legislation.

Many constitutional issues remain outstanding. Quebec has not yet agreed to existing constitutional change. The Parti Québécois argue that the only solution is sovereignty for Quebec. This story has not yet played itself out.

Other issues remaining outstanding in regard to the Charlottetown Accord referendum are Aboriginal self-government, and gender equity issues.

Concepts (Knowledge Objectives)

Entrenchment

Know that entrenchment places certain legal provisions such as basic rights and freedoms under the protection of a constitution so that they can only be changed through the use of a cumbersome and difficult amending procedure.

Entrenched *Charter of Rights and Freedoms*

Know that the rationale for a *Charter of Rights and Freedoms* is that it would advance the rule of law in Canada by preventing governments with strong majority support from violating the rights of individuals or minorities.

Sovereignty

Know that in a parliamentary system the ultimate decision-making power or sovereignty to pass and enforce legislation must always remain in the hands of Parliament held accountable to its citizens.

Know that in a system with an entrenched *Charter of Rights and Freedoms* there is an extensive transfer of decision-making power from the legislatures to the courts, because the courts in their adjudication must interpret the broad, general statements of the *Charter* and apply them to specific situations within the law.

Notwithstanding Clause

Know that the notwithstanding clause gives Parliament and the provincial legislatures the right to enact legislation, even if the courts decide that the legislation is in conflict with certain sections of the constitution provided that:

- it is expressly done as an act of the legislature; and,
- it is renewed every five years through an act of the legislature.

Referenda

Know that the referendum on the Charlottetown Accord has established the convention that constitutional change cannot be implemented without holding a national referendum on the issue.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills Concept Development Lesson (Cultural evolution, Pluralistic societies, Governance, Rights, Political culture, Political discourse, Political systems, Judicial review, Political process) Activity three continued.
Learn to develop and apply criteria as a basis for coming to conclusions. **Learn the skills of dialectical evaluation:** • **defining relevant viewpoints within the information;** • **testing the viewpoints for factual accuracy;** • **testing the viewpoints for their morality;** • **evaluating the factual and moral testing; and,** • **forming a conclusion about the issues.** **Learn to apply the moral tests of:** • **role exchange;** • **universal consequences; and,** • **new cases.**	**Know that the criteria used to evaluate the performance of a constitution are based on:** • **its constitutionalism (underlying moral and ethical assumptions of the political culture);** • **the conventions and precedents previously established and honoured; and,** • **the specific clauses enumerated within the constitutional document**	

Unit Five
Globalization

"Peace, which costs nothing, is attended with infinitely more advantage than any victory with with all its expense."

Thomas Paine

Canada is the first international nation.

Barbara Ward

Unit Five Globalization

Overview

Canada has always been a trading nation. It was trade that first brought people to the Saint Lawrence River valley and sustained their existence. It was trade that extended the Canadian frontier over the Great Lakes into Western Canada. Saskatchewan is a good example of Canada's dependence on foreign trade. Because Saskatchewan farmers are highly efficient producers, they need international markets to sell their surplus grain. Saskatchewan people have learned that without trade Saskatchewan's standard of living falls rapidly. Fluctuations in international markets have taught Saskatchewan residents never to believe they can take the international community for granted. So, for Saskatchewan, globalization began a long time ago and has become a way of life.

This unit is intended to help students understand that foreign affairs are as important to ordinary citizens as any social policy of the government. Decisions made at the international level can have a major impact on peoples' lives. There are two interrelated aspects to Canadian foreign policy that students should understand. One has an economic component dedicated to serving Canada's economic interests. The other is a political component directing Canada's relationship with the international community.

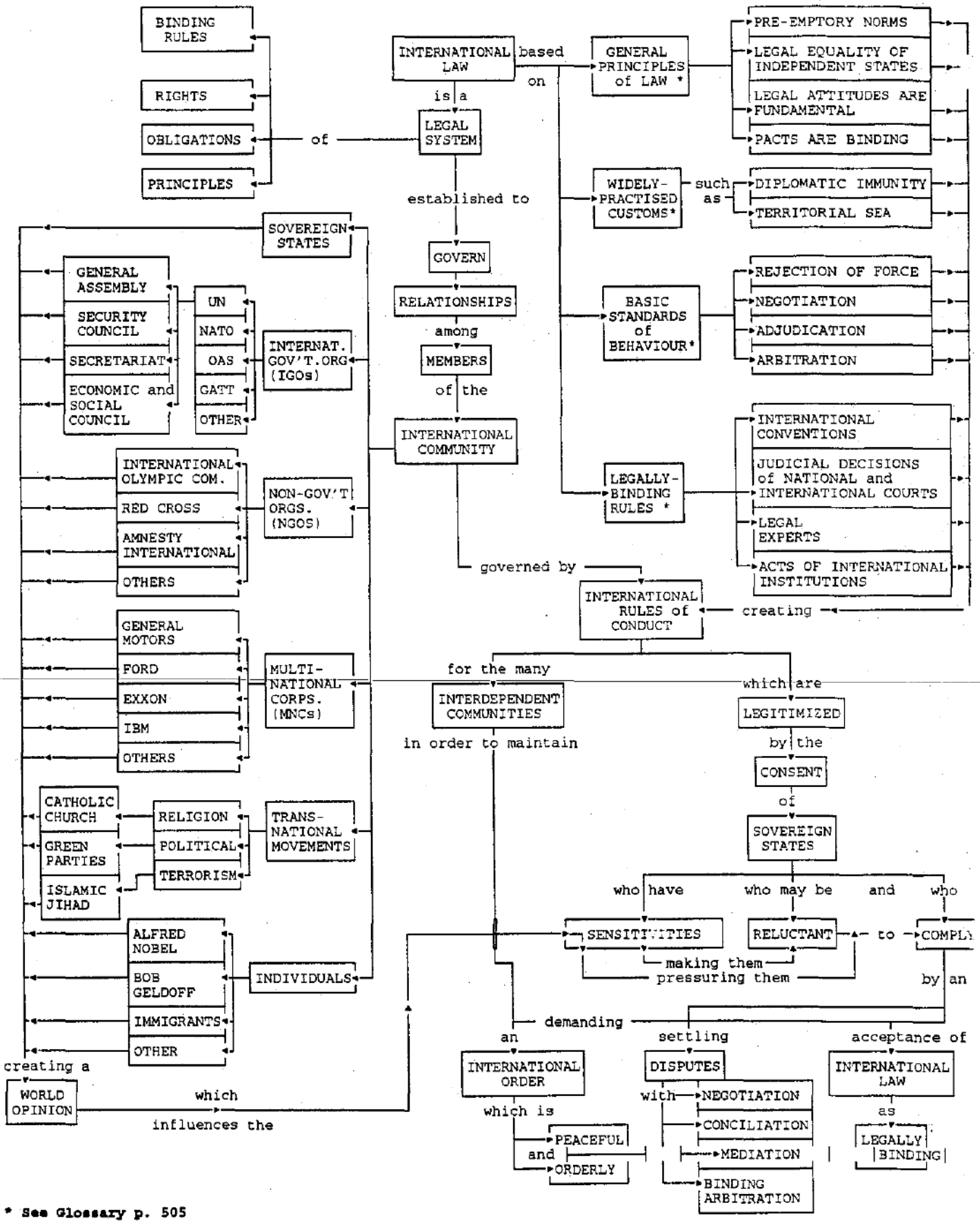
Canadians need to study the international community because it is changing rapidly. Traditionally, the major players in the international relations game were independent sovereign states. Since World War II a new group of players using a somewhat different set of rules has evolved. Among the new players are multinational corporations who control trillions of dollars and use this wealth to achieve their goals. Other international players include transnational movements such as Green Peace, international government organizations such as UNESCO, and non-government organizations such as Amnesty International. Finally, individuals are able to affect international public opinion. Examples of people who have affected world opinion are Rick Hansen and Bob Geldoff.

All of these groups significantly affect nations and their relationship to other nations. For example, the international environmental movement changed the fur industry of Canada. In the court of international opinion, Canada could not defend the slaughter of baby seals. Canada has done better in projecting its point of view on fishing issues.

After World War II, there was a consensus of world public opinion that the conduct of international relations must be changed. Canada was an active participant in attempting to find new methods of resolving disputes between nations. During the Cold War, Canadian foreign policy had to steer a very fine line between supporting the United States and retaining enough neutrality to act as mediators and peace keepers. Students studying this unit will examine Canadian foreign policy in the light of events just after World War II, during the Cold War, and then in the new multipolar global era of the late 1980s and '90s. Through out this period, the Canadian government struggled to find a balance between continentalism and internationalism.

Finally, students will consider the international community as it exists in the 1990s and the choices facing Canadian foreign policy makers. Canadians will have to decide what is important in protecting the well-being of its people and society. How can Canadians protect their culture and way of life in a very homogenizing world and yet remain active in international trade and politics? This is a dialectic in which Canadians will have to evaluate carefully the consequences of the choices available to them.

Concept Map



* See Glossary p. 505

Glossary

Codified law

The process of collecting and arranging laws into a coherent code. The purpose is to create a systematic, coherent, and consistent system of international law which applies around the world.

The **International Law Commission (ILC)** was created by the United Nations to study, to recommend action, and to codify international law. The ILC, by creating detailed written codes of conduct and having them agreed to by a majority of states, has given international law more competence and binding authority.

Customs:

Customs have been defined by the U.S. Supreme Court as "ancient usage ripening into law".

- The recognition of **diplomatic immunity** is an example of a widely recognized custom that has quasi-legal status.
- Codified law may originate with long-standing customs such as **territorial sea** which eventually is accepted and codified into international law.

General principles of law:

In the event that **treaty law** and **customary law** are not able to provide guidance, then the International Court of Justice uses "the general principles of law recognized by civilized nations" as the basis for making a judgment.

Commonly used general principles are:

- based on concepts of sovereignty, **legal equality of states**, territorial integrity, and non-interference in the internal affairs of other states;
- the principles of justice derived from *natural law* which demonstrate that legal order is necessary to the survival of humanity; and,
- that everyone deserves a fair hearing, that judicial decisions should be made out of justice and fairness, that international law is the consent of civilized nations and as such must represent the law of an individual nation.

International conventions:

Conventions are also referred to as treaties, covenants, accords, pacts, charters, declarations, statutes, or protocols. Regardless of which label is attached, all conventions are international law and legally bind the parties who have consented to them.

Conventions are formal international agreements between two or more states. Bilateral treaties are agreements between two states.

International institutions:

International institutions (General Assembly, International Labour Organization, etc.) will often pass resolutions and declarations that have quasi-legal authority and ultimately promote international law.

Judicial decisions:

International law is created by the judicial decisions made by the **International Court of Justice (ICJ)**. The ICJ bases its decisions on domestic law and existing international law. Its decisions contribute to the creation of more international law.

Legality:

- **attitude:** This is the principle that international conduct must conform to legal requirements if chaos is to be avoided.
- **binding rules:** This principle holds that pacts, treaties, ICJ rulings, natural law, legal opinion, Common Law are binding on the behaviour of the members of the international community, even if the state has not formally agreed to the rule.
- **equality of states:** This legal principle holds that the vote of a small country in international institutions such as the General Assembly has the same legal weight as the vote of larger countries.
- **of experts:** International law is also a formal academic field of study in which expertise from the disciplines of history, law, philosophy, and political science contribute concepts and principles which are used to develop international law.

Pacts: A pact is an agreement between nations and is considered binding when it conforms to the principles underlying international law.

Principles: Principles are fundamental rules of conduct that guide the legal behaviour of states.

Pre-emptory norms: This is the legal principle that a treaty is void if it is contrary to those norms of behaviour that have been recognized by the international community despite the fact that it has been agreed to by some states.

Standards of conduct: This refers to the generally accepted procedures which states use to reach agreements and find solutions for conflicts.

Territorial sea: The custom of regarding a nation's territorial boundary as extending up to three miles from shore. (This was the range of a cannon ball fired from low water level.) Some countries traditionally demanded four miles, while others insisted on six.

Treaties: Treaties codify existing international law and practise, and in so doing they create new international law.

- Bilateral treaties are treaties between two states.
- Multilateral treaties are treaties between many states.
- In principle, non-ratifying states are not bound by a multilateral treaty, in practise there are extra-legal pressures on non-ratifying states to conform with the spirit of the treaty.

Article 102 of the UN Charter requires that all treaties be registered with the Secretariat of the UN so that the treaties become public knowledge and, thus, more legitimate.

Core Material for Unit Five

Core Content	Foundational Concepts	Suggested Time Allotment
	Change Dialectical Evaluation International Society International Political System Standard of Living	
Core Skills/Abilities		
	Criteria Critical Thinking Dialectical Evaluation Testing	12 hours
Core Values		
	Logic Morality Responsibility	
Time to cover the core material		12 hours
Time available to teach optional concepts, to enrich or reinforce, or to accommodate modifications to the pacing and timing factors through the use of the Adaptive Dimension		8 hours
Total class time		20 hours

Core material appears in bold type on the pages that follow. The remainder of the material in this unit is not core material; teachers may choose to work through all, some, or none of this material. The optional material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally-developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the skills, values, and concept objectives of the course.

Unit Five Core Learning Objectives

Note: In the overview of Social Studies:
- • indicates the foundational objectives for the course; and,
- ◦ indicates the core learning objectives for the course.

Knowledge Concepts

- **Change:** Know that over time realities change making it necessary for society to respond.
  - Know that within systems change is continuous and takes different forms:
    - gradual change;
    - accelerating change; and,
    - abrupt change.
  - Know that over time realities change making it necessary for nations to respond.

- **Dialectical evaluation:**
  Know that Canadian governments in developing foreign policy have to resolve ambivalent and contradictory pressures both from within and without Canada.
  - Know that developing foreign policy involves a process of dialectical evaluation in order to weigh the consequences of alternative policies.

- **International society:**
  Know that international society is a system where individuals and social organizations performing a variety of roles interrelate with each other according to a set of mutual expectations and in ways controlled by the social and natural environments.

  ◦ International political culture
  - Know that international political culture is governed by a set of criteria based on:
    - political customs - the conventional and accepted practises that people expect to happen in the political process;
    - political beliefs - the deeply held assumptions about human behaviour and the political process;
    - political expectations - the beliefs people have about what ought to happen in the political world;
    - political symbols - those things that provide a greater meaning than the specific thing they represent;
    - political attitudes - the learned predispositions people have absorbed that determine how they relate to events, personalities, and institutions;
    - political values - the standards or criteria used to decide what is important, desirable, and proper;
    - political traditions - those customs that become legitimate as the result of long and continued practise; and,
    - political skills - the ability to use and apply the necessary knowledge, procedures, strategies, and tactics to achieve a desired decision.

  ◦ Legitimacy
  - Know that the Cold War forced the world community to confront the issue of whether it is power or the rules of international conduct that determine legitimate behaviour.

  ◦ Continentalism
  - Know that the foreign policy of Canada has been significantly affected by its:
    - geographic location between the superpowers; and,
    - linkages to one superpower by a long undefended common boundary, shared ideological assumptions, and shared economic system.

- International community
  - Know that sovereign nations are now only one category of significant player in the international community.

- **International political system:**

Know that the international political system is made up of states, international organizations, multinational organizations, transnational groups, and individuals who are:
- interdependent;
- competitive; and,
- insecure.

- National interests
  - Know that states have national interests which are determined by the needs and wants of the various interest groups able to influence the policies of government within the state.

- National power
  - Know that the national power is the amount of power a state has available for use in getting its way in international affairs.
  - Know that among the criteria determining the national power of a state are:
    - its population size;
    - the resources available to it;
    - its scientific and technical knowledge;
    - its industrial and technological infrastructure; and,
    - the unity and commitment of its social and political organizations.

- Foreign policy
  - Know that foreign policy:
    - is a set of choices defining the priorities and objectives a state wishes to achieve in its relations with the international community and,
    - defines the means the state has and is willing to use in order to achieve those priorities and objectives.
  - Know that nations have to reassess their foreign policy from time to time in order to be sure that the priorities and objectives are still valid, given the current internal and external realities.

- Protectionism
  - Know that, at certain times, it may be in a country's interest to limit the amount and kind of goods and services that are traded with other countries.

- Free trade
  - Know that free trade is a policy adopted by the government of a state in which it will not limit the exchange of goods between nations with tariffs, quota restrictions, or other means.

- Trade liberalization
  - Know that the General Agreement on Tariffs and Trade (GATT) is a multilateral agreement that is based on three principles (criteria):
    - equal treatment of members;
    - elimination of import quotas; and,
    - reduction of tariffs by multilateral negotiations.

- Collective security
  - Know that collective security is a commitment by a number of states to form a regional or global defence system prepared to take common action against states which threaten the peace or commit acts of aggression.

- Balance-of-power systems
  - Know that balance-of-power systems are systems of international relations made up of different combinations of powerful nations whose criteria are:
    - first, to preserve and protect their power; and,
    - second, to maintain peace.

- **Standard of living:**
  - Standard of living criteria
    - Know that, in, general terms, all standard of living models need to consider some or all of the following criteria:
      - the capacity of a society to produce wealth. (This factor is usually expressed as per capita GDP);
      - quality of life factors which often include infant mortality, life expectancy, and literacy;
      - health factors such as calorie consumption, medical care, clean water, and sanitation levels;
      - other more nebulous but important factors which include levels of self-esteem, freedom; and,
      - environmental factors such as clean air, pollution-free surroundings and safe communities.
    - Know that important criteria to be considered in maintaining an individual country's standard of living are:
      - protecting domestic employment;
      - encouraging domestic diversification;
      - protecting infant industries;
      - maintaining environmental standards;
      - protecting national security; and,
      - protecting cultural sovereignty.
    - Know that Canadians have tended to accept the principles:
      - that raising a standard of living depends upon increasing human productivity usually expressed in terms of labour productivity ratios (output per person hour); and,
      - that improved productivity allows Canadians to produce and sell goods competitively on world markets.

  - Economic goals and criteria
    - Know that Canada's economic goals and the criteria for achieving them have been:
      - economic stability defined by high employment and stable prices;
      - a good balance of trade defined by exporting as much as is imported;
      - economic growth defined by a growing GDP; and,
      - an equitable distribution of income defined by a narrow gap between rich and poor.

  - Per capita GDP
    - Know that per capita GDP is the GDP divided by population and is one way of comparing standard of living among countries.

  - Development
    - Know that the prosperity of modern industrial nations depends upon a modern infrastructure of agriculture, industry, transportation, education, health, and government.

Skills/Abilities Concepts

- **Criteria:**
  - Practise developing and applying criteria as a basis for coming to conclusions.
  - Practise developing and applying criteria as a basis for making judgments

- **Critical thinking:**
  - Categorizing and classifying
    Practise using concepts to categorize and classify information.

  - Generalizing
    Practise the skill of identifying generalizations that can be used as the basis for an inference.
    Practise drawing generalizations and inferences from classified data.

  - Inferring
    Practise making hypotheses based on reasonable assumptions and inferences.

  - Analytical thinking
    Practise applying the thinking skills of:
    - stating propositions (hypotheses) that are testable and guide the search for data;
    - collecting data in a systematic manner; and,
    - presenting analyses to confirm or disconfirm an hypothesis.

- **Dialectical evaluation:**
  Practise the skills of dialectical evaluation:
  - defining relevant viewpoints within the information;
  - testing the viewpoints for factual accuracy;
  - testing the viewpoints for their morality;
  - evaluating the factual and moral testing; and,
  - forming a conclusion about the issues.

- **Testing:** Practise using:
  - social tests;
    - performance,
    - consequences,
    - accuracy, and
    - security.
  - legal tests;
    - constitutionality, and
    - legality.
  - moral tests;
    - role exchange,
    - universal consequences, and
    - new cases.

  in arriving at a decision.

Values Concepts

- **Logic:**
  - How should national governments balance the benefits of protecting and enhancing international trading systems against the demand for protection from foreign competition by various economic interests within the nation?
  - Many of the problems that the world faces -- environmental issues, peace, distribution of wealth, and trade -- must be solved on a global basis which means that there has to be a balance between nationalism and internationalism:
    - The paradigm of nationalism is based on the idea that each group of people (nation) is distinct and is the owner of a part of the world which may use to create a high standard of living for itself.
    - The paradigm of internationalism is based on the idea that all humans have similar needs and aspirations and that humanity needs to focus on the betterment of everyone.
- **Morality:**
  - How should a nation in its foreign policy balance its domestic interests against its international responsibilities?
  - Should nations such as Canada opt for protecting their own self-interest by:
    - building up their national power and duplicating, wherever possible, the shady practices of other nations? or,
    - working with other nations to strengthen the international system and attempt to pressure nations to conform to standards of international law?
- **Responsibility:**
  - How should the rights and prerogatives of the sovereign state be balanced against the collective well-being of the international system?
  - Some say that those nations which create wealth should gain its benefits, while others say that unless some other method of dividing wealth is developed the gap between the "haves and have-nots" will continue to widen. What is the international responsibility of a wealthy nation like Canada toward global poverty?
  - Should the international community respond to violations of international law by:
    - peacemaking operations in which it coerces violators, through economic sanctions or by force, to conform to international standards of behaviour? or,
    - peacekeeping operations in which it will only interfere if and when the parties to a dispute request help in resolving a conflict?

Content

The Need for International Cooperation

- Canada's International Economic Welfare

Canada, throughout its history, has been an international nation. The heartland of Canada was located on the St. Lawrence-Great Lakes river system because it was a profitable corridor between the North Atlantic trading system and the interior of North America. This remains the case. The only change is that Canada is now linked to a massive continental North American trading system and to the increasingly important Pacific Rim trading system. We continue to trade more, rather than less.

Canada is the world's largest economic trader based on percentage of gross national product. In the 1990s, 33 percent of Canada's GNP came as a result of international trade. In comparison, Germany and the United Kingdom received 25 percent of their GNP from international trade, France and the United States received 20 percent and Japan 15 percent. Canada does 80 percent of its foreign trade with the United States. This is the largest bilateral trade relationship in the world.

International trade is a sensitive and difficult issue for most countries. It is clear that countries are better off economically with trade. At the same time, governments feel obliged to use various protectionistic practices as a way of protecting jobs, farm incomes, industries, and culture against what is seen as unfair competition.

Canadians share some of this ambivalence. Canada's economy has been deeply affected by fluctuations that reduce world trade. The typical cycle of falling world trade, economic depression and increased protectionistic practises is a familiar situation in Canadian history. But Canadians are not above demanding that their governments practise protectionism when it suits their needs. Canadians worry about loss of industries, loss of jobs and other issues such as the impact of American culture on Canadian society. Foreign policy issues such as free trade, North American Free Trade Agreement (NAFTA), agricultural subsidies both at home and in the rest of the world, are controversial in Canada.

Concepts (Knowledge Objectives)

International Society

Know that international society is a system where individuals and social organizations performing a variety of roles interrelate with each other according to a set of mutual expectations and in ways controlled by the social and natural environments.

International Political Culture

Know that international political culture is governed by a set of criteria based on:

- **political customs - the conventional and accepted practises that people expect to happen in the political process;**
- **political beliefs - the deeply held assumptions about human behaviour and the political process;**
- **political expectations - the beliefs people have about what ought to happen in the political world;**
- **political symbols - those things that provide a greater meaning than the specific thing they represent;**
- **political attitudes - the learned predispositions people have absorbed that determine how they relate to events, personalities, and institutions;**
- **political values - the standards or criteria used to decide what is important, desirable, and proper;**
- **political traditions - those customs that become legitimate as the result of long and continued practise; and,**
- **political skills - the ability to use and apply the necessary knowledge, procedures, and tactics to achieve a desired decision.**

Foreign Policy

Know that foreign policy:

- **is a set of choices defining the priorities and objectives a state wishes to achieve in its relations with the international community; and,**
- **defines the means the state has and is willing to use in order to achieve those priorities and objectives.**

Per Capita GDP

Know that per capita GDP is the GDP divided by population and is one way of comparing standard of living among countries.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (International society, International political system, Foreign policy, Per capita GDP, Protectionism, Free trade) **Note to the Teacher:** • There is no activity guide for this unit. • The outlined activity is an introductory survey activity intended to give students a basic understanding of the issues related to foreign affairs. If time is short, this may be all that can be done. If it is possible to do an indepth study, there are more activities in this unit.
Practise developing and applying criteria as a basis for making judgments.	A nineteenth century British statesman was quoted as saying "Britain does not have friends, Britain has only interests". The implication being that Britain must always sacrifice its friends to its interests. How should a nation in its foreign policy balance its domestic interests against its international responsibilities?	The purpose of this activity is to help students understand that there is a relationship between international trade and the students' standard of living. Review the concept of GDP and its relationship to standard of living. Discuss the students' conclusions about the Canadian standard of living as a result of their work in Unit Two. Explain the multiplier to students so they can begin to understand the role foreign trade plays in standard of living. Students might look at Saskatchewan and the Great Depression as a historical case study illustrating the relationship among foreign trade, the multiplier, and performance of a GDP. Once students are comfortable with these relationships, have them examine Canadian statistics on foreign trade from the viewpoint of: • total aggregate foreign trade; and, • examples of trade related to agricultural products, forest products, mineral production, auto parts and assembly. Have students apply the multiplier factor to predict what effect changes in foreign trade could have on GDP, employment, and profits. Students can then understand the relationship between the Canadian standard of living and trade. Have students consider their initial position regarding the approach Canada should adopt toward foreign trade in its foreign policy.

Content

The foreign policy of Canadian governments in this century has generally been based on the notion that liberalizing international trade and reducing protectionistic measures wherever possible is in the best interest of most Canadians. Canada, after World War II became a strong supporter of the General Agreement on Tariffs and Trade (GATT) and has worked to support freer trade wherever possible in the world.

Defence

Since World War II it has been apparent that Canada's strategic interests are closely allied with those of the United States. At the beginning of World War II, Canada, as Britain's only ally, signed two agreements with the United States which were to have significant long-term effects on Canadian foreign policy.

The first was the Ogdensburg Agreement (August, 1940) where Canada and the United States agreed to establish a Permanent Joint Board on Defence whose responsibility was to study and make recommendations about the sea, land, and air problems related to the defence of the northern half of the Western Hemisphere. The second agreement, Hyde Park (April, 1941), adopted the "general principle that in mobilizing the resources of this continent, each country should provide the other with the defence articles which it is best able to produce ... and that production programs should be coordinated to this end." It is generally accepted by historians that these agreements marked a major step in the integration of the Canadian and American economies.

Concepts (Knowledge Objectives)

Standard of Living Criteria

Know that, in general terms, all standard of living models need to consider some or all of the following criteria:
- **the capacity of a society to produce wealth. (This factor is usually expressed as per capita GDP);**
- **quality of life factors such as infant mortality, life expectancy, and literacy;**
- **health factors such as calorie consumption, medical care, clean water, and sanitation levels;**
- **factors such as levels of self-esteem, freedom; and,**
- **environmental factors such as clean air, pollution free surroundings, and safe communities.**

Know that important criteria to be considered in maintaining an individual country's standard of living are:
- **protecting domestic employment;**
- **encouraging domestic diversification;**
- **protecting infant industries;**
- **maintaining environmental standards;**
- **protecting national security; and,**
- **protecting cultural sovereignty.**

Know that economies which generate high GDPs usually have the following characteristics:
- specialization: they specialize in producing commodities they are good at and stop producing those they are not good at;
- trade: they trade their surplus goods for those goods they do not produce; and,
- interdependence: by trading they are able to generate a higher GDP than if they attempted to be self-sufficient.

Protectionism

Know that, at certain times, it may be in a country's interest to limit the amount and kind of goods and services that are traded with other countries.

Free Trade

Know that free trade is a policy adopted by the government of a state in which it will not limit the exchange of goods between nations with tariffs and quota restrictions

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (National interests, Foreign policy, National power, International political system, Collective security, Balance of power systems) The purpose of this activity is to help students conceptualize some of the basic relationships in modern international political systems.
Practise using concepts to categorize and classify information. **Practise comparing and contrasting information.** **Practise drawing generalizations and inferences from classified data.** **Practise applying the thinking skills of:** • **stating propositions (hypotheses) that are testable and guide the search for data;** • **collecting data in a systematic manner; and,** • **presenting analyses to confirm or disconfirm an hypothesis.**	**How should the rights and prerogatives of the sovereign state be balanced against the collective well-being of the international system?**	Ask the students, as part of a discussion about the present state of international relations, to select the countries they would consider to be the major players in the current international system. After students have made their selections put them on the chalkboard. Then ask the students to rank them from most to least powerful. When the students have completed this task, ask them to define and list the criteria they assumed in making their judgments about the power of states. Explain the concept of national power to the students, and ask them to develop it more fully and then use it as a basis for evaluating the way they classified nations. Discuss whether they wish to make any changes in their classification.

Content

International Cooperation: A New Paradigm in International Relations

After World War II, Canada became increasingly involved in international relations on two fronts. World War II had devastated the peoples and the economies of the world. The United States was now the world's global superpower. Canada had changed from a wartime junior partner of the United Kingdom to a "middle power" where Canadians asserted the right to influence and involvement in the areas they had interests.

Canadians such as Lester Pearson became international leaders in the creation of the United Nations. Pearson argued that the national security of Canada would best be served when Canadians actively searched out and accepted their international responsibilities.

For Canadians, events of the twentieth century demonstrated that international cooperation was the only way that nations could guarantee the peace and well-being of their citizens. The Great Depression demonstrated that protectionism and trade wars destroyed standards of living. National rivalries had resulted in two horrible wars. It was clear to many Canadians that international competition had been folly.

The Cold War forced Canadian foreign policy makers into a dilemma. The Canadian government was concerned about being forced into an alliance with the United States, and away from the international cooperation that new institutions such as the United Nations (UN) represented. However, given the threat of the Soviet Union there seemed to be little choice for Canada.

One response of Canadian diplomats to this dilemma was to propose that Canada, Britain and the United States create what came to be known as the North Atlantic Treaty Organization (NATO). The Government hoped that the NATO alliance would balance and limit American influence on Canada while still providing the security that Canada needed.

The Canadian approach was to maintain and support regional collective security while working through the UN to achieve the ideals of world organization.

Concepts (Knowledge Objectives)

National Interests

Know that states have national interests which are determined by the needs and wants of the various interest groups able to influence the policies of government within the state.

National Power

Know that national power is the amount of power a state has available for use to obtain its way in international affairs.

Know that among the criteria determining the national power of a state are:
- **its population size;**
- **the resources available to it;**
- **its scientific and technical knowledge;**
- **its industrial and technological infrastructure; and,**
- **the unity and commitment of its social and political organizations.**

International Political System

Know that the international political system is made up of states, international organizations, multinational organizations, transnational groups, and individuals who are:
- **interdependent;**
- **competitive; and,**
- **insecure.**

Collective Security

Know that collective security is a commitment by a number of states to form a regional or global defence system prepared to take common action against states which threaten the peace or commit acts of aggression.

Balance-of-Power Systems

Know that balance-of-power systems are systems of international relations made up of different combinations of powerful nations whose criteria are:
- **first, to preserve and protect their power; and,**
- **second, to maintain peace**

Know that great powers actively seek to prevent any one of their number from becoming too strong by shifting their allegiance and alliances in a way that limits the power of each other in order to balance power.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (National interests, Foreign policy, National power, International system of trade and politics, Collective security, Balance-of-power systems, Change) This activity has two purposes: • to help students appreciate that governments such as Canada's have to develop foreign policy which priorizes and balances the conflicting needs and wants of its people in accordance with the realities of the international system. • to help students develop criteria which they can use as tests for evaluating specific situations in foreign policy. Activity Overview This activity is a research/decision-making simulation in which students should: • consider the different external and internal situations Canada has had to deal with at different points in its history. • develop criteria such as ◦ national self-sufficiency; ◦ national security; ◦ standard of living; ◦ national power; ◦ national independence; ◦ national glory; ◦ international interdependence; - foreign trade, - international leadership, - contributions to the international community, and, ◦ others; which they believe would be in the long-term interests of Canadians and which can be used to evaluate the effectiveness of Canadian foreign policy. • evaluate Canadian foreign policy and decide what foreign policies would serve the best interests of Canada.
Practise developing and applying criteria as a basis for making judgments	In the international confrontation that the Cold War represented, should the policy of a nation such as Canada be one of: • neutrality (like Sweden's or Switzerland's)? or, • joining an armed alliance such as NATO?	

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The increasing threat of the Soviet Union and its alliance system, the Warsaw Pact, with its growing capacity for nuclear war presented more foreign policy problems. Canada, in 1958, joined the American North American Air Defence (NORAD) Command system whose purpose was to protect North America from bomber attack by the Soviets.

Canadian foreign policy since World War II has been forced to deal with the bipolar world of the Soviets and the Americans. It fell to Canada as a middle power to assume the role of peace keeper in the many wars that occurred in places like the Middle East. Canada gained a reputation of being an "honest broker" who could deal with situations where neither of the great powers would be trusted or accepted.

Changing Canadian Foreign Policy

Foreign policy reflects both the needs of the state that creates it and the situation that exists within the international community. Foreign policy, therefore, cannot be static. It has to reflect and reconcile both the internal and external realities facing a nation.

This was the situation facing Canada by the 1960s. The world had changed from the early post-World War II days of the late '40s and early '50s. Canada had matured and become more confident. Expo '67 is one famous example of that process. So, Canada's foreign policy had to adjust as well.

- International Economic Relations

At the end of World War II, Canadians had to face the reality that Canadian international trade would shrink to the levels it had been prior to World War II. The war years had been good to Canada in terms of trade and an accompanying rise in standard of living. Canadians, both in and out of government, were determined to do whatever was necessary to protect the trade they had reestablished during the War.

Concepts (Knowledge Objectives)

Types of Balance-of-Power Systems

Know that balance-of-power systems vary in their composition and characteristics:

- A unipolar system occurs when one power becomes strong enough to act as a global governmental system. (The British Empire in the nineteenth century.)
- A bipolar system occurs when two superpowers dominate and compete with each other in international affairs. (The Cold War in the 1960s and '70s.)
- A tripolar system occurs when there are three dominating powers. Each of the three powers is forced to work to limit the power of the others by strategically allying with one of the other powers. (Great Britain, France, and Germany prior to World War I.)
- A multipolar system occurs when there are more than three powers who can function as major competing players in the balance-of-power system. They are forced to create a more complex and flexible balance-of-power system that integrates regions while allowing the regions more autonomy than other balance-of-power systems. (The world in the 1990s.)

Change

Know that over time realities change making it necessary for society to respond.

Know that within systems change is continuous and takes different forms:

- Gradual Change

Know that systems, in responding to internal and external conditions, exhibit change in the form of cycles, trends, and patterns whose objective is to maintain equilibrium within the system.

- Accelerating Change

Know that accelerating change or exponential growth is a process whereby small changes cause more small changes so that over time the accumulated change becomes very great.

- Abrupt Change

Know that small accelerating changes within a system create a large enough effect (critical mass), the system may change abruptly by moving in one direction or another, or collapse altogether.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (National interests, Foreign policy, National power, International system of trade and politics, Collective security, Balance-of-power systems, Change)
Practise developing and applying criteria as a basis for coming to conclusions. **Practise the skills of dialectical evaluation:** • **defining relevant viewpoints within the information;** • **testing the view points for factual accuracy;** • **testing the viewpoints for their morality;** • **evaluating the factual and moral testing; and,** • **forming a conclusion about the issues.** **Practise using:** • **social tests;** ◦ **performance,** ◦ **consequences,** ◦ **accuracy,** ◦ **security,** • **legal tests;** ◦ **constitutionality,** ◦ **legality, and,** • **moral tests;** ◦ **role exchange,** ◦ **universal consequences,** ◦ **new cases;** **in arriving at a decision.**	Powerful nations in pursuing their national self-interest (trade and political) are often tempted to use their power in ways that create suspicion, distrust and violence between nations. **Should nations such as Canada opt for protecting their own self-interest by:** • **building up their national power and duplicating, wherever possible, the shady practices of other nations; or,** • **working with other nations to strengthen the international system and attempt to pressure nations to conform to standards of international law?**	Continuation of activity . This activity could be set up so that students look at three international situations to which Canada has had to respond: • the international situation just after World War II; • the Cold War situation in the 1960s and '70s; and, • the rise of globalization in the late 1980s and '90s. Divide the class into three groups which would roughly approximate the ideological positions of the right (conservatives), the middle (liberals), and the left (socialists) on international issues. Allow the students to place themselves into these camps by helping them to discover their point of view on international issues in a class discussion. Current event issues involving disarmament, law of the sea, foreign aid, peacekeeping, nuclear weapons could be discussed from different ideological perspectives. For example, what form should Canada's foreign aid policy take? Foreign aid should: • confine itself to establishing viable trade relations with developing nations that are good for Canada as well as the developing nation. No other approach will survive in the long term. (right) • recognize that many developing nations are much worse off than Canada and so our aid should work to help them to become more competitive. In the long run teaching people to fish is better than giving them fish. (liberal) • recognize that the international economic system is completely unfair. Interest payments made by poor countries to rich

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Canadians and their government were determined not to return to the bad old days of the thirties. The overriding objective of Canada's foreign policy was to establish the rule of law in international affairs. In foreign trade, this meant replacing competitive tariff wars with the concept of multilateral trade where trade would be freed and regularized according to rules (laws) established by the international community.

None of this was possible unless countries were prepared to reduce their tariffs as much as possible. For Canada, this would mean substantial tariff reductions, as Canada had the world's highest tariffs. The Canadian government began working to achieve some form of multilateral trade agreement first with the U.S. and the U.K. and then, later, with as many countries as possible.

The world economy in 1946 was in shambles and action had to be taken quickly. Canada worked with Britain and the United States to establish the General Agreement on Tariffs and Trade (GATT) where countries would take the initiative in lowering tariffs.

The Agricultural Case

Agricultural trade has always been a highly protected and sensitive area to negotiate because countries worry about food supply, and the well-being of their agricultural sector. Problems in the international grain trade showed up quickly. By the early '50s European grain production was up, and the Americans had created a price support system which stimulated farm production. These countries and Canada were competing for grain sales.

As well, the Americans passed Public Law 480 (1954) that allowed for the export of subsidized grain to foreign markets. This made it even more difficult for Canadians to sell grain. Prime Minister St. Laurent protested to President Eisenhower, but the lobby power of American farmers outweighed international concerns.

Canadian grain began to pile up and had to be stored everywhere. Good crops made the situation worse. The Diefenbaker Government

Concepts (Knowledge Objectives)

International Trade

Know that a major contributor to a nation's GDP is the wealth it earns from international trade.

Know that Canada is a trading nation because:
- its geography and culture makes it possible for Canadians to produce a surplus of certain commodities;
- without trade those sectors producing surplus commodities will shrink because the producers of surplus goods compete with each other for sales until prices and/or production has been driven down to the level that domestic Canadian consumption requires; and,
- without trading its surplus on the international market, Canada faces high levels of unemployment, high taxation to finance the subsidies needed to protect industries, and a lower standard of living.

Trade Liberalization

Know that the General Agreement on Tariffs and Trade (GATT) is a multilateral agreement that is based on three principles (criteria):
- **equal treatment of members;**
- **elimination of import quotas; and,**
- **reduction of tariffs by multilateral negotiations.**

Economies of Scale

Know that economies of scale are based on the principle that as the size of an operation increases, more specialization and efficiency becomes possible.

Agricultural Income

Know that:
- agricultural production (supply) has grown at an average rate of 5 percent per year;
- real income has steadily grown;
- the demand for food, unlike the demand for other commodities, does not expand in proportion to the expansion of real income;
- spending on food relative to spending on other goods has declined; thus,
- there has been a long-term and world-wide tendency for farm income to fall relative to urban incomes, accompanied by a rapid decline in the percentage of the workforce employed in agriculture.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (National interests, Foreign policy, National power, International system of trade and politics, Collective security, Balance-of-power systems, Change)
		Continuation of the activity.
Practise developing and applying criteria as a basis for coming to conclusions. **Practise the skills of dialectical evaluation:** • **defining relevant viewpoints within the information;** • **testing the viewpoints for factual accuracy;** • **testing the viewpoints for their morality;** • **evaluating the factual and moral testing; and,** • **forming a conclusion about the issues.** **Practise using:** • **social tests;** ◦ **performance,** ◦ **consequences, and** ◦ **accuracy.** • **legal tests;** ◦ **constitutionality, and** ◦ **legality.** • **moral tests;** ◦ **role exchange,** ◦ **universal consequences, and** ◦ **new cases.** **in arriving at a decision.**	National governments are often under great pressure to protect the interests of their citizens by using subsidies and/or other protective practices. This is particularly true in the area of trade. **How should national governments balance the benefits of protecting and enhancing international trading systems against the demand for protection from foreign competition by various economic interests within the nation?**	countries far exceed any aid they receive from the wealthy countries. So, the poor will continue to get poorer until the foreign aid policies of wealthy nations offer more than bandaids to global poverty. (left) Once students are in their ideological groups, explain to them that each group will have an opportunity to role play its point of view as the Government of Canada. Each group will have the opportunity to represent the Government of Canada in Parliament where it will present and defend a foreign policy for an historical period: • the left could be given the late 1940s and '50s; • the liberals could be given the 1960s and '70s; and, • the right could be given the 1980s and '90s. Have each group research the situation facing Canada (its internal needs and the external realities of the international system) during the time period to which it was assigned. Students should decide upon criteria they believe best define Canada's interests and then develop foreign policy based on that criteria. Once the groups have completed their foreign policies, hold a mock parliament where each group/government assigned to an era would present and defend its foreign policy. The Opposition (the other two groups) will be expected to provide a counter foreign policy

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needed a solution that would make farmers and taxpayers happy. They found one in Communist China who after the "Great Leap Forward" needed food and also was looking for a way to gain access to the international community. After the communist revolution in 1949, the international community had shunned China and was, in effect, pretending that 900 million Chinese did not exist. Canadians, hungrily searching for markets, were not prepared to ignore this opportunity. There were mountains of wheat to be sold, so the Canadian government authorized negotiations backed by a $100 million line of credit. A series of long-term agreements followed resulting in multi-million-tonne grain sales throughout the 1960s, 1970s, and 1980s.

Throughout the '60s, '70s, '80s the objective of Canadian foreign policy was to create an International Wheat Agreement which would establish some controls over international grain trade and the price of grain. In the 1970s, this dream collapsed under the anarchic competition of subsidized grain exports between the Americans and the European Community (EC).

The Liberals, in the 1980s, decided that government policy should swing from market management to trade liberalization. Protectionism and subsidies were believed to be a long-term threat to the prosperity of Canadian agriculture. By the time the Mulroney Conservatives came to power, the trade war between the Americans and the Europeans was raging and Canadian agriculture had been seriously damaged. Even though Mulroney agreed with the Liberal approach, he found that Canada is a small player in the international grain market and that it needs American friendship. This interfered and limited Canada's ability to force change in the international grain markets.

In GATT negotiations during the '80s Canada pressed for "a return to sanity" (estimated cumulative agricultural subsidies equalled $100 billion annually) and joined with a group of 14 other countries (the Cairns Group) calling for "fair trading". The U.S., Canada, Australia, and other nations sought a cut in farm subsidies by 90 percent over 10 years. Negotiations at GATT were difficult because the European Community was only willing to cut subsidies by 30 percent.

Concepts (Knowledge Objectives)

Price

Know that in a market system the price of a commodity is determined by the relationship between the quantity supplied and the quantity demanded:
- a high supply and a low demand, all things being equal, means lower prices; and,
- a low supply and a high demand, all things being equal, means higher prices.

Know that the price of farm commodities varies considerably from year to year depending on factors (weather, politics, and fashion) which govern their supply and demand.

Know that people (producers and consumers) use prices of commodities to make decisions about what they will produce and purchase.

Farm Policy

Know that governments have felt strong pressures to respond to the unpredictability of the agricultural sector by establishing:
- marketing boards which are organizations established by government to control the supply and price of agricultural products; and,
- subsidies or income support programs which provide agricultural producers with additional income beyond what they could expect by selling their produce on the open market.

Subsidization

Know that subsidies can have the effect of stimulating production so that supply rapidly exceeds demand.
- countries usually attempt to sell surplus commodities on the international market.

Dumping

Know that dumping is selling excess, subsidized commodities on the international market at prices near or below the cost of production.

Know that dumping has a number of effects:
- it drastically lowers the international price for a commodity; and,
- it forces the consumer to pay higher prices for food either in the form of higher domestic prices or in the form of higher taxes.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (National interests, Foreign policy, National power, International system of trade and politics, Collective security, Balance-of-power systems, Change) Continuation of the activity.
Practise developing and applying criteria as a basis for coming to conclusions. **Practise the skills of dialectical evaluation:** • **defining relevant viewpoints within the information;** • **testing the viewpoints for factual accuracy;** • **testing the viewpoints for their morality;** • **evaluating the factual and moral testing; and,** • **forming a conclusion about the issues.** **Practise using:** • **social tests;** ◦ **performance,** ◦ **consequences, and** ◦ **accuracy.** • **legal tests;** ◦ **constitutionality, and** ◦ **legality.** • **moral tests;** ◦ **role exchange,** ◦ **universal consequences, and** ◦ **new cases.;** **in arriving at a decision.**	Politics has been defined as the process of assigning rewards to people according to how much influence (power) they have within any social system. On this basis, a small percentage of the world's population has been able to control and use, for its benefit, a very large percentage of the world's resources and wealth. **Some say that those nations which create wealth should gain its benefits, while others say that unless some other method of dividing wealth is developed the gap between the "haves and have-nots" will continue to widen.** **What is the international responsibility of a wealthy nation like Canada toward global poverty?**	and make suggestions about how they would handle the situation. As part of the debate, the teacher should role play the outside world and present events (crises) for the government of the day to solve (handle) with its foreign policy. The Opposition should be prepared to offer constructive criticism and alternatives. Historical Eras • 1940s-50s ◦ Some examples of events the students could look at include: - the collapse of the British Empire; - the economic collapse of Europe and Japan; - the threat of returning to the protectionism of 1930s trade relations; - the dawn of the nuclear age; - the threat of another world war; and - the need to create a collective security system to deal with international relations, trade, crises, and conflict. ◦ Some examples of crises teachers could use to complicate the administration of foreign policy for the students include: - Gouzenko crisis; - Berlin blockade; - Chinese Revolution; - Korean invasion; and, - Invasion of Egypt.

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A strict system of free trade remained a difficult issue for Canada, as well. Even though Canadians portrayed themselves internationally as free traders, Canada had a large internal supply management system which was extremely important to the agricultural sector. The U.S. wanted the restrictions on imports by Canadian agricultural marketing boards replaced by gradually diminishing tariffs. The Canadian government had to make choices between supply management and free trade.

The Auto Pact

A long-term objective of Canadian foreign policy has been protecting small Canadian industries from foreign competition. Canadians entered the automobile industry early on and developed a number of automobile manufacturing firms. Over time these were bought by American firms searching for a way around Canada's tariff wall.

By the 1950s the Canadian auto industry was in trouble, because the production runs in Canadian plants were small which meant that labour productivity was low and cars were expensive relative to the American cars. In long term, this meant that the Canadian auto industry would not be able to compete or that Canadians would have to continue buying expensive tariff protected cars. Thousands of jobs were at risk if the auto industry disappeared. The Canadian government negotiated a deal (Auto Pact) with the Americans that integrated the Canadian and American auto manufacturing complexes so that Canadian plants could have access to the American market.

The Auto Pact called for free trade in automotive vehicles, parts, and related products between Canada and the United States. Both countries agreed to remove tariffs on automotive imports. This allowed the auto industry to be rationalized so that plants in both countries would be more efficient economically.

The Auto Pact also had a clause intended to protect and guarantee a fair representation of Canadian jobs throughout the rationalization process. Canadian jobs always had to be proportional to the volume of automobile sales in Canada.

Concepts (Knowledge Objectives)

Economic Goals and Criteria

Know that Canada's economic goals and the criteria for achieving them have been:
- **economic stability as defined by high employment and stable prices;**
- **a good balance of trade defined by exporting as much as is imported;**
- **economic growth as defined by a growing GDP; and,**
- **an equitable distribution of income defined by a narrow gap between rich and poor.**

Standard of Living

Know that Canadians have tended to accept the principles:
- **that raising a standard of living depends upon increasing human productivity usually expressed in terms of labour productivity ratios (output per person hour); and,**
- **that improved productivity allows Canadians to produce and sell goods competitively on world markets.**

Economies of Scale

Know that economies of scale are based on the principle that as the size of an operation increases, more specialization and, therefore, efficiency becomes possible.

Industrial Development Strategy

Know that the National Policies assumed that protecting developing Canadian industries with tariffs and subsidies would stimulate their growth.
- foreign operators, in order to gain access to the Canadian economy (and the British Empire), bought Canadian companies and made them branch plants.

Know that by the 1950s, it was clear that Canadian industrial operators would not grow without access to a larger market.

Continentalism

Know that the United States and Canada became each other's largest trading partners because it was advantageous to link the two economies by:
- sharing resources;
- rationalizing the productive infrastructure of each economy; and,
- creating a larger market for each country in order to gain economies of scale.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (National interests, Foreign policy, National power, International system of trade and politics, Collective security, Balance-of-power systems, Change) Continuation of the activity.
Practise developing and applying criteria as a basis for coming to conclusions. **Practise the skills of dialectical evaluation:** • **defining relevant viewpoints within the information;** • **testing the viewpoints for factual accuracy;** • **testing the viewpoints for their morality;** • **evaluating the factual and moral testing; and,** • **forming a conclusion about the issues.** **Practise using:** • **social tests;** ◦ **performance,** ◦ **consequences, and** ◦ **accuracy.** • **legal tests;** ◦ **constitutionality, and** ◦ **legality.** • **moral tests;** ◦ **role exchange,** ◦ **universal consequences, and** ◦ **new cases.** **in arriving at a decision.**		• 1960s and 1970s ◦ Some examples of events the students could look at include: - U.S. Public Law, 480; - Cuban Revolution; - Opportunity to sell grain to China; and, - Fall of Dien Bien Phu. ◦ Some examples of crises teachers could use to complicate the administration of foreign policy for the students include: - Soviets exploding a hydrogen bomb; - Soviets placing missiles in Cuba; and, - OPEC oil embargo. • 1980s-90s ◦ Some examples of events the students could look at include: - Gorbachev revolution; - Free trade with the U.S.; - the international grain subsidy war; - trading with countries which abuse human rights; and, - American calls for an end to "subsidies" to transportation and medical care, and an end to the "monopolistic" practises of the Canadian Wheat Board. ◦ Some examples of crises teachers could use to complicate the administration of foreign policy for the students include: - collapse of the Soviet Empire; - unification of Germany; - collapse of fish stocks on the Atlantic and Pacific coasts; and, - France's support of Separatist aspirations in Quebec.

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- International Political Relations

By the late 1960s the international community was changing. American prestige, influence, and economic power was no longer as preeminent as it had been shortly after World War II. Vietnam, the Organization of Petroleum Exporting Countries (OPEC) oil embargo, and a reluctance by many Americans to continue their international commitments as leader of the West meant that there was room for contributions from other countries such as West Germany, Japan, France, and Canada. At the same time, the Soviet Union was finding itself less able to dominate as it once had.

Canada found that it was now positioned to play a more independent role as a principal power. The Trudeau administration decided that Canada's foreign policy should have two objectives. Canada should continue its role as peacekeeper and mediator, but it should also be actively pursuing its own interests.

By this time, Canada was either trading or interested in trading with Communist China and Communist Cuba -- countries that were on an American blacklist. Canada assumed that using our capacity for peacekeeping and mediation was a good way to accomplish our self-interest. A peaceful world means that more opportunities for international trade exist.

Decolonization

Decolonization became a major phenomenon after World War II. The problem was that both superpowers were competing for the allegiance of these new countries. Canada, as a middle power with no colonial past and membership in the Commonwealth of Nations, was well situated to play an empathetic role in helping these countries make the transition from colonial to independent status in the world community.

Canada was one of the first countries to adopt international development as a major part of its foreign policy. The Canadian International Development Agency (CIDA) was established as a vehicle for delivering a wide variety of aid to developing nations. Canadian foreign policy initially was based on the notion that extending

Concepts (Knowledge Objectives)

Change

Know that over time realities change making it necessary for nations to respond.

Foreign Policy

Know that nations have to reassess their foreign policy from time to time in order to be sure that the priorities and objectives are still valid, given the current internal and external realities.

Decolonization

Know that in the decades following World War II, many colonial nations found that:

- the nineteenth-century colonial empires were no longer able to maintain their control;
- their people were caught up in powerful feelings of nationalism that demanded self-determination; and,
- one or the other of the superpowers was prepared to support their independence in return for loyalty to a particular ideology.

Development

Know that the prosperity of modern industrial nations depends upon a modern infrastructure of agriculture, industry, transportation, education, health, and government.

Know that most newly independent nations lacked the infrastructure necessary to allow them to become prosperous, modern, independent nations.

Know that in many cases developing nations were forced to give up their independence to a superpower in return for foreign aid.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (International trade, Trade liberalization, Farm income, Economics of scale, Productivity, Price, Farm policy, Subsidization, Dumping) **Note to the Teacher:** • This activity is an indepth case study of Canadian foreign policy. It could be done as part of the previous activity or it could be done as individual or group research assignments. The purpose of this activity is • to help students understand how agricultural policies, industrial policies, and defence policies affect a society's standard of living and the role these policies play in a government's domestic and foreign policies; and, • to brief the student groups from the previous activity as they develop the agricultural, industrial, defence policy part of their foreign policy; or, • to be a research assignment that could lead to a symposium about Canadian foreign policy.
Practise using one's personal experience to gain an understanding of a concept. **Practise using concepts to categorize and classify information.** **Practise drawing generalizations and inferences from classified data.** **Practise applying the thinking skills of:** • **stating propositions (hypotheses) that are testable and guide the search for data;** • **collecting data in a systematic manner; and,** • **presenting analyses to confirm or disconfirm an hypothesis.**	How should members of the international community, such as Canada, respond to ideological disputes between powerful nations of one ideological persuasion and less powerful nations of a different persuasion. Should they respond by: • respecting the great powers' claims that they have the right to dominate small powers within certain spheres of interest? or, • ignoring those claims whenever it is in the country's national interest to do so?	Each team of students from the previous activity can be subdivided into expert groups with one group being responsible for agriculture, another for industry, and a third for international politics (defence and foreign relations). This part of activity is specifically concerned with helping students gain specific background knowledge related to the international grain trade. Have the students review the information on the grain trade and then be prepared to present a summary of their findings to the entire team along with their recommendations for Canada's response in its foreign policy.

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economic assistance was critical if the West was to be successful in containing the spread of communism in Asia, Africa, and Latin America.

By the 1970s, Canada was actively working to ensure that colonial peoples were given the right of self-determination. Canadians were arguing that this right should be honoured even if a country decided to make choices of which the West, i.e., Washington, disapproved.

Defence

Defence remained a difficult issue for Canadian foreign policy. World peace was being maintained by nuclear deterrence, even as the superpowers agreed that they needed to find some other basis for their security. The problem was that both superpowers, in the name of national security, were actively seeking a technological advantage over the other that could tip the balance of power in their favour. This, coupled with the horror of nuclear warfare, created an overriding sense of insecurity.

Canadian governments in the '60s, '70s, and '80s had to balance their defence policies between a commitment defensively and ideologically to the American-dominated defence system of NORAD and NATO and a commitment to encouraging cooperation and law as a more reasonable basis for international relations. In the 1970s the Canadian government was determined that its foreign policy would determine its defence policy and not the other way around.

The Trudeau government decided to send a signal to the international community about the direction it should move. Canada unilaterally cut its military contribution to NATO in Europe by half, began phasing out nuclear weaponry, and moved its remaining forces to reserve status.

The United States under the leadership of President Nixon and Secretary of State Kissinger, also began to work for "detente" by offering friendship to China and opening the Strategic Arms Limitation Talks (SALT). There were many discussions between the nuclear powers, but the spectre of technology intervened, with both superpowers developing and deploying new and more powerful weapons which increased tensions between them. NATO decided to adopt

Concepts (Knowledge Objectives)

Self-determination

Know that self-determination is the right of a nation to assess its own best interests and to make choices that will allow it to develop as it sees fit.

Balance-of-Power Systems

Know that a bipolar system tends to have intensifying tensions and conflicts because each pole sees any gain of power for the other as a loss for itself.

Cold War

Know that the Cold War was a bipolar situation in which the destructive power of nuclear weapons forced the superpowers to adopt a number of dangerous policies:

- a competitive arms race where each superpower attempted to counter the power of the other by technological innovation and massive defence spending;
- a philosophy of mutually assured destruction (MAD) where each superpower used the reality of the absolute destruction of the other as a deterrent to using its nuclear weapons; and,
- propaganda campaigns of disinformation, distortion, and blackmail to coerce as many members of the international community into their ideological camp as possible.

Continentalism

Know that the foreign policy of Canada has been significantly affected by its:

- **geographic location between the superpowers; and,**
- **linkages to one superpower by a long undefended common boundary, a shared ideological assumptions, and shared economic system.**

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (Economic goals, Standard of living, Economies of scale, Industrial development strategy, Continentalism,) Activity continued. This part of the activity is specifically concerned with helping students gain background knowledge related to the problems associated with establishing a successful automobile manufacturing industry. Have the students review the information on the Auto Pact and then present a summary to the entire team along with recommendations for Canada's response in its foreign policy.
Practise using one's personal experience to gain an understanding of a concept.		
Practise using concepts to categorize and classify information. **Practise drawing generalizations and inferences from classified data.** **Practise applying the thinking skills of:** • **stating propositions (hypotheses) that are testable and guide the search for data;** • **collecting data in a systematic manner; and,** • **presenting analyses to confirm or disconfirm an hypothesis.**		

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a two-track strategy of rearming Europe while pressing the Soviets to halt their deployment of new weapons. Much of Europe was cool to this approach, but both the Clark and Trudeau administrations supported it.

In 1980, Ronald Reagan was elected President of the United States and he escalated both Cold War rhetoric and expenditures on armaments. President Reagan was determined to reassert American military power and to create the technical capacity to eliminate missiles as threats to U.S. security. The Soviets, under Brezhnev, retaliated with their "brink of war" campaign and escalated their rhetoric and expenditures.

Canadian foreign policy responded by collaborating with the Americans under President Reagan and signing new agreements to renew NORAD and to cooperate in the design and development of new weapons such as the Cruise missile. Canada allowed the weapons to be tested in its air space despite protest from many Canadians.

The Canadian public, foreign policy analysts, and Prime Minister Trudeau were worried about this turn of events. The risks of a nuclear holocaust seemed to be increasing rather than decreasing. Trudeau, in the last months of his administration, started an international peace campaign with the objective of reducing East-West tensions and stopping the arms race. While the United Kingdom, the United States, and the Soviet Union all rejected the Trudeau approach, they did begin to tone down their hostile rhetoric.

Prime Minister Brian Mulroney believed that Canada and the United States must retain a close relationship. Mulroney agreed to modernize and strengthen NORAD bases and to replace the Distant Early Warning (DEW) line with the North Warning System. The Mulroney administration also agreed to strengthen the Canadian military by upgrading its capabilities and acquiring nuclear submarines for arctic patrol. Deficit reduction priorities limited the amount of money the government was prepared to spend. With the changes that occurred in the Soviet Union under Mikhail Gorbachev, superpower relations improved dramatically. A Soviet-U.S. arms deal was concluded which represented a major step forward.

Concepts (Knowledge Objectives)

International Worldview

Know that during the Cold War people became convinced that balance of power politics, based on concepts such as mutually assured destruction; was a dangerous and irresponsible basis for international relations.

Members of the International Community

Know that sovereign states were finding that non-traditional members of the international community such as non-government organizations and transnational movements were demanding more influence.

Legitimacy

Know that the Cold War forced the world community to confront the issue of whether it is power or the rules of international conduct that determine legitimate behaviour.

Know that international rules of conduct are based on

- general principles of law;
- basic standards of behaviour; and,
- legally-binding rules.

Allocation of Scarce Resources

Know that the arms race represented a huge drain on the gross domestic product of all nations actively involved in the arms race.

Opportunity Cost

Know that the opportunity cost for a nation investing its wealth in armaments is that the wealth cannot be used in more productive ways.

Gradual Change

Know that during the 1970s the international balance of power system evolved from a bipolar system where two superpowers dominated international affairs to a multipolar system where more than three powers were functioning as major competing players in the system.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Development Lesson (National power, Collective security, Balance-of-power systems) Activity continued. This part of the activity is concerned with helping students gain background knowledge related to: • understanding the role Canada's foreign policy, defence policies, and defence industries play in maintaining Canada's security and standard of living; and, • the problems in assessing a nation's national power, the foreign policy options open to the nation, and the problems associated with choosing a foreign policy. Students in this group should present a summary of the information to the entire team along with recommendations for Canada's response in its foreign policy.
Practise using one's personal experience to gain an understanding of a concept. **Practise using concepts to categorize and classify information.** **Practise drawing generalizations and inferences from classified data.** **Practise applying the thinking skills of:** • **stating propositions (hypotheses) that are testable and guide the search for data;** • **collecting data in a systematic manner; and,** • **presenting analyses to confirm or disconfirm an hypothesis.**	Since World War II, there have been occasions when nations have flagrantly violated international law through human rights abuses and/or by invading other countries. **Should the international community respond to violations of international law by:** • **peacemaking operations in which it coerces violators, through economic sanctions or by force, to conform to international standards of behaviour; or,** • **peacekeeping operations in which it will only interfere if and when the parties to a dispute request help in resolving a conflict?**	

Content

The State of the World Today is Change

The post-World War II international political and economic system on which much of Canadian foreign policy was based has been changing for at least a decade. It is probable that the international community will continue to be affected by change and Canadian foreign policy will have to respond.

One of the most significant changes is that the lives of ordinary people are now highly affected by decisions made at the international level. These decisions now increasingly affect peoples' livelihoods because they pressure governments to eliminate subsidies, force industries to close plants, and impose restrictions on the use of resources.

Economic Change

The international economic world has changed enormously. Japan has become the repository of much of the world's money. The half dozen of the world's largest banks are Japanese, not American or European. The economic world has become a world of trading blocs. The EC continues to move toward economic and political union. Other trading blocs such as NAFTA are being formed as nations struggle to protect markets and trading interests.

Old markets disappear and new markets appear. Europe has revitalized its agriculture and is now a competitor for markets rather than being a market. This may happen at some point in the C.I.S. China has the potential to be a huge market for agricultural products, and fertilizer. Canada, because it was the first to trade with Communist China, has a special niche in Chinese trade. As technology evolves new market possibilities will develop.

Technology is changing world trade patterns. Communication and transportation advances continue to make trade more accessible. It is increasingly difficult to determine the origin of a product. In automobile manufacturing for example, parts are made in one country, assembled in another, and owned by an

Concepts (Knowledge Objectives)

Sovereignty

Know that democratic national governments have traditionally believed that a major responsibility was to protect the well-being of their citizens against competition and exploitation by outside interests.

Know that in the evolving international system, national governments are finding that they have lost some of their traditional power to make laws and regulate events within their country.

Know that national governments are going to have to develop the will and search for other means to protect their citizens.

Abrupt Change

Know that when small accelerating changes within a system create a large enough effect (critical mass), the system may change abruptly by lurching in one direction or another or by collapsing altogether.

Competition

Know that advances in communications and transportation technology have reduced costs so that businesses now have the option of creating new international partnerships or moving their manufacturing processes to wherever it is advantageous.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Application Lesson (Sovereignty, Abrupt change, Competition, Cultural sovereignty, Scarce resources, Multipolar international system, International community, Dialectics)
Practise using concepts to categorize and classify information. **Practise drawing generalizations and inferences from classified data.** **Practise applying the thinking skills of:** • **stating propositions (hypotheses) that are testable and guide the search for data;** • **collecting data in a systematic manner; and,** • **presenting analyses to confirm or disconfirm an hypothesis.**	It is generally accepted in democratic societies that groups with power who are not held accountable for that power are dangerous to the public well-being. In the modern international community, there are many relatively new members who wield much economic and political power. In what ways and by how much should their power be constrained: • Are MNCs being held accountable by the global market place and by national and international law? • Should developing nations be protected from having to compete in a bidding war for the scarce investment dollars of MNCs? • Should international law in areas such as resource management, conservation, and pollution be strengthened and extended?	The purpose of this activity is to help students understand and appreciate the scale and quality of change occurring in the international community. Redivide your class into three groups, whose objective will be to examine major changes in the international community. One group will be responsible for looking at economic changes, another group should examine changing environmental realities, and the third group could look at political change. Remind each group that it is still Canadian foreign policy expert group with an ideological perspective and that its assignment will be to make recommendations to the government about the approaches Canada should take in its foreign policy. The purpose of this research would be to prepare for a meeting with the G7 nations to discuss common problems.

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auto maker from a third county. Trans-national partnerships between auto makers are the norm. In the clothing industry, a North American entrepreneur may decide to launch a new line of clothing. A European dress designer with an international reputation is hired to design the clothes. The designs will be digitalized and transferred electronically to an automated factory where cloth from some other part of the world is cut into patterns. Usually the clothes will be sewn in a low-wage part of the world and then marketed around the world.

The world is now linked electronically by a global system of communication satellites. No country can successfully isolate itself from the rest of the world. This poses a dilemma for many countries. They may wish to protect their cultures from the influence of a global, liberal, secular culture with which they profoundly disagree. The problem is that this secular culture controls both the production of the mass media and the electronic distribution systems that make it available. All nations, including Canada, are being affected by that culture.

Some nations are trying to limit access to popular culture. Some would argue this is a misguided attempt to stop progress by censorship, while others argue that the destruction of traditional cultures by modern materialism is not an example of progress.

Environmental Change

A highly significant aspect of the globalization phenomena is environmentalism. National governments around the world are finding that they are having to deal with issues that have causes and effects over which they have little power.

Acid rain may be caused by air-born pollutants of one country's industrial complex. The complex may be a major source of employment, but the effects from its acid rain will be felt by the lakes and forests of another country thousands of miles distant. Depletion of the ozone layer, depletion and pollution of ocean resources, protecting endangered plants and animals, controlling population growth, are all concerns that have both global and national ramifications.

Concepts (Knowledge Objectives)

Cultural Sovereignty

Know that nations have traditionally believed that protecting significant aspects of their culture (language, religion, belief systems, and the arts) from influences of other cultures was a major responsibility.

Rising Expectations

Know that one effect of the global homogenization of culture is to create among people the expectation that their standard of living should approach that which they see on the international media.

Ecosystems

Know that global systems (weather, rivers, and animal migrations) are all part of the global ecosystem and as such are all interrelated and interdependent.

Know that global systems operate on a global basis and do not respect the artificial boundaries of nation-states.

Scarce Resources

Know that humans depend upon many resources (fish stocks, air current, streams and aquifers) produced by global systems.

Know that there is an intense debate about the ownership of resources between those who contr part of a migration route and those who harvest the resource at some other point in the migratic route.

Skills/Abilities Objectives

Practise applying the thinking skills of:
- **stating hypotheses that are testable and guide the search for data;**
- **collecting data in a systematic manner; and,**
- **presenting analyses to prove or disprove an hypothesis.**

Practise developing and applying criteria as a basis for coming to conclusions.

Practise the skills of dialectical evaluation:
- **defining relevant viewpoints within the information;**
- **testing the viewpoints for factual accuracy;**
- **testing the viewpoints for their morality;**
- **evaluating the factual and moral testing; and,**
- **forming a conclusion about the issues.**

Practise using:
- **social tests;**
  - **performance,**
  - **consequences, and**
  - **accuracy.**
- **legal tests;**
  - **constitutionality, and**
  - **legality.**
- **moral tests;**
  - **role exchange,**
  - **universal consequences, and**
  - **new cases.**

in arriving at a decision.

Values Objectives

Many people argue that the global environment is being seriously affected by population growth, resource depletion, habitat destruction, and environmental pollution. Many believe this will result in consequences such as environmental warming.

A related argument is that because the world cannot adequately provide a standard of living for the existing population, it will not be able to cope with a population that is growing at the rate of 100 000 000 people per year. Given these two situations, the global economy has to choose between two paradigms each with significant consequences:
- Is the paradigm of economic progress with its emphasis on economic growth based on the values of competition, efficiency, economies of scale, globalization of markets, and international trade the engine of future progress?
- Is the paradigm of a steady-state economy with its emphasis on no growth based on the values of equitable distribution of wealth, efficiency defined by environmental and human considerations, and small scale economic production the source of future social progress?

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s
- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Communication

Concept Application Lesson (Sovereignty, Abrupt change, Competition, Cultural sovereignty, Scarce resources, Multipolar international system, International community, Dialectics)

The purpose of this activity is to help students understand and appreciate the scale and quality of change occurring in the international community.

This is an alternative approach to the previous activity which suggests that the class hold a G7 conference in which the G7 countries would discuss and make recommendations about:
- issues related to the conservation and division of ocean resources;
- changes that have to be made by industrial nations in order to deal with global warming;
- the continued problem of the definition of subsidies and their impact on international trade;
- the question of whether media products (television programming, movies, books, and music) should be accorded a special status so that nations could impose controls on their importation;
- the international arms trade and its impact on the internal stability of nations and on the international community in general; and,
- the question of whether international money markets are now imposing fiscal and monetary controls on democratically elected sovereign governments.

The class could be divided into the following G7 countries: Canada, United States, United Kingdom, France, Germany, Italy, and Japan.

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Canada has had to deal with crises related to depleting fish stocks on both the Pacific and Atlantic coasts. These crises could not be solved without engaging in complex international negotiations.

Political Change

Shifts in the relative power of sovereign states is a constant reality over the long term. In the short run, it is difficult to realize that nations including the powerful, rise and fall, come and go. The disintegration of the Soviet Union and its empire is a dramatic example. The C.I.S., as successor to the U.S.S.R., is no longer able to exert the kind of pressure on world events as it once did. West Germany is now reunited with the former East Germany and Germany once more has the potential to be a major power in world affairs.

Other nations growing in power and influence include China and India. South America will continue to modernize and grow in influence. At the same time the United States, while it remains a military superpower, is becoming less able to dominate international economics as it did in the immediate post-World War II era.

Traditionally, in the international community, the sovereign state was supreme. The state controlled much of the wealth of society, always controlled the military, and used its diplomatic resources to influence events as it saw fit. Much of that has changed. The sovereign state is only one of many players in the international community. Often it can do little more than react to the actions and events caused by other players.

Multinational corporations have developed great economic and political power and are significant new players in the international community. They control more than twice as much wealth as the reserves of all the central banks and international monetary institutions. Every day, the equivalent of trillions of dollars are bought and sold on international money markets. If the policies of a sovereign state are unacceptable, then the international money markets can sell the currency of that state at a discount and exert enormous pressure on the fiscal policies of that government.

Concepts (Knowledge Objectives)

Know that sovereign states will have to work ou new ways of protecting, managing, and sharing these resources.

Multipolar International System

Know that during the 1980s, after a series of economic and political events, the international system evolved into a multipolar system of large, autonomous, integrating regions creating a more flexible balance-of-power system.

International Community

Know that sovereign nations are now only one category of significant player in the international community.

Know that other major players in the international community are:

- Multinational corporations (MNCs)

Know that MNCs are a relatively new category o powerful international players.

Know that General Motors has annual sales of $124 billion which would place GM as the 24th largest country based on GDP. South Africa would be the 29th largest country.

Know that Exxon would rank as 28th largest country, Ford as the 31st, and IBM as 41st.

Know that by the 1990s the world's 500 largest MNCs controlled over $5 trillion in assets, produced nearly $200 billion of the world's gross economic product and employed over 26 million people.

Skills/Abilities Objective

Practise applying the thinking skills of:
- **stating propositions (hypotheses) that are testable and guide the search for data;**
- **collecting data in a systematic manner; and,**
- **presenting analyses to confirm or disconfirm an hypothesis.**

Practise developing and applying criteria as a basis for coming to conclusions.

Practise the skills of dialectical evaluation:
- **defining relevant viewpoints within the information;**
- **testing the viewpoints for factual accuracy;**
- **testing the viewpoints for their morality;**
- **evaluating the factual and moral testing; and,**
- **forming a conclusion about the issues.**

Practise using:
- **social tests;**
  - **performance,**
  - **consequences, and**
  - **accuracy.**
- **legal tests;**
  - **constitutionality, and**
  - **legality.**
- **moral tests;**
  - **role exchange,**
  - **universal consequences, and**
  - **new cases.**

in arriving at a decision.

Values Objectives

Many of the problems that the world faces -- environmental issues, peace, distribution of wealth, and trade must be solved on a global basis which means that there has to be a balance between nationalism and internationalism:
- **The paradigm of nationalism is based on the idea that each group of people (nation) is distinct and is the owner of a part of the world which may use to create a high standard of living for itself.**
- **The paradigm of internationalism is based on the idea that all humans have similar needs and aspirations and that humanity needs to focus on the betterment of everyone.**

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s
- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Communication

Concept Development Lesson (Sovereignty, Abrupt change, Competition, Cultural sovereignty, Scarce resources, Multipolar international system, International community, Dialectics)

Activity continued.

Another group of students could represent major players in the international community and lobby the G7 for the kinds of changes it would like to see happen. Some examples of the kind of groups the students could represent are:
- Greenpeace;
- MNCs; and,
- etc.

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Multinational corporations promise jobs and higher living standards to countries receiving corporate investment in their economies. However, when corporate interest and national interest conflict, Multinational corporations are able to use their resources to challenge the political decisions of governments in many ways.

Transnational movements are another category of international player who is exerting more influence within the international community. One example of an old and very successful transnational movement is the Catholic Church. Stalin is reported to have sneered at the Pope because he lacked army divisions. It is ironic that the Soviet empire Stalin accumulated has disintegrated while the Roman Catholic Church survives and is still influential.

Greenpeace and related Green Parties around the world represent another example of a transnational movement with great international influence. Terrorist movements are another less savory example of movements trying to exert influence on the world community through extralegal means.

As well, the international community continues to be affected by traditional non-governmental organizations (NGOs) which have played a role for many years. Two of the older NGOs are the Red Cross and the International Olympic Committee. Their goal is to encourage civilized relations between members of the international community. A newer member is Amnesty International which has been able to exert considerable influence over the behaviour of sovereign nations.

Finally there are the different international government organizations (IGOs) that have been created this century. The United Nations and all of the different IGOs within its purview, despite their problems, continue to have a great effect on relations throughout the world. There are many others such as Interpol, NATO, GATT, OAS, and IATA. Commerce and travel is safer and more convenient because of their influence.

Concepts (Knowledge Objectives)

- Transnational Movements

Know that transnational movements achieve power through influence and charisma. They use emotional and spiritual appeals to mobilize large numbers of people in some kind of cause.

- Non-governmental Organizations (NGOs)

Know that the International Olympic Committee, Red Cross, and Amnesty International are examples of NGOs.

Know that Amnesty International is a good example of an NGO that can publicize and successfully limit the behaviour of a government that is being arbitrary and dictatorial.

- International Government Organizations (IGOs)

Know that examples of IGOs are:
- United Nations;
- NATO;
- the Organization of American States; and,
- GATT.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies

Content

Choices for Canadian Foreign Policy in the 1990s

Canadian economic foreign policy faces a number of significant choices:

- free trade and NAFTA

Many Canadians still question whether Canada should be integrating its economy into a North American trading bloc. The advocates of free trade argue that there is no choice: we either learn to compete and grow or we disappear as a leading technological and industrial nation. The other side argues that the costs to our identity and way of life are too high: Canada as we know it will simply be submerged into the American colossus.

- cultural controls

Canada, like many countries, is concerned about the impact of a powerful international media originating in the United States. The Canadian government (like the governments of France and Britain) has attempted to protect Canadian cultural industries (television, magazines, music, movies, sports) from foreign competition. Again Canadians are very ambivalent about the merits of Canadian content versus the attractions of modern mass media. The result has been that Canadian foreign policy around these issues has been weak and indecisive.

- the Law of the Sea

Canada became embroiled in an international controversy about the conservation of fish stocks off both coasts. Canada has advocated stringent controls for the management and protection of fish stocks. The problem is that not all countries necessarily agree with Canadian perceptions of the dangers to the stocks. This is particularly true of those countries which have international trawler operations and range across all the oceans looking for fish.

Canada has been advocating greater territorial sea boundaries and has acted unilaterally on occasion in protecting Canadian interests. Canada has been criticized for setting a bad example, because in the long term, protecting the oceans can best be accomplished through international law rather than through international confrontation.

Concepts (Knowledge Objectives)

Dialectical Evaluation

Know that Canadian governments when developing foreign policy have to resolve ambivalent and contradictory pressures both from within and without Canada.

Know that developing foreign policy involves a process of dialectical evaluation in order to weigh the consequences of alternative policies.

Dialectic on Free Trade

Know that Canadians are seriously divided about whether integrating Canada's economy into the North American trading bloc represents capitulation or progress.

Dialectic on the Future of Canadian Culture

Know that Canadians are extremely ambivalent about American culture: Canadians vote for American culture with their television dials while expressing a great deal of dislike for it.

Know that Canadian social and foreign policy has never been able to resolve the conflict over access to the international media and protecting and maintaining Canadian culture.

Dialectic on Conservation

Know that international law is based on a complex mix of legal principles, widely practised customs, basic standards of behaviour, and legally-binding rules, all of which change slowly.

Know that change in nature often occurs catastrophically fast and, therefore, international law will lag and not respond immediately to the crisis.

Know that nations will find themselves in a dilemma where they may wish to act legally but feel forced to use illegal means to prevent a conservation disaster.

Skills/Abilities Objective	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Application Lesson (Dialectical evaluation)
Practise using concepts to categorize and classify information. **Practise drawing generalizations and inferences from classified data.** **Practise applying the thinking skills of:** • **stating propositions (hypotheses) that are testable and guide the search for data;** • **collecting data in a systematic manner; and,** • **presenting analyses to confirm or disconfirm an hypothesis.**	**How should a nation in its foreign policy balance its domestic interests against its international responsibilities?** • **Should nations such as Canada opt for protecting their own self-interest by:** ◦ **building up their national power and duplicating, wherever possible, the shady practices of other nations? or,** ◦ **working with other nations to strengthen the international system and attempt to pressure nations to conform to standards of international law?**	The purpose of this activity is to help students: • consider whether it is possible for people to affect the international community; • identify individuals who have been able to have such an effect; and, • determine how they did it. Ask the students to think about issues that need to be approached on an international level in the 1990s. Some examples of the issues, along with the involved organizations and individuals, they might consider: • protecting the rights of people ◦ groups like Amnesty International where letter writing campaigns by thousands of ordinary people change government behaviour. • protecting the rights of workers (working conditions, pay, hours of work) ◦ organizing to boycott carpets made by indentured children, and ◦ Caesar Chavez and the boycott of grapes to support grape pickers. • protecting the environment (migratory fish stocks, air and water borne pollution, ozone layer, global warming) ◦ Greenpeace organization, ◦ Sea Shepherd, ◦ European Green Parties, and ◦ International protests such as Cloquohot, anti-sealing protests, leghold trapping. • alleviating the plight of the poor (famine, disasters, inequitable distribution of the world's wealth) ◦ The Bob Geldoff rock concerts, and ◦ Mother Theresa.

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- International Trade Relationships

Canada faces a dilemma in terms of its trade relationships particularly its relationship with the United States. Americans argue that any form of managed trade (marketing boards, public transportation systems, public health-care systems) where governments are helping their citizens constitutes a subsidy which gives Canadian producers an unfair advantage over American producers. Canadians will have to face and deal with a wide range of charges relating to Canadian social policies and programs.

This process will occur both externally and internally. Western Canadians are debating the future existence or role of the Canadian Wheat Board. Are farmers better served by maintaining (and improving) the operations of the Wheat Board, or, should Canada revert to a system where farmers trade directly on the international grain markets? There are strong feelings on both sides of the issue.

- Foreign Aid

Foreign aid remains controversial. Canadians like to believe that they are a generous people who are willing to share their wealth with those who are less fortunate. There is evidence over recent years (Ethiopia and the Sudan) that Canadians can give generously.

At the same time Canada gives less than 0.5 percent of its GDP as foreign aid. Canadians are often quite suspicious about the use of foreign aid dollars in other countries. Canada has actually been cutting back on its foreign aid disbursements, arguing that in a time of high government debt and spending, Canada cannot afford high levels of foreign aid. This argument is made despite the enormous poverty that 40 percent of the world's people endure.

Canadian political foreign policy also has to face a number of significant choices:

- International Armaments

Many countries are spending heavily on armaments. Money spent on armaments is money that is no longer available to create social programs that would improve the lot of people.

Concepts (Knowledge Objectives)

Dialectic on Canadian Sovereignty

Know that nations have historically reserved the right to define and implement social policies that, they believe, serve their best interests.

Know that other members of the international community (nations, MNCs, etc.) are challenging that right particularly in areas of economic and fiscal policies.

Know that countries like Canada will have to find a balance between maintaining international commitments and protecting national well-being.

Dialectic on Foreign Aid

Know that many Canadians believe that there is a great deal of poverty in Canada which should be eliminated before Canada sends out foreign aid. Other Canadians argue that Canada is so much wealthier than poor countries that it has the capacity and, therefore, the obligation to help wherever it can.

Dialectic on the Defence of Canada

Know that many people believe Canada's best interests are served by creating a strong defence industry which improves Canada's capacity to defend itself and its economy.

Know that other people argue that using defence and armaments as the basis to build industry and create jobs is wasteful and expensive. This wealth could be better used to create more productive industries while Canada works to create a disarmed, peaceful international community.

Skills/Abilities Objectives	Values Objectives	Suggested Teaching and Evaluation Strategies
		Incorporating the C.E.L.s • Independent Learning • Critical and Creative Thinking • Personal and Social Values and Skills • Communication Concept Application Lesson (Dialectical evaluation) Activity continued.
Practise using concepts to categorize and classify information. **Practise drawing generalizations and inferences from classified data.** **Practise applying the thinking skills of:** • **stating propositions (hypotheses) that are testable and guide the search for data;** • **collecting data in a systematic manner; and,** • **presenting analyses to confirm or disconfirm an hypothesis.**	**How should a nation in its foreign policy balance its domestic interests against its international responsibilities?** • **Should nations such as Canada opt for protecting their own self-interest by:** ◦ **building up their national power and duplicating, wherever possible, the shady practices of other nations?** **or,** ◦ **working with other nations to strengthen the international system and attempt to pressure nations to conform to standards of international law?**	• disarmament issues (international arms sales, nuclear weapons, etc.) ◦ Physicians for Social Responsibility, ◦ Women protesting against nuclear arms. ◦ Student protests in the '60s against American involvement in Vietnam. If you were going to affect the international community on behalf of some cause, how would you go about mobilizing world opinion effectively: • use of the international media; • use of international law; • use of international institutions such as the UN Agencies, Red Cross, Amnesty International. Ask the students to pick an issue they believe is worthy of their's and the world's attention and look at what different groups have done so far and what else might be done.

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Usually, these weapons are used for war and repression. Wealthy industrialized countries, such as Canada, who profit from arms sales justify this practise on the basis of job creation and wealth generation. Countries such as Canada are having to ask basic questions about their role in arms sales.

Canada has argued consistently over the years that a disarmed world would be a safer world. As the world is no longer a bipolar world divided between two super powers, it has become much more fractured. There is the possibility of new superpowers rising, (China for example), and at the same time dangerous power vacuums exist that could trigger more wars (Central Asia, for example). The world may not be a particularly safe place in the next decade. This makes planning for the optimum level of military preparedness difficult.

Nuclear issues are significant for Canada not only because of the possible threat to Canadian security, but also because Canada (Saskatchewan) is a major supplier of the world's uranium. Nuclear energy has fallen on hard times because of the controversy associated with it and because of the extreme expense of building and decommissioning nuclear reactors. Canada, as a leading nuclear nation, will have to play a role in these processes.

- International Commitments

Canada has earned a reputation as a country that is very good at accepting and carrying out international commitments. Peacekeeping is the most famous example. The crisis in Bosnia and Serbia illustrates the difficulties of determining whether the UN operation is one of peacekeeping or peacemaking. Canadians will increasingly have to make serious judgments about when, where and why Canadian troops are being committed to a peace operation.

Most Canadians are proud that our country played a role in creating the United Nations. Its future role in international relations is under debate. Canadians will have an opportunity to debate and implement a foreign policy related to the future directions the UN will take.

Concepts (Knowledge Objectives)

Dialectic on the Canadian Military

Know that Canadians have always been ambivalent about the size and role of the military in Canada.

- Some Canadians believe that Canada should maintain a strong military and a prominent role in international organizations such as NATO and NORAD.
- Other Canadians believe that, at most, Canada should have a small military that is trained for peacekeeping so that Canada can play a mediating role in the international community.

Dialectic on International Commitments

Know that making international commitments is always expensive and often risky because of mistakes and entanglements.

- Some Canadians argue that Canada's first responsibility is to Canadian self-interest and that of close allies.
- Others Canadians believe that Canada's self-interests are best served by taking a leading role in making the relationships within the international community work peacefully and effectively.