

Social Studies

Grade 9

Interim Edition



Curriculum Guide
September 2011

Table of Contents

Acknowledgements.....	i
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Introduction

Background	1
Aims of Social Studies	1
Purpose of Curriculum Guide.....	1
Guiding Principles.....	2

Program Design and Outcomes

Overview	3
Essential Graduation Learnings	4
General Curriculum Outcomes	6
Processes.....	8
Attitudes, Values, and Perspectives.....	9

Contexts for Learning and Teaching

The Learner	11
Equity and Diversity.....	14
Principles Underlying the Social Studies Curriculum.....	15
The Social Studies Learning Environment	16
Assessing and Evaluating Student Learning	23

Curriculum Overview

Kindergarten to Grade Nine Social Studies	27
Grade Nine: Canadian Identity	27
Course Summary	28
Course Outcomes	30
Table of Specifications and Pacing Guidelines	33
How to Use the Four Column Curriculum Layout	34

Curriculum Outcomes

Integrated Concepts and Processes	39
Unit 1: Exploring Canadian Identity	47
Unit 2: Geographic Influences on Identity	51
Unit 3: Historical Influences on Identity I	65
Unit 4: Historical Influences on Identity II	83
Unit 5: Citizenship and Identity	105
Unit 6: Canada's Changing Identity	123
Unit 7: Reflections on Canadian Identity	143

Appendices

Appendix A: Concepts in Social Studies	149
Appendix B: Process-Skills Matrix	151
Appendix C: Inquiry and Analysis Used in Social Studies	159
Appendix D: Using Primary Sources in the Classroom	167
Appendix E: Examining Issues in History	175
Appendix F: Student Response Journals	177
Appendix G: Writing a Historical Essay.....	179
Appendix H: Rubrics for Learning and Assessment.....	181
Appendix I: A Framework for Assessing Historical Thinking	187

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John Hildebrand

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Bruce Fische

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Darryl Fillier

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Bethany Doiron

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Ian Adey
Western School DistrictJeff Piercey
Eastern School DistrictLou Byrne
Labrador School DistrictNadine Porter
Eastern School DistrictTammie Cross
Nova Central School DistrictCarol Powell
Eastern School DistrictKenneth Downey
Wester School DistrictJerry Stringer
Eastern School DistrictMichael Gale
Nova Central School DistrictMichelle Wiseman
Western School District

Introduction

Background

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

Aims of Social Studies

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

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

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

In particular, the social studies curriculum:

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

Purpose of Curriculum Guide

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

More specifically, this curriculum guide:

- provides detailed curriculum outcomes to which educators and others can refer when making decisions concerning learning;
- experiences, instructional techniques, and assessment strategies in the grade 9 social studies program;

- informs both educators and members of the general public about the philosophy and scope of social studies education for grade nine;
- promotes the effective learning and teaching of social studies for students enrolled in grade 9 classrooms.

Guiding Principles

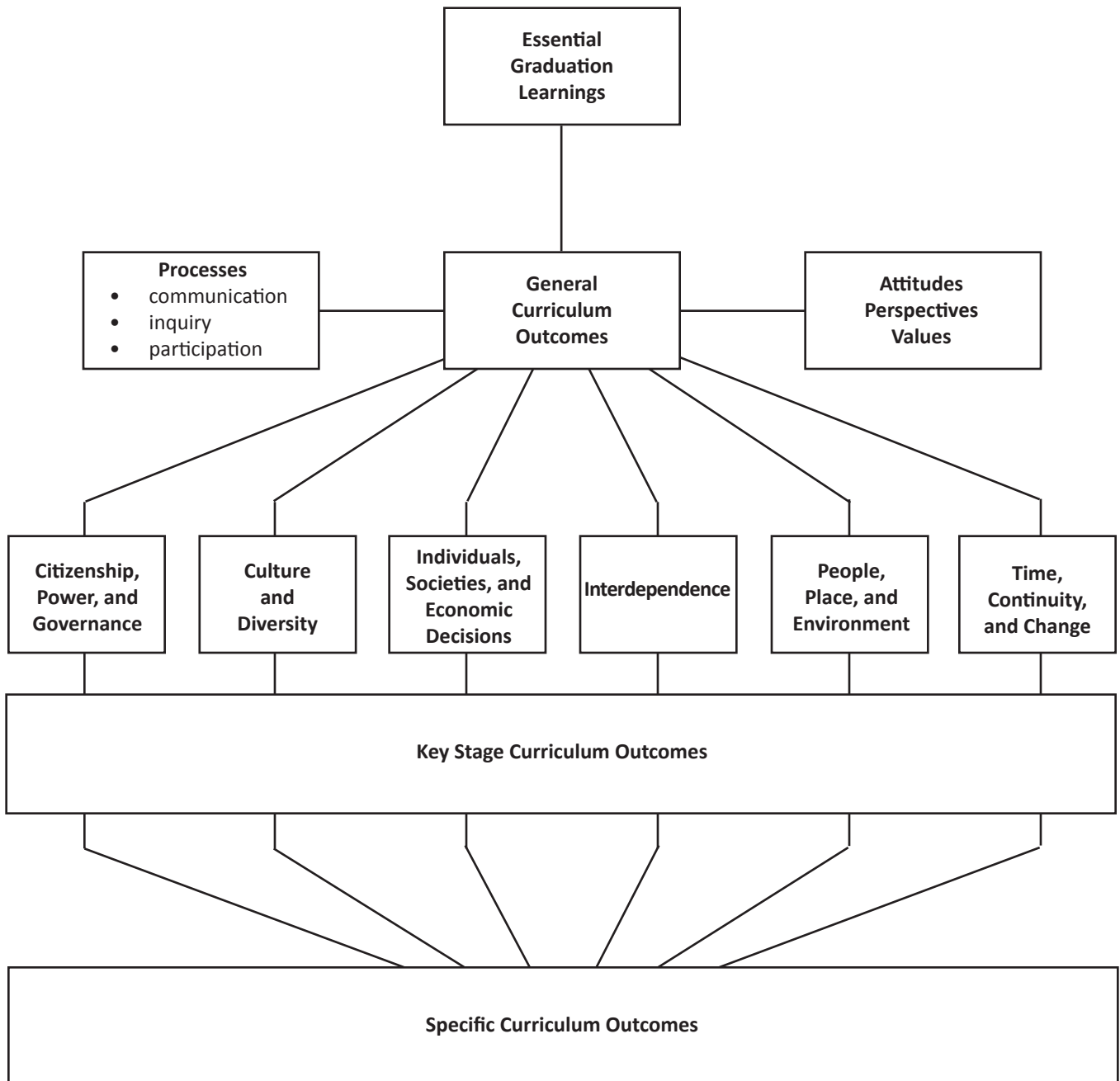
All kindergarten to grade 9 curriculum and resources should reflect the principles, rationale, philosophy, and content of the Foundation for the Atlantic Canada Social Studies Curriculum (1999) by:

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

Program Design

Overview

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



Essential Graduation Learnings

The Atlantic provinces worked together to identify abilities and areas of knowledge considered essential for students graduating from high school. These are referred to as Essential Graduation Learnings. Some examples of Key-Stage Outcomes in social studies that help students move towards attainment of the Essential Graduation Learnings are given below.

Aesthetic Expression

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

By the end of grade 9, students will be expected to:

- *compare and analyze how culture is preserved, modified, and transmitted*

Citizenship

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

By the end of grade 9, students will be expected to:

- *explain the origins and main features of the Canadian constitutional system*

Communication

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

By the end of grade 9, students will be expected to:

- *identify and use concepts associated with time, continuity, and change*

Personal Development

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

By the end of grade 9, students will be expected to:

- *explain how economic factors affect people's incomes*

Problem Solving

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

By the end of grade 9, students will be expected to:

- *analyse how the movement of people, goods, and ideas have shaped, and continue to shape, political, cultural, and economic activity*

Technological Competence

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

By the end of grade 9, students will be expected to:

- *explain how values and perspectives influence interactions among people, technology, and the environment*

Spiritual and Moral Development

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

By the end of grade 9, students will be expected to:

- *understand how people's beliefs and values contributes to an improved society*

General Curriculum Outcomes

The General Curriculum Outcomes (GCOs) for the social studies curriculum are organized around six conceptual strands. These General Curriculum Outcomes statements identify what students are expected to know and be able to do upon completion of study in social studies. Specific social studies concepts are found within the conceptual strands (see Appendix A). Examples of Key-Stage Curriculum outcomes by the end of grade 3 are given for each General Curriculum Outcome.

Citizenship, Power, and Governance

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

By the end of grade 9, students will be expected to:

- *explain the origins and continuing influence of the main principles of Canadian democracy*
- *take age-appropriate actions to demonstrate their responsibilities as citizens*

Culture and Diversity

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

By the end of grade 9, students will be expected to:

- *explore the factors that influence one's perceptions, attitudes, values, and beliefs*
- *explain the concept of multiculturalism as it applies to race, ethnicity, diversity, national identity in Canadian society*

Individuals, Societies, and Economic Decisions

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

By the end of grade 9, students will be expected to:

- *explain the roles of economic institutions and examine their impact on individuals and on private and public organizations*
- *explain the concept of market in the local, national, and global economy*

Interdependence

Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

By the end of grade 9, students will be expected to:

- *explain the complexity that arises from the interdependent nature of relationships among individuals, nations, human organizations, and natural systems*
- *plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world*

People, Place, and Environment

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

By the end of grade 9, students will be expected to:

- *analyse the influences of human and physical systems on the development of distinctive characteristics of place*
- *analyse how the movement of people, goods, and ideas have shaped, and continue to shape, political, cultural, and economic activity*

Time, Continuity, and Change

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

By the end of grade 9, students will be expected to:

- *analyse and evaluate historical and contemporary developments in order to make informed, creative decisions about issues*
- *identify and analyse trends that may shape the future*

Processes

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

Communication

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

Inquiry

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

Participation

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

Attitudes, Values, and Perspectives

By Conceptual Strand

Listed below are major attitudes, values, and perspectives in Grade 3 social studies that have been organized according to the six conceptual strands and the three processes of the foundation document. Some attitudes, values, and perspectives are embedded in more than one strand or process—this is consistent with the integrative nature of social studies.

Citizenship, Power, and Governance

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

Culture and Diversity

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

Individuals, Societies, and Economic Decisions

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

Interdependence

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

People, Place, and the Environment

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

Time, Continuity, and Change

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

By Process

Communication

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

Inquiry

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

Participation

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

Contexts for Learning and Teaching

The Learner

The adolescent years mark the developmental stage that leads to maturity or adulthood. Because educators have an important role in helping young people prepare for the adult world, they need to know and understand adolescent characteristics and their application to learning.

During early adolescence, the learner experiences rapid and significant change with respect to physical, emotional, social, intellectual, and moral development. These changes are often intense and varied and, therefore, need to be acknowledged by those who direct and foster adolescents' development and learning.

While some general characteristics for adolescents have been identified, it should be recognized that these characteristics vary at each grade and age. Each adolescent is a unique individual and any attempt to classify must be regarded as extremely general. Nonetheless, the following scheme highlights for the educator the characteristics of young adolescents and outlines their implications for learning.

Physical

The development of young adolescents is marked by accelerated and variable growth rates. Strength, energy levels, stamina, and sexual maturity of boys and girls occur at different times and rates. Physical changes alter the way young adolescents perceive themselves, but these perceptions differ for boys and girls. The acceleration of growth and related physical changes make demands on the energies of early adolescents. In learning how to adjust to their "new body," they experience periods of over-activity and listlessness - a tendency that over tires them until they learn to moderate their activity.

Early adolescents need experiences and opportunities that help them understand their own physical development. School should provide opportunities for constructive social interaction, and establish a healthy, stable classroom environment. To channel their energy, young adolescents require a variety of physical activities that stress skill improvement and accommodate differences in size, weight, strength, and endurance. Because of the wide ranges in physical development between boys and girls, what is taught and how it is taught should reflect the range of needs and interests.

Social

Young adolescents are searching for greater independence as they attempt to define themselves independent of the family unit. As they become more socially interactive, many engage in risk-taking behaviours, family allegiance diminishes and peer relationships take on increased importance. Conformity to the dress, speech, and behaviour of their peer group is quite common. They appear to fluctuate between a demand for independence

and a desire for guidance and direction. At this time authority still remains primarily with the family, but the adolescent will exercise the right to question or reject suggestions from adults.

Parental involvement in the lives of young adolescents is still crucial and should be encouraged. There is a need for many positive social interactions with peers and adults. Young adolescents benefit from opportunities to work with peers in collaborative and small-group learning activities, since a tremendous amount of their learning occurs in a social context. Yet, they require structure and clear limits as well as opportunities for setting standards for behaviour and establishing realistic goals. Activities such as role-playing and sociodramas allow them to explore ways of dealing with various situations that may arise.

Intellectual

Intellectual development varies tremendously among early adolescents. While some are learning to handle more abstract and hypothetical concepts and to apply problem-solving approaches to complex issues, a great many are still in the stage of concrete operations. In particular, differences in the rate of brain development often means that girls at this age process information faster than boys.

Adolescents have a present focus as opposed to a future orientation. During this stage they retain a certain egocentrism, which leads them to believe that they are unique, special, even invulnerable to harm. Adolescents may be unaware of the consequences of risktaking behaviour. As their ability to process and relate information increases, there is a tendency to search for an understanding of rules and conventions and to question the relevance of what is taught.

Young adolescents need opportunities to develop their formal thinking skills and strategies if they are to move from concrete to abstract thinking. To develop the skills of critical analysis and decision-making, young adolescents should be exposed to experiential learning where they can apply skills to solve real-life problems, and question and analyze significant issues.

Aesthetic

Each child has an aesthetic dimension. Adolescents are exposed to artistic processes and products in a variety of genres and cultures. They are provided opportunities to create, perceive, and communicate through the arts. Critical thinking, analytical, and problem-solving skills are developed and applied in practical learning experiences. An appreciation for and experience in those things that constitute the arts add to young adolescent's understanding of the world, their culture, and their community. Adolescents with an aesthetic sensibility value culture, environment, and personal surroundings.

Emotional

Young adolescents display widely different and often conflicting emotions. Their moods, temperaments and behaviours are profound and intense. They seem to change from one moment to the next, are often unpredictable, and their feelings tend to shift between superiority and inferiority. Appraisals of self are often overly critical and negative as they frequently make comparisons and see themselves deficient in many ways. This age group is extremely sensitive to criticism of any kind and is easily offended. Feelings of inadequacy, coupled with fear of rejection by their peer group contribute to low self-esteem. Adolescents see their problems as unique and they often exaggerate simple occurrences. To develop emotional confidence, adolescents need opportunities that allow them to release emotional stress and develop decisionmaking skills. Learning activities should be designed to enhance self-esteem, to recognize student accomplishments, and to encourage the development of positive attitudes. Young adolescents need opportunities to test their strengths and weaknesses as they explore issues and learning activities that are of concern to them. Bear in mind, as well, that girls tend to process emotive information more quickly and completely than boys.

Equity and Diversity

The social studies curriculum is designed to meet the needs and interests of all students. The curriculum should provide for the inclusion of the interests, values, experiences, and language of each student and of the many groups within our local, regional, national, and global communities.

The society of Newfoundland and Labrador, like all provinces of Canada, reflects a diversity of race, ethnicity, gender, ability, values, lifestyles, and languages. Schools should foster the understanding of such diversity. Social studies curricula promote a commitment to equity by valuing, appreciating, and accepting the diverse and multicultural nature of our society, as well as by fostering awareness and critical analysis of individual and systemic discrimination.

In a school setting characterized by mutual trust, acceptance, and respect, student diversity is both recognized and valued. All students are entitled to be respected and valued and, in turn, are responsible for respecting and valuing all other people. They are entitled to an educational system that affirms their gender, racial, ethnic, and cultural identity, and promotes the development of a positive self-image. Educators should ensure that classroom practices and resources positively and accurately reflect diverse perspectives and reject prejudiced attitudes and discriminatory behaviours.

Principles Underlying the Social Studies Curriculum

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

Meaningful

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

Significant

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

Challenging

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

Active

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

Integrative

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

Issues-based

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

The Social Studies Learning Environment

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

The Effective Social Studies Classroom

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

Respectful of Diversity

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

Inclusive and Inviting

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

Engaging and Interactive

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

Relevant and Significant

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

Instructional Approaches

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

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

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

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

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

Inquiry and Analysis

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

Inquiry

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

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

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

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

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

Analysis

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

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

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

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

Resource-Based Learning

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

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

The range of possible resources include:

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

Literacy Through Social Studies

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

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

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

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

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

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

Integration of Technology

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

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

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

Education for Sustainable Development

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

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

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

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

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

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

Assessing and Evaluating Student Learning

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

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

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

Assessment

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

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

Evaluation

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

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

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

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

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

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

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

Guiding Principles

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

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

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

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

These principles highlight the need for assessment that ensures:

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

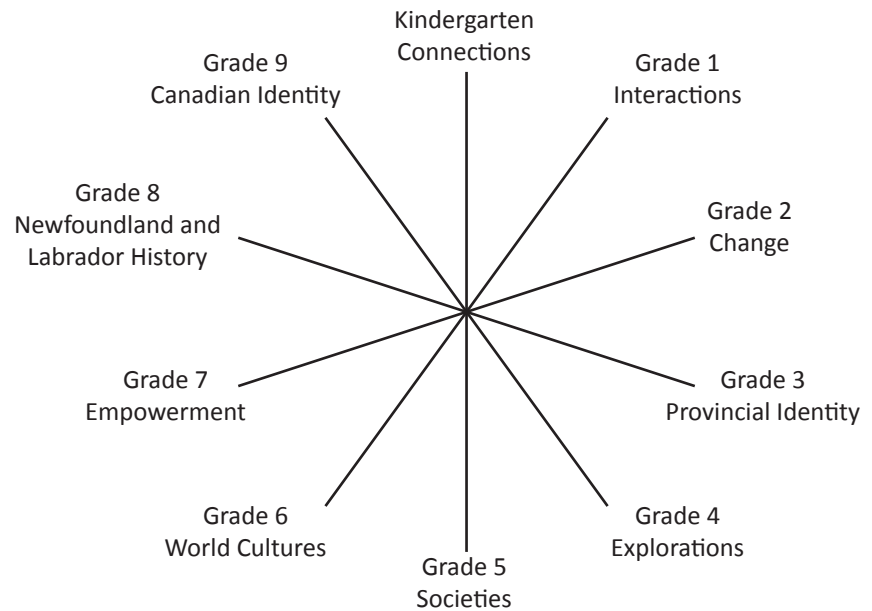
While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what he/she knows and can do.

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

Curriculum Overview

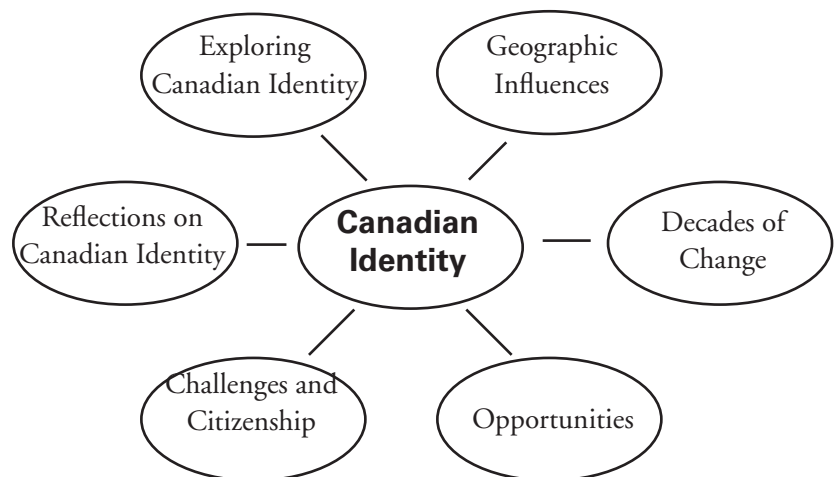
Kindergarten to Grade Nine Social Studies

The social studies program for kindergarten to grade nine is designed around ten conceptual organizers.



Grade Nine: Canadian Identity

Grade nine social studies is organized around the following units:



Course Summary

The organizing concept for social studies nine is “Canadian Identity.” Students explore this concept within the context of post-First World War Canada. Social studies nine builds on the skills and concepts of previous years and continues the chronology of social studies seven, wherein students examined Canada’s history from the early 1800s to the First World War. Social studies nine also continues and complements studies of Canada begun in even earlier grades. It is firmly grounded in the social studies disciplines of geography, history, economics, sociology, and political science. In addition, it contains many cross-curricular opportunities, particularly in language arts, fine arts, music, and science, and contains myriad opportunities for the integration of technology.

Social studies nine begins with a unit designed to provide students with a basic understanding of the concept of identity. They explore this concept, particularly as it pertains to Canada and its peoples, through a rich examination of Canadian art, music, and literature. This introduction provides the basis for a deeper and personal exploration of Canadian identity(ies) in the subsequent units of the course.

This deeper exploration begins with an examination of the impact of Canada’s vast and diverse geography on identity. Students next investigate how historical events, trends, and peoples have contributed to the development of Canadian identity(ies). They then proceed to analyse how notions of citizenship, as reflected in Canadian political institutions, laws, rights and responsibilities, have affected and reflected Canadian identity(ies).

The study continues as students hypothesize about how Canada’s responses to various environmental, economic, social, and political challenges and opportunities may affect future Canadian identity(ies). Finally, Social Studies 9 concludes with a unit designed to provide students with an opportunity to reflect upon the complete study, and creatively express their own personal understanding of “Canadian Identity.”

Unit	Identity Focus	Discipline Focus	Comments
1. Exploring Canadian Identity	The general concept of Canadian identity	multi-disciplinary	Canadian identity is explored via a number of media. Consider choosing one or two media only for this initial exploration. Return to examples of other media at appropriate points during the course.
2. Geographic Influences on Identity	The influence of physical environment and human activity on Canadian identity	geography	This is an important unit for students in more than one way, not least of which is that it will be the last significant study many students make of geographic concepts.
3. Historical Influences in Identity I	Issues and events from the 1920s to the late 1940s that have shaped and continue to shape Canadian identity	history, sociology	There is a large amount of specific content in these units (e.g., names, date, places, events., etc.). Care must be taken to ensure that students to not become bogged down in minutia and miss the point of the theme - change over time.
4. Historical Influences in Identity II	Issues and events from the 1950s to today that have shaped and continue to shape Canadian identity	history, sociology	
5. Citizenship and Identity	Issues of governance and citizenship that relate to the rights and responsibilities of Canadians and the evolution of Canadian identity	political science	This unit, with its focus on citizenship and government, is a central unit with respect to the Canadian identity theme for Social Studies 9.
6. Canada's Changing Identity	Challenges and related opportunities that will continue to shape Canadian identity	history, geography, economics, political science	Nine particular challenges/opportunities for study are present in this unit. Consider having students, either individually or in small groups, investigate a single challenge/opportunity and share their analyses for each outcome.
7. Reflections on Canadian Identity	Reflective expressions of Canadian identity.	multi-disciplinary	Students work towards addressing this SCO as the course proceeds. At the end of the course students should be in position to contribute to a class/school exhibit and to share their thoughts with respect to Canadian identity and their visions regarding Canada's future.

Course Outcomes

The conceptual framework for each unit in the grade nine social studies program is expressed in the form of specific curriculum outcomes. The outcomes describe what students are expected to know, be able to do, and value by the end of the year.

Integrated Concepts and Processes

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

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

Unit One Exploring Canadian Identity

1.0 - The student will be expected to demonstrate an understanding of understanding of how various artistic expressions reflect Canadian identity

Unit Two Geographic Influences on Identity: Place and People

SCO 2.0 - The student will be expected to demonstrate an understanding of the physical geography of Canada

SCO 3.0 - The student will be expected to demonstrate an understanding of the human geography of Canada

4.0 - The student will be expected to demonstrate an understanding of human migration and its impact on Canada since 1920

Unit Three Historical Influences on Identity I: Significant Events (1920-1945)

SCO 5.0 - The student will be expected to demonstrate an understanding of economic, political and social change in Canada during the 1920s and 1930s

SCO 6.0 - The student will be expected to demonstrate an understanding of Canada's participation in the Second World War

SCO 7.0 - The student will be expected to demonstrate an understanding of how the Second World War influenced Canadian identity

Unit Four Historical Influences on Identity II: Part of the Global Community (1945 - Present)

SCO 8.0 - The student will be expected to demonstrate an understanding of Canada's role in world affairs since 1945

SCO 9.0 - The student will be expected to demonstrate an understanding of the nature of change in Canada during the 1950s

SCO 10 - The student will be expected to demonstrate an understanding of cultural and social change in Canada during the 1960s and 1970s

SCO 11 - The student will be expected to demonstrate an understanding of the effect of globalization on Canada since 1980

***Unit Five
Citizenship and Identity: What
it Means to be Canadian***

SCO 12 - The student will be expected to demonstrate an understanding of the significance of citizenship in the context of liberal democratic society

SCO 13 - The student will be expected to demonstrate an understanding of how citizenship has evolved over time

SCO 14 - The student will be expected to demonstrate an understanding of the structure and operation of government in Canada under a federal system

***Unit Six
Canada's Changing Identity :
Creating a Preferred Future***

SCO 15 - The student will be expected to demonstrate an understanding of economic challenges and opportunities that may affect Canada's future

SCO 16 - The student will be expected to demonstrate an understanding of political challenges and opportunities that may affect Canada's future

SCO 17 - The student will be expected to demonstrate an understanding of social and cultural challenges and opportunities that may affect Canada's future

***Unit Seven
Reflections on Canadian
Identity: What it Means to
be Canadian***

SCO 18 - The student will be expected to demonstrate their personal understanding of Canadian identity

Table of Specifications and Pacing Guidelines

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

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

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

Unit	Percentage of Instructional Time	Completion Date	Cognitive Levels			
			Level 1	Level 2	Level 3	Total
Integrated Concepts and Processes	<i>integrated</i>					<i>integrated</i>
Unit One: Exploring Canadian Identity	2					<i>integrated</i>
Unit Two: Geographic Influences on Identity	15		5	6	5	16
Unit Three: Historical Influences in Identity I	15		5	6	5	16
Unit Four: Historical Influences in Identity II	30		10	12	10	32
Unit Five: Citizenship and Identity	18		5	8	5	18
Unit Six: Canada's Changing Identity	18		5	8	5	18
Unit Seven: Reflections on Canadian Identity	2					<i>integrated</i>
Total	100		30	40	30	100

How to Use the Four- Column Curriculum Layout

Outcomes and Delineations

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

Elaboration

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

Enduring Understanding

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

CURRICULUM OUTCOMES	
Unit Three – Historical Influences on Identity I: Significant Events (1920-1945)	
<p>Curriculum Outcome SCO 5.0 - The student will be expected to demonstrate an understanding of economic, political and social change in Canada during the 1920s and 1930s</p> <p>5.1 explain the factors that account for varying levels of prosperity in the 1920s</p> <p>▶ 5.2 examine the impact of new technology on lifestyle in the 1920s</p> <p>5.3 explain the causes of the Great Depression</p> <p>5.4 describe the economic, social and political effects of the Great Depression</p>	<p>Elaboration</p> <p>The intent of this delineation is to have students consider the extent to which new technologies impacted the lives of Canadians during the 1920s. In particular, students should consider how mass production influenced the cost and rate at which innovations could enter the marketplace.</p> <p>Students should consider the consequences of the introduction of innovations such as electricity, cars, telephones and appliances. Attention should focus on the immediate consequences of these innovations (e.g., time savings) and their indirect consequences, such as increased leisure time.</p> <p>During this study students should also note how many Canadians used credit to acquire various goods and services, and the inherent risks this posed to both consumers and producers. Students should further note that all segments of society did not share equally in this prosperity; the working poor, ethnic groups, women, children and First Nations.</p> <p>Students should be invited to consider how the prosperity of the 1920s shaped the cultural attitudes of Canadians as reflected in sports, leisure, entertainment and fashion.</p> <p>Inquiry and analysis used in this section will include:</p> <ul style="list-style-type: none"> • <i>Make Comparisons</i> — How did lifestyle / culture change after the introduction of _____? • <i>Identify Cause and Consequence</i> — How did changes in _____ impact individuals and families? • <i>Consider Perspective</i> — How do you think a young person would feel growing up in (eg, downtown Montreal/ outport Newfoundland) in the "Roaring Twenties"? • <i>Make Value Judgments</i> — Did the introduction of _____ benefit, or hurt, Canadian society? Explain. <p>Enduring Understanding</p> <p>By the completion of this section students should understand that the 1920s were a time of radical change in terms of both culture and values.</p> <p>Sample Performance Indicator(s)</p> <ul style="list-style-type: none"> • "During the 1920s innovation changed Canada forever." Write a position paper that either supports or refutes this claim. • Identify three innovations from the 1920s and discuss how these innovations influenced Canadian culture. Of the innovations identified, which had the greatest influence on Canadians as a whole? Explain. (Note: Answer should include both direct and indirect consequences.)

Sample Performance Indicator(s)

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

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

CURRICULUM OUTCOMES

Unit Three – Historical Influences on Identity I: Significant Events (1920-1945)

Suggestions for Teaching and Assessment

- Describe how new appliances introduced in the 1920s saved time or made life easier. Then, name products that have become popular over the last 20 years and describe how they save time or make life easier. The chart below may help organize this information.

Innovation and Change			
Decade	Innovation	Immediate Benefit	Long Term Consequence
1920s			
Present			

- Design an advertisement for a product, service or recreational activity that became available or popular during the 1920s. The advertisement should focus on the benefits for the consumer and how the item would change the nature of everyday life.
- Share findings of new technologies by creating a period catalogue, designing posters, or developing a mini-museum.
- Write a brief paragraph explaining how the influence of new technologies varied based on income and location. *(Note: To assess this writing piece, refer to Appendix H for a holistic writing rubric.)*

Organizing Structure for an Inquiry Paragraph	
Beginning	<ul style="list-style-type: none"> write a thesis statement to make a claim or take a position
Middle	<ul style="list-style-type: none"> evidence is presented to support thesis examples related to the evidence are used where appropriate evidence and supporting examples are logically arranged to point to a conclusion
End	<ul style="list-style-type: none"> the thesis and its significance is affirmed

- Write a journal entry reflecting on the effect of the new technologies and inventions on the lives of individual Canadians. Entries should represent a cross-section of Canadian society. *(Note: Refer to Appendix G for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.)*

Notes

Suggested Time: 2 hours

Authorized Resource(s)
Canadian Identity

- Chapter Five

GRADE NINE SOCIAL STUDIES CURRICULUM GUIDE (2011, INTERIM) 69

Notes

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

Sample Teaching and Assessment Strategies

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

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

Curriculum Outcomes

Integrated Concepts and Processes

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

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

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

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

Please reference:

- *Contexts for Teaching and Learning: Inquiry and Analysis* (pp.18 - 19), and
 - *Appendix C* (pp. 159-165)
- for further information.

Integrated Concepts and Processes

Curriculum Outcome

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

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

Elaboration

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

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

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

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

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

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

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

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

Enduring Understanding

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

Sample Performance Indicator(s)

- How does immigration affect Canadian Identity?
- How has economic globalization had both positive and negative effects on Canada? Explain.

Integrated Concepts and Processes

Suggestions for Teaching and Assessment

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

- Hold a round-table discussion to explore an ethical or moral issue from the Second World War. Use an organizer to record the arguments / ideas / data that are raised during the discussion which support and refute the claim. Consolidate your thoughts in a reflective journal.
 - ✓ The use of weapons of mass destruction can never be justified.
 - ✓ The creation of nuclear weapons has improved the prospects of world peace.
 - ✓ Canada could have done more to prevent atrocities such as the Holocaust.
 - ✓ The Canadian government was wrong to deny the rights of citizenship to those identified as “enemy aliens”.

Issue: <i>The use of weapons of mass destruction can never be justified.</i>	
Affirmative	Negative
1.	1.
2.	2.
3.	3.

(Note: It may be desirable for students to view a presentation that raises an ethical or moral issue related to the Second World War prior to completing this activity, such as the use of atomic bombs at Hiroshima and Nagasaki, the story of a Holocaust survivor, or the interment of Japanese Canadians.)

- Examine the pros and cons of globalization for the citizens of Canada and other countries of the world. Then, determine if the overall consequence of globalization is positive or negative.

Globalization	
Pros ...	Cons ...
<i>My conclusion is that the consequences of globalization are</i>	

Integrated Concepts and Processes

Notes

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

Appendix C

Powerful Questions:

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

Integrated Concepts and Processes

Curriculum Outcome

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

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

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

i.3 Make reasoned assessments based on appropriate criteria

Elaboration

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

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

- use information
- make comparisons -
- identify cause and consequence
- consider perspective
- determine significance
- make value judgements

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

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

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

- What was the most significant event or idea during the 20th century that has shaped Canadian identity today?
- Comparing 1900 and 2000, what are the most notable similarities and differences in Canadian society?

Enduring Understanding

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

Sample Performance Indicator(s)

- Which of the following factors contributed most to the outbreak of the Second World War? Justify your position
 - (a) the terms of the Treaty of Versailles, or
 - (b) the policy of appeasement?
- How might economic union with the United States change Canadians’ sense of identity? What would we lose? What would we gain? What could be done to minimize negative effects?

Integrated Concepts and Processes

Suggestions for Teaching and Assessment

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

Use Information

- What makes a person a refugee?
- Using the given data construct a population pyramid. Summarize the population distribution and identify possible.

Make Comparisons

- How did the experiences of Canadians in different regions of the country vary during the Great Depression?
- How has the quality of life for Canadians changed over the past century?

Identify Cause and Consequence

- How did the collapse of the Soviet Union contribute to increased globalization?
- How do more developed and less developed countries benefit from economic globalization?
- Describe how new appliances introduced in the 1920s saved time or made life easier. Then, name products that have become popular over the last 20 years and describe how they save time or make life easier. The chart below may help organize this information.

Innovation and Change			
Decade	Innovation	Immediate Benefit	Long Term Consequence
1920s			
Present			

Consider Perspective

- Explain which of the eight Canadian landform regions you would prefer to live in? Justify your answer with regard to its physical characteristics.
- Should elected representatives support constituents or their party when there are opposing views on an issue?

Determine Significance

- How did the improvement of Canadian infrastructure such as bridges and highways serve to unite Canada?
- Why does globalization matter?

Make Value Judgements

- Did the introduction of modern appliances simply change peoples' way of life or did it also improve the quality of life?
- In which area(s) should Canada invest in to meet the needs of citizens in years to come? (e.g., environment, human rights, elimination of poverty, education)

Notes

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

Appendix C

Appendix I

Integrated Concepts and Processes

Curriculum Outcome

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

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

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

Elaboration

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

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

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

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

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

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

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

Enduring Understanding

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

Sample Performance Indicator(s)

- Create a small national newspaper page that will include two articles with headlines, an editorial, and two advertisements that illustrate examples of significant change for Canadians in the 1950s.
- How did the economic and political reforms introduced by Mikhail Gorbachev ultimately change the balance of power in the world?
- Name three ideas related to citizenship that are rooted in the past. Which is most significant? Why?

Integrated Concepts and Processes

Suggestions for Teaching and Assessment

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

- If you had been a teenager during the height of the Cold War, would you have supported the stockpiling of weapons of mass destruction?

Decision - Would I have (<i>state question</i>) ?	
Pros	Cons
1.	1.
2.	2.
3.	3.
I would have (<i>decision</i>) because (<i>reasons</i>) ...	

- Could the Cold war have been avoided? (*Note: Use previous graphic organizer.*)
- Make a balance sheet to examine the impact of American television on Canadian identity. Rank the pros and cons you have identified. Then, draw a conclusion that is supported by the data.

Impact of American television on Canadian Identity			
Pros	Rank	Cons	Rank
The data suggests that ...			

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

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

- Divide into pairs to examine whether the protest over the power of transnational companies was justified. One student may develop arguments for the protest; the other partner, arguments against them.

Were the protests justified?	
They were because ...	They were not because ...

Notes

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

Appendix C

Appendix I

Unit One

Exploring Canadian Identity

Overview

This opening unit is designed to introduce students to the concept of identity and to initiate the development of their understanding of Canadian identity(ies). Ideally, the subsequent units of the course will provide opportunities to deepen and personalize this initial understanding. This first unit, however, provides an important foundation to ensure that the whole course is both powerful and meaningful.

Art, music, and literature form the core of this introductory unit. Students investigate the rich artistic tradition of what is now Canada and analyse how the land, the country, and its many different peoples, have been portrayed. The examination of various forms of artistic expression is intended to reach out to the diverse interests and talents of learners. Ultimately, students will collectively create a class exhibit demonstrating their understanding of Canadian identity(ies) at the outset of the course. This exhibit, however, not only serves as a means to demonstrate an initial understanding, but also establishes a reference point that can be periodically revisited to gauge the growth of student understanding.

Outcomes

SCO 1.0 - The student will be expected to demonstrate an understanding of understanding of how various artistic expressions reflect Canadian identity

Processes and Skills

Communication

- read critically
- express and support a Consider Perspective
- present a summary report or argument

Inquiry

- identify sources of information relevant to the inquiry
- interpret meaning and the significance of information and arguments
- draw conclusions that are supported by the evidence

Participation

- function in a variety of groupings, using collaborative and cooperative skills and strategies

Unit One: Exploring Canadian Identity

Curriculum Outcome

- **SCO 1.0 - The student will be expected to demonstrate an understanding of understanding of how various artistic expressions reflect Canadian identity**

Elaboration

The intent of this outcome is to introduce the concept of Canadian identity. Students will begin by examining their personal and regional identity and then expand on this concept to focus on a preliminary examination of Canadian identity. The remaining units of the course will deepen the student's understanding through an investigation of the following aspects of Canadian identity: landscape, climate, history, people-citizenship, history, and related challenges and opportunities.

Students will examine how Canadian identity has been portrayed in art, music, and literature. Students will develop hypotheses to critically analyze various forms of artistic expression to identify the aspects of Canadian identity they contain.

The students should conclude this unit with an activity that consolidates their ideas about Canadian identity. At the end of the course the students create an exhibit that represents their understanding of Canadian identity. This activity will allow the students to reflect upon how their concept of Canadian identity has evolved throughout the course.

Inquiry and analysis used in this section will include:

- *Use Information* — Analyse a variety of examples of art, music and literature to identify the aspects of Canadian identity they contain.
- *Make Comparisons* — Compare the works of different artists, musicians and writers to see how their ideas about Canadian identity are similar and different.
- *Consider Perspective* — How do different cultural groups differ in their representation of Canadian identity?
- *Determine Significance* — Create a concept map of what you consider to be the most important aspects of Canada's identity.
- *Make Value Judgments* — Does Canada have an identity? How can it be defined?

Enduring Understanding

By the completion of this section students should understand that Canadian identity is closely linked to the country's landscape, climate, history, people-citizenship, history, and related challenges and opportunities.

Sample Performance Indicator(s)

- Create a poster or collage of words and phrases that you think are essential to Canada's identity .
- Write a paragraph or poem that summarizes your views of Canada's identity.

Unit One: Exploring Canadian Identity

Suggestions for Teaching and Assessment

- Use a mind map to explore the concept of personal identity.
- Brainstorm a list of objects or activities that students think would best identify their province (e.g., a fish or fishing scene, forests, a winter sport, mountains, an iceberg, a song, etc.). List the features on chart paper and then classify them into categories. A given feature may fit into more than one category.
- Analyse images of Canada. In a think-pair-share cooperative learning structure, each partner individually writes down what he or she thinks the image means, with supporting evidence. Both partners then share each other's ideas. Both reach a consensus and share a common interpretation of the image with the class. *(To assess student participation in collaborative learning groups, refer to Appendix H.)*
- Listen to a song that is symbolic of some aspect(s) of Canadian culture by such artists as Susan Aglukark, Joni Mitchell, Gordon Lightfoot, Stompin' Tom Connors, or Great Big Sea. Ask students to identify features of Canada and classify them. Possible categories include: landscape, climate, people, history, challenges, opportunities, etc. *(Refer to Appendix H for a Holistic Listening Rubric.)*
- Choose one aspect of Canadian identity. Individually or in groups, prepare an exhibition of images that depict the chosen aspect. The exhibition could be mounted in a traditional format or as a multimedia, online gallery / electronic portfolio. The following organizer may be used to select the image.

How to Critique a Cultural Image	
<p>1. What it is about ... Who created the image and when? What is it about? What is the title? What objects (e.g., people, animals, buildings, vegetation, landforms) do you see?</p>	<p>2. What it means ... What do you think this image is about? What title would you give it? Do you think the organization of the objects, colours used, and the medium are good? How does this image make you feel?</p>
<p>3. Communicating an identity ... How are Canadians portrayed? What does this image tell others about Canadian identity? How do you know?</p>	<p>4. What I think of it ... Do you think the creator of the image is talented and why? Would you describe it as weak, good, or excellent?</p>

- Write a reflective journal entry about an image (musical, lyrical, poetic, prose, artistic) studied in this unit. Their entry could include their thoughts as they listened to, read about, and/or viewed references about Canada and Canadian life. *(Refer to Appendix F for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.)*

Notes

Suggested Time: 4 hours

Authorized Resource(s)

Canadian Identity

- Chapter One

Unit Two

Geographic Influences on Identity: Place and People

Overview

Canada is the world's second largest country in area. It borders three oceans and extends across six time zones. Canada is not only geographically large — it is also incredibly diverse. The size and variety of Canada's geographic landscape, and the response of the diverse peoples who have inhabited it, have played a significant role in shaping Canadian identity(ies).

The physical processes which literally shaped, and continue to shape, present-day Canada are examined in this unit. (Note: Science seven will have provided students with a solid foundation for this study.) The resulting "stage" on which Canada's history has played out is explored through an examination of the diverse physiographic regions of the country. The high mountains of British Columbia, the prairie fields of Saskatchewan, the frozen tundra of Nunavut, and the craggy shores of Newfoundland and Labrador have all contributed to shaping Canadian identity and identities.

The regional reality of geography is explored and students will have the opportunity to discuss the issues that regionalization can raise within a nation. The concept of migration, introduced in social studies seven, is addressed further here. Finally, to gain another perspective on the uniqueness of the response of the peoples of Canada to its physical geography, students will undertake a comparative study between Canada and another nation with geographic similarities.

Outcomes

SCO 2.0 - The student will be expected to demonstrate an understanding of the physical geography of Canada

SCO 3.0 - The student will be expected to demonstrate an understanding of the human geography of Canada

SCO 4.0 - The student will be expected to demonstrate an understanding of human migration and its impact on Canada since 1920

Processes and Skills

Communication

- read critically
- develop map skills
- present a summary report or argument

Inquiry

- frame questions or hypotheses that give clear focus to an inquiry
- gather, record, evaluate, and synthesize information
- draw conclusions that are supported by the evidence

Participation

- engage in a variety of learning experiences that include both independent study and collaboration
- function in a variety of groupings, using collaborative and cooperative skills and strategies

Unit 2 – Geographic Influences on Identity: Place and People

Curriculum Outcome

SCO 2.0 - The student will be expected to demonstrate an understanding of the physical geography of Canada

- ▶ **2.1** *outline the factors responsible for Canada's varied topography and landforms*
- ▶ **2.2** *identify and describe Canada's major landform regions*
- 2.3 describe the global and regional factors that account for variations in Canada's climate regions
- 2.4 identify and locate the major climate regions of Canada

Elaboration

Students should begin their exploration of the physical geography of Canada by briefly considering the structure of the earth and the concept of plate tectonics. Students should have an understanding of how tectonic activity has impacted the earth's crust, and in particular Canada's crust. This should extend into a discussion on how mountains are created, and change over time due to exposure to the elements.

Students should develop proficiency in describing physical landscapes in terms of elevation, relief, gradient, geology and general appearance, and be familiar with the processes of mountain building, weathering, erosion and deposition as the chief factors responsible for Canada's landforms and varied topography.

It is necessary for students to be able to identify Canada's eight landform regions: Canadian Shield, Appalachian Mountains, Western Cordillera, Inuitian Mountains, Arctic Lowlands, Interior Plains, Great Lakes-St. Lawrence Lowlands and Hudson Bay Lowlands, and describe them in terms of the characteristics commonly used by geographers to classify landform regions.

Inquiry and analysis in this section should include:

- *Use Information* — Explain why eastern Canada is considered a low risk area for a serious earthquake.
- *Make Comparisons* — Describe and account for the varying appearance of Canada's major mountain ranges.
- *Identify Cause and Consequence* — How has erosion affected the appearance of the Appalachian Mountains?
- *Consider Perspective* — Explain which of the eight Canadian landform regions you would prefer to live in? Justify your answer with regard to its physical characteristics.

Enduring Understanding

By the completion of this section students should understand that geological forces are responsible for Canada's varied landscape.

Sample Performance Indicator(s)

- Choose one of Canada landform regions and account for the appearance of the physical landscape.

Unit 2 – Geographic Influences on Identity: Place and People

Suggestions for Teaching and Assessment

- Draw an outline map of Canada; use appropriate colour legend to show the extent and location of the major landform regions. Find photos of a landscape for each region to paste around the boundary of the map. Draw lines to relate the photo to the appropriate region.
- Select a flight path on a map of Canada and describe the landforms over which you would fly. You should describe landscapes in terms of: elevation, relief, gradient, geology and general appearance.
- Compare the Canadian Shield and the Western Cordillera according to the criteria given. (Students may add other criteria. Other regions may be selected).

Comparing Landform Regions		
Canadian Shield	Criteria	Interior Plains
	<i>location</i>	
	<i>age of rock</i>	
	<i>type of rock</i>	
	<i>relief</i>	
	<i>soil type</i>	
	<i>other</i>	

Notes

Suggested Time: 3 hours

Authorized Resource(s)

Canadian Identity

- Chapter Two

Unit 2 – Geographic Influences on Identity: Place and People

Curriculum Outcome

SCO 2.0 - The student will be expected to demonstrate an understanding of the physical geography of Canada

- 2.1 outline the factors responsible for Canada's varied topography and landforms
- 2.2 identify and describe Canada's major landform regions
- ▶ **2.3 describe the global and regional factors that account for variations in Canada's climate regions**
- ▶ **2.4 identify and locate the major climate regions of Canada**

Elaboration

Students should understand that climate is how we describe patterns of weather conditions over the long-term and that there are many factors that affect the climate of a region.

Teachers should begin the topic by ensuring students understand the relationship between climate and Canadian identity; for example housing, clothing and lifestyle.

Students should develop an understanding of the global and regional factors that affect climate. The global factors that affect climate include latitude, air masses and winds, ocean currents, clouds and precipitation. The regional factors include altitude, bodies of water, and mountain barriers. Teachers should elaborate and concentrate factors that impact climate patterns in a specific region. .

Students should examine the location of each climate region: dry and warm moist climates, temperate continental climates and polar climates. Students describe the characteristics of each climate zone with regard to temperature, precipitation and relative location within Canada.

Finally, students should understand how to construct climographs from a given set of data. Students should also be able to interpret climographs and make decisions about the region of Canada it may belong to.

Inquiry and analysis in this section should include:

- *Use Information* — Explain how global and regional factors affect climate.
- *Make Comparisons* — Examine the similarities and differences between how air masses and ocean currents affect Canada's climate.
- *Identify Cause and Consequence* — How does proximity to a major body of water influence climate patterns of a region?
- *Make Value Judgments* — Do you think that people who live in different climate regions of Canada have different perspectives on Canadian Identity?

Enduring Understanding

By the completion of this section students should realize that there are five climatic regions in Canada, each with distinct patterns that result from both global and region factors.

Sample Performance Indicator(s)

- In which climate region is Newfoundland located? Which factors play a major role in our climate patterns?
- Examine several different climographs. Identify and explain which climate region would be best for a traditional root vegetable farmer.
- Using climate data, construct a climograph.

Unit 2 – Geographic Influences on Identity: Place and People

Suggestions for Teaching and Assessment

- Explain how various factors influence climate. Examine data to identify patterns and trends.

Factors that Influence Climate		
Factors	Observation	Inference
<i>latitude</i>		
<i>elevation</i>		
<i>proximity to water</i>		
<i>ocean currents</i>		
<i>air masses</i>		
<i>other</i>		

- Collect data and construct a climograph for each of the following climatic regions in Canada:
 - ✓ dry climate
 - ✓ warm, moist climate
 - ✓ cool, moist climate
 - ✓ polar climate (very cold and dry)
- Account for selected climatic conditions in Canada. (Other conditions may be examined).

Explaining Climatic Conditions in Canada	
Condition	Explanation
In the Canadian Arctic, only the upper part of the ground thaws out in summer.	
Vancouver receives more rain than Calgary.	
Winnipeg has a wider annual temperature range than Halifax.	
St. John's has more periods of fog than Edmonton.	
Prince Rupert is warmer than Rigolet in winter, although they are about the same distance from the equator.	

- Use a climate map to match given conditions to specific locations.

Matching Place and Climate in Canada	
Climate Conditions	Place

Notes

Suggested Time: 3 hours

Authorized Resource(s)

Canadian Identity

- Chapter Two

Unit 2 – Geographic Influences on Identity: Place and People

Curriculum Outcome

SCO 3.0 - The student will be expected to demonstrate an understanding of the human geography of Canada

- ▶ **3.1** *Identify and describe rural and urban communities*
- ▶ **3.2** *account for the growth and decline of settlements*
- 3.3 explain how regional identities are influenced by geographic factors

Elaboration

It is necessary that students have an understanding of the characteristics of a rural and urban area. Students will become familiar with the terms: population distribution, archipelago effect, and population density. Students will then examine different areas where Canadians live, and describe them in terms of population density and distribution. From analyzing the population density and distribution students should be able to determine whether it is an urban or rural area.

Students should understand the difference between site and situation factors. Site factors include landscape and resources whereas situation factors include transportation and the economy. Students should realize that site and situation factors are major determinants for the growth or decline of an area.

Students should be aware that over time our settlement patterns have been greatly influenced by our interaction with the physical landscape. Students should also be aware that settlement patterns change due to external factors, more specifically students should understand that the interactions between European and Aboriginal Peoples led to the relocation of many of these Aboriginal Peoples.

Students should understand that settlements grow in different regions due to changes in services, transportation, climate and economics. Settlements decline due to (i) rural to urban drift, (ii) economic downturn and (iii) lack of services.

Inquiry and analysis in this section should include:

- *Use Information* — Research the population density and distribution for a region in Canada. Illustrate your findings.
- *Determine Significance* — Research site and situation factors for a Canadian city. Determine which site and situation factors played a major role in its establishment.
- *Make Value Judgments* — Over time, there has been a decline in traditional activities of Aboriginal Peoples. In your opinion, who should take responsibility for these changes?

Enduring Understanding

By the completion of this section students should understand that over time the majority of human population has tended to be attracted to urban areas.

Sample Performance Indicators

- Compare population density and distribution in various areas of Canada. Explain which site and situation factors contribute to these patterns.
- For a community/region, what factors are most important in determining if relocation is the necessary course of action? Justify your answer.
- Using your own community, list the site and situation factors that exist. Do you think that the factors you have listed will result in the growth or decline of your community?

Unit 2 – Geographic Influences on Identity: Place and People

Suggestions for Teaching and Assessment

- Calculate the population density for each province.

Population Density by Province			
Province	Area	Population	Population Density
<i>The pattern that I find is ...</i>			

- Analyse a population distribution map of Canada.

Population Distribution in Canada	
Question/Activity	Response
<i>Where is Canada most thinly populated?</i>	
<i>Which area is most densely populated?</i>	
<i>Name two other highly populated areas. How do these highly populated areas relate to the location of Canada's main urban centres?</i>	
<i>How accurate is it to say that Canada's population is mainly concentrated in islands along the Canada-US border? Explain.</i>	

- Discuss the limitations of population density as a measure of the distribution of population for a country.
- Describe site factors that led people to settle in each city.

Site Conditions in Atlantic Canadian Capital Cities	
City	Why People Settled There
St. John's	
Halifax	
Toronto	
Calgary	

- Use the concept of situation to account for the growth (or lack of growth) of a community in the local area.
- Distribute a teacher-constructed map with four possible community locations. Identify the best location for a community according to given criteria.

Where Should the Community be Established?		
Criteria	Location	Reasons
<i>... to be a transportation centre</i>		
<i>... to be a farming village</i>		
<i>... to be a fish processing centre</i>		
<i>... grow into a large city</i>		

- Write a sentence comparing the percentage of Canadians living in towns and cities in the late 1800s with the percentage in the late 1900s.

Notes

Suggested Time: 3 hours

Authorized Resource(s)

- Canadian Identity*
- Chapter Three

Unit 2 – Geographic Influences on Identity: Place and People

Curriculum Outcome

SCO 3.0 - The student will be expected to demonstrate an understanding of the human geography of Canada

- 3.1 Identify and describe rural and urban communities
- 3.2 account for the growth and decline of settlements

► **3.3 *explain how regional identities are influenced by geographic factors***

Elaboration

In this delineation students should first become familiar with the criteria used by geographers to break Canada’s great expanse into smaller regions. Students should then focus their attention on exploring each of Canada’s regions: Atlantic Canada, Central Canada, The Prairies, British Columbia and The North, and the interactions within, and between them, as related to growth as prosperity. They should understand that a region’s prosperity is largely linked to its regional perspective, with perspective meaning the characteristics of that region (location, physical and cultural characteristics, political perspective and hierarchy).

It is crucially important that students discuss how physical and cultural variations across Canada have spawned regional identities and stereotypes within our society.

Inquiry and analysis in this section should include:

- *Use Information* — Using various data sources compare and contrast two regions of Canada in terms of prosperity and identity. What is the relationship between “regional perspective” and regional identity?
- *Make Comparisons* — What is the relationship between “regional perspective” and regional identity?
- *Identify Cause and Consequence* — How can aspects of Canada’s geography lead to regional stereotypes? Give an example.
- *Consider Perspective* — How might a person living in the core area of a region have a different perspective on _____ than a person living in the periphery.
- *Make Value Judgments* — In what region of Canada would you prefer to reside? Justify your response.

Enduring Understanding

By the completion of this section students should be able to identify the five regions of Canada and outline the factors that influenced regional identities in each area.

Sample Performance Indicator(s)

- Create an advertisement for a travel magazine to attract people to a particular region in Canada.
- Create a collage of images that illustrate how the regional identity of Atlantic Canadians has been influenced by geographical factors.

Unit 2 – Geographic Influences on Identity: Place and People

Suggestions for Teaching and Assessment

- Divide into five groups. Each group will complete a brief description of a region of Canada. The information may be assembled into the following classroom chart.

Canada: Regional Attributes		
Region	Location	Attributes
Atlantic Canada		
Québec		
Ontario		
Prairies		
British Columbia		
Canadian North		

- Refer to the chart “Canada: Regional Attributes” (above) and identify the attributes that are most open to stereotyping. (For example, the climatic attribute of foggy conditions in parts of coastal Atlantic Canada may create the impression that much of the region is blanketed in fog for most of the year). In the following chart, students should write a stereotypical statement in the first column and their reaction to it in the second.

Looking Closely at What We Say About Others	
<i>I heard that ...</i>	<i>You know what I think about that?</i>

- Individually record examples of regional stereotyping that are found in the various media, including television, radio, Internet, newspapers, literature, art, and music. Ask students to present them to the class and identify common themes that permeate them.

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Three.

Unit 2 – Geographic Influences on Identity: Place and People

Curriculum Outcome

SCO 4.0 - The student will be expected to demonstrate an understanding of human migration and its impact on Canada since 1920

- ▶ **4.1** *explain why people migrate and provide examples of push and pull factors*
- ▶ **4.2** *examine how immigration patterns have changed in Canada since the 1920's*
- ▶ **4.3** *examine the debate that exists over new immigration policies.*
- 4.4 examine the causes and effects of internal migration on Canada since 1920
- 4.5 examine the causes and effects of emigration on Canada since 1920

Elaboration

Students should discuss the inconclusive theory concerning the migration of Asians across the Bering Strait, as early as 50 000 - 13 500 years ago. Students should then examine the reasons why people continue to migrate. Some Canadians move away from a location due to difficulties in their environment such as lack of employment - push factor. Others choose to move as a result of a new opportunity such as employment - pull factor.

Immigrants from other countries often choose Canada as a destination due to its reputation as a multicultural country. Canada continues to promote an identity which is less ethnocentric, prejudiced and discriminating. Students should understand the changing sources of immigrants since the 1920s.: influx of immigrants at the turn of the 20th century, Jewish Immigration during the 1930s, decline in immigration after the Great Depression, and welcoming of refugees at the end of the Second World War.

Students should be aware that Canada's new Immigration Policy was designed to combat discrimination due to race, color or religion. They should also examine the three classes of immigrants: family, humanitarian, and independent. Students should also understand the criteria used in defining refugees.

Finally, students should understand that there is a continuing debate over the issue of immigration and refugees being permitted into Canada. It is necessary that students are presented with the information in favor of and opposed to accepting both immigrants and refugees in Canada. Students should be able to take this information and Make Value Judgments of their own.

Inquiry and analysis in this section should include:

- *Use Information* — What makes a person a refugee?
- *Make Comparisons* — Compare push and pull factors of people who have moved into your community.
- *Identify Cause and Consequence* — What would be the cause of an event such as the closing of the a primary industry (e.g., Grand-Falls and Stephenville paper mills)
- *Consider Perspective* — How would you feel if your family needed to move to another province/country?
- *Make Value Judgments* — Does Canada's present Immigration Policy encourage or deter the movement of immigrants?

Enduring Understanding

By the completion of this section students should realize that immigrants are attracted to Canada largely because of our policy of multiculturalism. While immigration continues to create a rich and diverse society, immigration policy continues to be hotly debated.

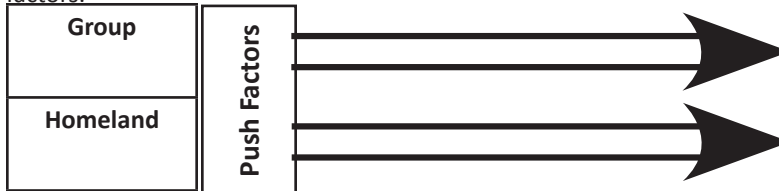
Sample Performance Indicators

- Imagine that your family is moving to another location in Canada or abroad. Which push and pull factors would influence your decision?
- How does immigration affect Canadian Identity?

Unit 2 – Geographic Influences on Identity: Place and People

Suggestions for Teaching and Assessment

- Read a case study of a group who migrated to Canada since 1920. Identify conditions that existed in their homeland that acted as push factors.



- Brainstorm push and pull factors that cause people to migrate.

Why People Migrate	
Push Factors	Pull Factors

- List, in order of importance, three factors that might cause you to leave Canada. Share your response within a group to see similarities and differences.
- Research to identify source areas for immigrants to Canada since 1920.

Source Areas of Immigrants to Canada				
Source Area	Numbers by Period			
	1931-36	1951-56	1971-76	1971-76
Africa				
Asia				
Australasia				
Europe				
North America				
South America				

- Analyse a map showing patterns in inter-provincial migration and list the three major destination areas for migrants in Canada. What might account for these choices?
- Analyse the requirements for entry to Canada for each of the three classes: family class, humanitarian or refugee class, or independent.

Analysis of Canada's Entry Requirements	
Canada is looking admit immigrants ...	Evidence
<i>to fill jobs requiring high qualifications.</i>	
<i>for compassionate reasons.</i>	
<i>who could create jobs for other Canadians.</i>	
<i>who are in a crisis situation.</i>	

- Participate in a think-pair-share cooperative learning structure to examine the following statement: "Canada should increase the number of immigrants who are allowed to enter the country."

Notes

Suggested Time: 3 hours

Authorized Resource(s)

Canadian Identity

- Chapter Four

Unit 2 – Geographic Influences on Identity: Place and People

Curriculum Outcome

SCO 4.0 - The student will be expected to demonstrate an understanding of human migration and its impact on Canada since 1920

- 4.1 explain why people migrate and provide examples of push and pull factors
- 4.2 examine how immigration patterns have changed in Canada since the 1920's
- 4.3 examine the debate that exists over new immigration policies.
- ▶ 4.4 *examine the causes and effects of internal migration on Canada since 1920*
- ▶ 4.5 *examine the causes and effects of emigration on Canada since 1920*

Elaboration

Students should understand that the dynamics of Canadian migration has changed since 1920. They should see that the movement of people from one area of Canada to another (out-migration) often stems from the problems (lack of jobs and services) spawned by regional economic difficulties. Alberta, Ontario and British Columbia have been favoured as choice destinations for internal Canadian migrants since the second half of the 20th century. Specifically they should recognize that Atlantic Canadians have a tendency to move westward and that First Nations have tended to move to urban centres.

Emigration is when people leave a region or country and settle in another. Students should know that most Canadians choose the United States as a destination. They should discuss the problem of “brain drain”. The disturbing trend that Canadian emigrants to the United States are more than twice as likely to hold a University degree than immigrants that are entering Canada.

Inquiry and analysis in this section should include:

- *Use Information* — What factors lead to internal migration?
- *Identify Cause & Consequence* — Outline the chief factors responsible for the emigration of highly educated and skilled people from Canada and surmise as to the long-term impact of this phenomenon.
- *Consider Perspective* — How might the citizens of a province favoured by internal migrants view the influx of migrant workers?
- *Value Judgement* — Debate the following statement “The most valuable export from Atlantic Canada is the recent graduate”.

Enduring Understanding

By the completion of this section students should understand that economic factors have played a major role in influencing peoples choice to move within Canada or even to leave Canada. Areas of out-migration have often been negatively affected.

Sample Performance Indicators:

- In attempting to understand the trend of out migration--If you were to interview an individual considered to be an internal migrant, what ten questions would you ask?
- Write a letter to your Premier expressing your concerns regarding the negative consequences of emigration on Canadian society. Be sure to reference the phenomenon known as “brain drain”.

Unit 2 – Geographic Influences on Identity: Place and People

Suggestions for Teaching and Assessment

- Students could research a graduating class in their community from five to fifteen years ago and answer the following questions in the table below

Migration and Our Community		
Questions	Answer	When and why did they leave?
What was the total number of graduates?		
How many of those graduates still live in the community?		
How many of those graduates still live in the province?		
How many of those graduates still live in the region?		
How many of those graduates still live in the country?		
How many of those graduates have left the country?		

Conclusion: Based on your results what can you conclude about migration and your community?

- Design a poster to attract out-migration or internal migration to a specific part of Canada. A variety of pull factors could be used, e.g., physical features, climate, job availability, educational opportunities, and standard of living conditions.
- Identify factors that affect emigration and mobility, describe patterns and trends of emigration in Canada. Identify the effects of emigration on Canadian society and Identity.
- In the Canada Year Book Historical Collection website (www.statcan.ca/canadayearbook/historical), go to “Browse by year” and select the 1957/1958 edition of the Canada Year Book. Read “Emigration from Canada,” pages 158 to 162.
- Conditions in early Canada were much different from what they are now. Did the reasons for emigration to the United States change over time? Were conditions different in the United States? Did early emigrants have certain characteristics, such as their occupations, that made emigration to the United States attractive to them? List in point form your findings from the 1957/1958 edition, noting any changes from one time period to another.

Notes

Suggested Time: 3 hours

Authorized Resource(s)

Canadian Identity

- Chapter Four

Unit Three

Historical Influences on Identity I: Significant Events (1920-1945)

Overview

In comparison to many other nations, Canada is often termed a young country -- one which officially came into being in 1867. The history of what is now Canada, however, goes back much further. Beginning with the First Nations and Inuit, continuing with early European colonists, and including the diverse racial and ethnic array of our contemporary country, many peoples have contributed to the story of Canada. Identity is a product of experience -- of individuals, groups, and nations. The events, actions, traditions, and decisions of both our past and present inhabitants have played an important role in shaping the identities held by Canadians today.

This unit, and the unit that follows, is organized chronologically -- largely by decade. It should be noted, however, that such an organizing principle can sometimes diminish larger concepts which overlap decades. Teachers must strive to identify such themes and the learning activities in this guide attempt to reflect this reality. It is also important to note that the events, trends, and peoples examined through these decades of change broadly represent all of Canada. It is easy to focus on the major political, economic, and military events of Canadian history; however, the social history of these decades, including the lives of Aboriginals, women, children, African-Canadians, Acadians, and other historically disenfranchised peoples, consists of stories important to a full understanding of Canada's identity(ies).

Outcomes

SCO 5.0 - The student will be expected to demonstrate an understanding of economic, political and social change in Canada during the 1920s and 1930s

SCO 6.0 - The student will be expected to demonstrate an understanding of Canada's participation in the Second World War

SCO 7.0 - The student will be expected to demonstrate an understanding of how the Second World War influenced Canadian identity

Processes and Skills

Communication

- read critically
- express and support a Consider Perspective

Inquiry

- frame questions or hypotheses that give clear focus or direction
- identify sources of information relevant to the inquiry
- draw conclusions that are supported by the evidence

Participation

- function in a variety of groupings, using collaborative and cooperative skills and strategies

Unit Three – Historical Influences on Identity I: Significant Events (1920-1945)

Curriculum Outcome

SCO 5.0 - The student will be expected to demonstrate an understanding of economic, political and social change in Canada during the 1920s and 1930s

- **5.1** *explain the factors that account for varying levels of prosperity in the 1920s*
- 5.2 examine the impact of new technology on lifestyle in the 1920s
- 5.3 explain the causes of the Great Depression
- 5.4 describe the economic, social and political effects of the Great Depression

Elaboration

The intent of this outcome is to have students consider the scope and magnitude of change that affected Canada during the 1920s and 1930s.

This delineation asks students to explore growth and decline in the Canadian economy as a whole and to examine the factors that account for variations in economic growth in different regions of Canada.

- **Post-War Decline:** demand for goods in Europe *decreased* immediately after the war creating a slump in Canada's economy resulting in higher prices, lower wages and unemployment.
- **Central and Western Canada Growth** (e.g., economic growth due to increased manufacturing, mining, agricultural production, trade with the United States)
- **Maritimes and Dominion of Newfoundland Decline** (e.g., economic decline / stagnation due to decreased demand for shipbuilding, increased freight rates, distance from markets, lack of hydroelectricity, reliance on natural resources, tariffs)

Students should further note that all segments of society did not share equally in this prosperity: the working poor, ethnic groups, women, children and First Nations.

Inquiry and analysis used in this section will include:

- *Make Comparisons* — Compare the economic performance of the various regions in Canada during the 1920s.
- *Identify Cause and Consequence* — What accounts for the differences in economic growth across Canada during the 1920s? How might the economic decline experienced in the Maritimes and Newfoundland influence peoples' attitude and expectations?

Enduring Understanding

By the completion of this delineation students should understand that while Canada as a whole prospered during the 1920s, prosperity varied by region and did not extend to all groups in society.

Sample Performance Indicator(s)

- Create a map of Canada that illustrates "Economic Change in Canada during the 1920s". Identify areas of economic growth / decline. Use symbols to represent industries that were affected by this change. Include short bubble notes that explain why these industries changed.
- Identify the factors that account for growth / decline in Canada during the 1920s. Which factor was most significant in relation to the type of change that occurred?

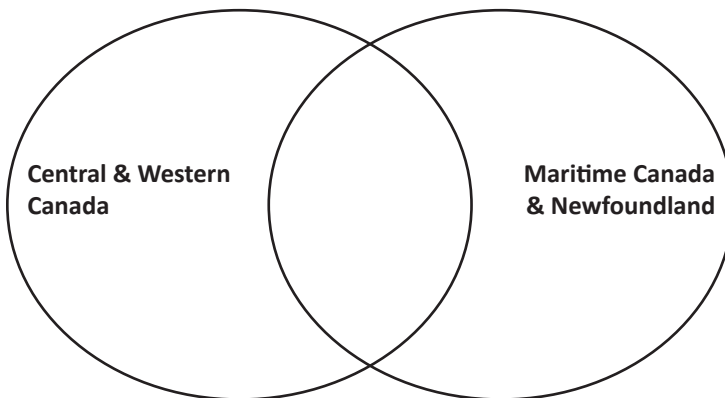
Unit Three – Historical Influences on Identity I: Significant Events (1920-1945)

Suggestions for Teaching and Assessment

- With a partner identify the causes and consequences of economic prosperity in Canada from 1924-1929. The following organizer may be useful in organizing your findings.

Economic Prosperity in Canada 1924-1929	
Cause	Consequence
1.	
2.	
3.	
4.	

- Compare the economy of Central Canada, British Columbia and the Prairies with that of the Maritimes during the 1920s.



- Write a song, or poem, or create an illustration to capture the challenges faced by one of the groups in Canada who did not enjoy the economic prosperity of the 1920s. (Aboriginal Peoples, Black Canadians, Jewish Canadians, Recent Immigrants)

Note: Criteria for judgement may include reference to examples of racism, prejudice, and discrimination faced by some Canadians during this period. Students should be able to differentiate between prejudice and racism. (i.e., prejudice refers to a bias against a group of people or a dislike of someone's culture etc., whereas racism assumes racial inferiority/superiority.)

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Five

Unit Three – Historical Influences on Identity I: Significant Events (1920-1945)

Curriculum Outcome

SCO 5.0 - The student will be expected to demonstrate an understanding of economic, political and social change in Canada during the 1920s and 1930s

- 5.1 explain the factors that account for varying levels of prosperity in the 1920s
- 5.2 **examine the impact of new technology on lifestyle in the 1920s**
- 5.3 explain the causes of the Great Depression
- 5.4 describe the economic, social and political effects of the Great Depression

Elaboration

The intent of this delineation is to have students consider the extent to which new technologies impacted the lives of Canadians during the 1920s. In particular, students should consider how mass production influenced the cost and rate at which innovations could enter the marketplace.

Students should consider the consequences of the introduction of innovations such as electricity, cars, telephones and appliances. Attention should focus on the immediate consequences of these innovations (e.g., time savings) and their indirect consequences, such as increased leisure time.

During this study students should also note how many Canadians used credit to acquire various goods and services, and the inherent risks this posed to both consumers and producers. Students should further note that all segments of society did not share equally in this prosperity: the working poor, ethnic groups, women, children and First Nations.

Students should be invited to consider how the prosperity of the 1920s shaped the cultural attitudes of Canadians as reflected in sports, leisure, entertainment and fashion.

Inquiry and analysis used in this section will include:

- *Make Comparisons* — How did lifestyle / culture changed after the introduction of _____.
- *Identify Cause and Consequence* — How did changes in _____ impact individuals and families?
- *Consider Perspective* — How do you think a young person would feel growing up in (eg. downtown Montreal/ outport Newfoundland) in the “Roaring Twenties”?
- *Make Value Judgments* — Did the introduction of _____ benefit, or hurt, Canadian society? Explain.

Enduring Understanding

By the completion of this section students should understand that the 1920s were a time of radical change in terms of both culture and values.

Sample Performance Indicator(s)

- “During the 1920s innovation changed Canada forever.” Write a position paper that either supports or refutes this claim.
- Identify three innovations from the 1920s and discuss how these innovations influenced Canadian culture. Of the innovations identified, which had the greatest influence on Canadians as a whole? Explain. *(Note: Answer should include both direct and indirect consequences.)*

Unit Three – Historical Influences on Identity I: Significant Events (1920-1945)

Suggestions for Teaching and Assessment

- Describe how new appliances introduced in the 1920s saved time or made life easier. Then, name products that have become popular over the last 20 years and describe how they save time or make life easier. The chart below may help organize this information.

Innovation and Change			
Decade	Innovation	Immediate Benefit	Long Term Consequence
1920s			
Present			

- Design an advertisement for a product, service or recreational activity that became available or popular during the 1920s. The advertisement should focus on the benefits for the consumer and how the item would change the nature of everyday life.
- Share findings of new technologies by creating a period catalogue, designing posters, or developing a mini-museum.
- Write a brief paragraph explaining how the influence of new technologies varied based on income and location. (*Note: To assess this writing piece, refer to Appendix H for a holistic writing rubric.*)

Organizing Structure for an Inquiry Paragraph
<p>Beginning</p> <ul style="list-style-type: none"> write a thesis statement to make a claim or take a position
<p>Middle</p> <ul style="list-style-type: none"> evidence is presented to support thesis examples related to the evidence are used where appropriate evidence and supporting examples are logically arranged to point to a conclusion
<p>End</p> <ul style="list-style-type: none"> the thesis and its significance is affirmed

- Write a journal entry reflecting on the effect of the new technologies and inventions on the lives of individual Canadians. Entries should represent a cross-section of Canadian society. (*Note: Refer to Appendix F for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.*)

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Five

Unit Three – Historical Influences on Identity I: Significant Events (1920-1945)

Curriculum Outcome

SCO 5.0 - The student will be expected to demonstrate an understanding of economic, political and social change in Canada during the 1920s and 1930s

- 5.1 explain the factors that account for varying levels of prosperity in the 1920s
- 5.2 examine the impact of new technology on lifestyle in the 1920s
- **5.3 explain the causes of the Great Depression**
- **5.4 describe the economic, social and political effects of the Great Depression**

Elaboration

Delineation 5.3 requires that students develop a basic understanding of the stock market. They should consider how the economic activities of the preceding decade created a bull market. Students should be able to explain the sequence of events which resulted in the stock market crash of 1929 and the subsequent economic depression. Students should identify and explain the interplay of various factors (e.g., buying on credit, manufacturing practices, lack of regulation of financial institutions, role of exports, relationship with US markets).

Students should then consider (delineation 5.4) the economic, political and social effects of the depression. In particular students should examine the relationship between economic issues and social conditions. Specific examples, including primary sources, should be used to illustrate social conditions in a variety of settings (e.g., rural, urban) and regions in Canada. Further, students should examine how various means of escapism were used by citizens to help cope with the challenges they faced.

Finally, students should examine the Great Depression through the lens of politics. This would include: (i) identification of government efforts to respond to the economic and social crisis; (ii) evaluation of government efforts; and (iii) rise of new political parties and ideologies.

Inquiry and analysis used in this section will include:

- *Use Information* — What can be inferred about the effects of the Great Depression from this source?
- *Make Comparisons* — How did the experiences of Canadians in different regions of the country vary during the Great Depression?
- *Identify Cause and Consequence* — What were the causes of the Great Depression? How did the Great Depression impact the Canadian way of life socially? Politically?
- *Determine Significance* — What was the most significant effect of the Great Depression? Why?
- *Make Value Judgments* — Were the government responses appropriate in trying to meet the needs of Canadians during the Great Depression?

Enduring Understanding

By the completion of this section students should understand that the Great Depression profoundly affected Canadian society.

Sample Performance Indicator(s)

- Develop a mind map illustrating the causes and consequences of the Great Depression.
- Create a chart and identify the three most significant causes and consequences of the Great Depression. Rank these factors in order of importance. Justify your ranking.

Unit Three – Historical Influences on Identity I: Significant Events (1920-1945)

Suggestions for Teaching and Assessment

- Invite a guest speaker to address your class who is knowledgeable about the business cycle, the stock market and investment practices (e.g., an economics teacher or a business person). Plan a list of powerful questions to help explore the events that led to the stock market crash and subsequent depression.
- Create an advertisement that could have been used in a 1920s newspaper encouraging people to “Buy now, pay later.”
- Use photographs to investigate life during the depression of the 1930s in various regions of Canada. Organize the images in a photographic / visual essay, adding captions that draw appropriate inferences from each image. *(Note: Students should use a photograph analysis sheet to guide their inquiry, see Appendix D.)*
- Locate and analyse a primary document related to the hard times of the Great Depression (e.g., a letter, diary entries, song). Critique the document for its historic value.

Analysis Sheet: Historical Letter / Diary Entry	
Questions	Analysis
What is the origin of the document?	
For what audience was the document created?	
Why might it have been written?	
What does the information in the document tell you about your topic?	
What other information do you wish the document had included?	

- Create a short (i.e., one to two page) work of historical fiction (a fictional account based on historical evidence). The work is to focus on the experience of an individual or family living in a particular region of Canada during the depression (e.g., a fisher in Labrador, a factory worker in Montreal, or a farmer in the prairies). Your story should capture life in that region during the Depression and how people responded to the economic challenges they faced.

(Note: Stories should be exchanged with a partner and using both peer, and self-assessment, revised as necessary. To assess this writing piece, refer to Appendix H for a holistic writing rubric.)

Notes

Suggested Time: 3 hours

Authorized Resource(s)

Canadian Identity

- Chapter Five

Criteria for Powerful Questions

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

Unit Three – Historical Influences on Identity I: Significant Events (1920-1945)

Curriculum Outcome

SCO 6.0 - The student will be expected to demonstrate an understanding of Canada's participation in the Second World War

- ▶ **6.1 identify the causes of the Second World War**
- 6.2 explain Canada's contribution to the Second World War
- 6.3 examine significant moral and ethical issues related to the Second World War

Elaboration

The intent of this outcome is for students to explore how the Second World War influenced Canadian identity. In particular, delineation 6.1 is intended to provide a context for the Second World War. While the causes of the War fall outside of the specific domain of Canada's national history, the War itself had a profound impact on Canada as a whole. Therefore it is important that students understand the causes and consequences of the event as a whole in order to think deeply about its significance.

Students should focus their attention on two broad factors that contributed to an environment where international conflict was possible:

- the terms of the *Treaty of Versailles*, and
- the policy of appeasement.

Students should examine some of the details / examples surrounding each factor in order to deepen their understanding of the factor as a whole. For example, how war reparations contributed to economic instability. However, this discussion should be limited in terms of time and scope, using perhaps two examples to illustrate each factor.

Inquiry and analysis used in this section will include:

- *Use Information* — Examine the *Treaty of Versailles* to understand how it created the conditions that led to the Second World War.
- *Identify Cause and Consequence* — What were the consequences of the terms of the Treaty of Versailles? Why did the Allies / League of Nations follow a policy of appeasement? What were the consequences of the policy of appeasement?
- *Consider Perspective* — How do you think the people of Germany felt after the First World War when the terms of the *Treaty of Versailles* were imposed? How might German citizens have viewed Hitler's early political platform?
- *Make Value Judgments* — Were the terms of the *Treaty of Versailles* fair and just?

Enduring Understanding

By the completion of this section students should understand that the Second World War may have been avoided if the terms of the *Treaty of Versailles* had been less punitive.

Sample Performance Indicator(s)

- Which of the following factors contributed most to the outbreak of the Second World War? Justify your position
 - (a) the terms of the *Treaty of Versailles*, or
 - (b) the policy of appeasement?

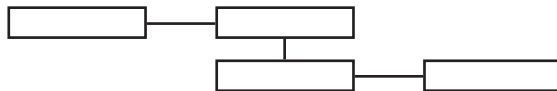
Unit Three – Historical Influences on Identity I: Significant Events (1920-1945)

Suggestions for Teaching and Assessment

- Research to identify the underlying causes of the Second World War. For each cause write a “what if” statement explaining how the cause might have been dealt with to avoid war. Then, rank or prioritize the main causes of the war and justify the choices made. (Note: Examples of causes might include high unemployment, political instability, etc.)

Underlying Causes of the Second World War	
Cause	What if ... ?
1.	
2.	

- Write a paragraph to explain whether or not the terms of the *Versailles Treaty* in 1919 were too harsh. (Note: Refer to page 69 of this guide for the chart, “Organizing Structure for an Inquiry Paragraph”. To assess this writing piece, refer to Appendix H for a holistic writing rubric.)
- Work with a partner to construct a flow chart to illustrate the sequence of events that led to the outbreak of the Second World War. Use the sequence to design a storyboard for a visual representation on the path to the Second World War.



- Work with a partner to create a spider diagram to explain the concept of “appeasement”. Then, after researching the topic complete a chart to compare the opinion of Chamberlain, King, and Churchill from the 1930s on appeasing Hitler. Finally, answer the following questions:
 - Which politician was more realistic in their assessment of the effectiveness of appeasement? Why.
 - If you had lived in Canada during the 1930s and had read about Hitler and the Nazis, what position would you take on appeasement? Why?

Attitudes on Appeasement	
Leader	
Neville Chamberlain	
Mackenzie King	
Winston Churchill	

- With a partner create statements related to the beginnings of the Second World War. Exchange your statements with other students. Classify the statements as either fact or opinion. Explain your assessment.

The Road to War: Fact or Opinion			
Statement	F	O	Explanation
Hitler caused the Second World War			
Inflation and unemployment were serious problems in Germany			
In 1939 Canada was not ready to enter a war with Germany			

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Six

Additional statements for “**The Road to War: Fact or Opinion**”:

- Fascism had no appeal to Canadians*
- MacKenzie King should not have agreed to the appeasement with Germany*

Unit Three – Historical Influences on Identity I: Significant Events (1920-1945)

Curriculum Outcome

SCO 6.0 - The student will be expected to demonstrate an understanding of Canada's participation in the Second World War

- 6.1 identify the causes of the Second World War
- **6.2 explain Canada's contribution to the Second World War**
- 6.3 examine significant moral and ethical issues related to the Second World War

Elaboration

The intent of this delineation is for students to examine Canada's participation in the war effort.

In *Grade Seven Social Studies (Empowerment)* students will have examined Canada's de facto entry into the First World War as part of the British Empire. However, by the time of the outbreak of the Second World War Canada, like many members of the British Commonwealth, would have greater autonomy in terms of external affairs under the Statute of Westminster. Students should consider the effect this had on Canada's sense of identity and its perception globally. Further, students will need to examine Canada's decision to enter the war.

Students should develop a general understanding of the phases of the war, and Canada's involvement in each phase. In particular, attention should focus on Canada's human and material contribution to the war effort, including the role of its army, air force, navy, and merchant marine.

Inquiry and analysis used in this section will include:

- *Use Information* — Using primary data, explain Canada's human / material contribution to the war.
- *Make Comparisons* — Which phase of the war reflects Canada's most important contribution?
- *Identify Cause and Consequence* — Why did Canada choose to enter the war? In what ways did Canada's involvement influence the outcome of the war?
- *Consider Perspective* — Why was there reluctance on the part of some Canadians to participate in the war?
- *Determine Significance* — What was Canada's most significant contribution? Support your answer with evidence.
- *Make Value Judgments* — Should Canada have participated in the Second World War? Why?

Enduring Understanding

By the completion of this section students should understand Canada made a significant contribution to the Second World War.

Sample Performance Indicator(s)

- As a nation Canada made several contributions to the war. What was Canada's most important contribution to the Second World War? Prepare an argument supporting your choice.
- The Canadian Army's losses were significantly higher than those of the Navy and Air Force. Does this mean their contribution was more important? Justify your answer.

Unit Three – Historical Influences on Identity I: Significant Events (1920-1945)

Suggestions for Teaching and Assessment

- Working with a group, write a script for the morning news that might be broadcast on Monday, September 11, 1939 - the day Canada declared war on Germany. Role play the news broadcast for the class. The broadcast should include quotations / interviews from some of the following people on their reactions to Canada's declaration of war:
 - a pacifist,
 - a French-Canadian nationalist,
 - a member of Canada's armed forces,
 - a Jewish Canadian,
 - a parent who lost a son in World War I,
 - a German Canadian, and
 - a Polish or Czechoslovakian Canadian.

(Note: Students could be assigned the task of listening to the "broadcast" and critique it. See Appendix D, "Analysing a Sound Recording".)

- Use the following organizer to examine key battles and the extent of Canada's contribution. What inferences can be made about Canada's military involvement in and contribution to the Second World War?

Canada's Contribution to the Second World War		
Event	Description	Involvement
Hong Kong		
Dieppe Raid		
Italian Campaign		
D-Day		
The Netherlands		
Battle of the Atlantic		
War in the Air		

- Analyse a poster about the importance of supporting the war effort.

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

- Create an illustrated timeline of Canada's involvement in the Second World War (1939 to 1945). Include drawings or photographs of important people, places, and events. Compare your timeline with a partner to ensure that it is complete. Events might include: defence of Hong Kong, Dieppe Raid, Italian Campaign, Operation Overlord: D-Day, Liberation of the Netherlands, The Battle of the Atlantic, and the War in the Air.
- With that partner, choose the one battle you both agree was Canada's biggest contribution to the war effort. Prepare an argument supporting that choice. Illustrate your choice by creating a poster.

Notes

Suggested Time: 3 hours

Authorized Resource(s)

Canadian Identity

- Chapter Six

Unit Three – Historical Influences on Identity I: Significant Events (1920-1945)

Curriculum Outcome

SCO 6.0 - The student will be expected to demonstrate an understanding of Canada's participation in the Second World War

6.1 identify the causes of the Second World War

6.2 explain Canada's contribution to the Second World War

► **6.3 *examine significant moral and ethical issues related to the Second World War***

Elaboration

This outcome concludes by asking students to consider some of the moral and ethical issues related to the Second World War.

While teachers may engage students with a range of ethical moral issues, primary attention should focus on:

- the Holocaust, and
- the use of atomic weapons.

Given the constraint of time, it is not recommended that both events be explored in-depth. However, students should cover one of the events in greater detail.

In examining these events it will be important for students to Consider Perspective. This skill requires that students avoid presentism as they try to understand the prevailing mind-set and values of the time. This, of course, does not mean that actions can be justified or excused. Rather, it enables student to better understand the historical context of the inquiry.

The nature of this type of exploration readily lends itself to the use of instructional tools such as position papers and debates. Regardless of the instructional approaches used, students will need to considered carefully the causes and consequences of the options available and decisions made by those in authority, and integrate those understandings into their work as they make moral and ethical assessments (value judgements).

Inquiry and analysis used in this section will include:

- *Determine Significance* — Why is it important to study and remember events such as the Holocaust or the use of atomic weapons in the Second World War?
- *Use Information* — What evidence is there that the Holocaust occurred? What do we know about the experience of the survivors of Hiroshima and Nagasaki?
- *Make Value Judgments* — Was the United States justified in using atomic weapons to bring about an end to the war in the Pacific? Explain.

Enduring Understanding

By the completion of this section students should understand that the Second World War forced the world community to rethink what is considered ethical and moral.

Sample Performance Indicator(s)

- Create a mind map that examines the causes and consequences related to one ethical or moral issue of the Second World War. Be sure to clearly identify the ethical or moral issue.

Unit Three – Historical Influences on Identity I: Significant Events (1920-1945)

Suggestions for Teaching and Assessment

- Analyse an eyewitness account of an ethical / moral issue, such as a journal entry, interview, artwork, or photograph.

Document Analysis	
Question	Notes
What is the origin of the document?	
Who is the intended audience?	
Why was the document created?	
What does the document tell you about the topic?	
What other information do you wish the document had included? What other questions does the document raise?	

- Hold a round-table discussion to explore an ethical or moral issue from the Second World War. Use an organizer to record the arguments / ideas / data that are raised during the discussion which support and refute the claim. Consolidate your thoughts in a reflective journal.
 - ✓ The use of weapons of mass destruction can never be justified.
 - ✓ The creation of nuclear weapons has improved the prospects of world peace.
 - ✓ Canada could have done more to prevent atrocities such as the Holocaust.
 - ✓ The Canadian government was wrong to deny the rights of citizenship to those identified as “enemy aliens”.

Issue: <i>The use of weapons of mass destruction can never be justified.</i>	
Affirmative	Negative
1.	1.
2.	2.
3.	3.

(Note: It may be desirable for students to view a presentation that raises an ethical or moral issue related to the Second World War prior to completing this activity, such as the use of atomic bombs at Hiroshima and Nagasaki, the story of a Holocaust survivor, or the interment of Japanese Canadians.)

- Create a newspaper article or editorial on Canada’s refusal to admit landing of the *St. Louis* in 1939.
- Work in pairs to examine whether the dropping of the atomic bombs on Hiroshima and Nagasaki was justified. Identify and rank arguments for and against the bombing. Present your ideas using a mind map that combines both text and imagery. Use the following chart to help you organize your research.

<i>Was the dropping of the atomic bomb justified?</i>	
It was because ...	It was not because ...
1.	1.
2.	2.
3.	3.

- Debate an ethical or moral issue related to the Second World War. The topic may be expressed as, “Be it resolved that” *(Note: See “Canadian Identity” - Chapter 14 - Skills Toolbox: Debating, page 237.)*

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Six

This section helps establish some context for the development of the UN Declaration of Human Rights and Canada’s involvement in the same. Further, this background is essential in students developing sense of modern Canadian identity (see Unit Five on citizenship).

Unit Three – Historical Influences on Identity I: Significant Events (1920-1945)

Curriculum Outcome

SCO 7.0 - The student will be expected to demonstrate an understanding of how the Second World War influenced Canadian identity

► **7.1** *examine the economic, political and social effects of the Second World War*

7.2 explain how the Second World War affected ethnic / cultural relations within Canada

Elaboration

This delineation considers how the Second World War influenced Canadian identity, in particular, how the war shaped the economy, society and politics.

- *Economic Effects* - Students should analyze how the need for production to satisfy wartime demands resulted in a shift in the economy from a reliance on primary industry (e.g., mining) to an increase in secondary industries (e.g., manufacturing).
- *Social Effects* - While there were a number of changes in Canadian social life, students should examine how the role of women was re-defined and greatly expanded to include non-traditional areas. Additionally, students should reflect upon the increased role of government in the daily lives of Canadians (e.g., daycare, rationing).
- *Political Effects* - Students will examine political changes during the Second World War including the introduction of unemployment insurance and the “baby bonus” as a result of the economic boom and the impact of the Co-operative Commonwealth Federation. Students will identify the reasons why there was not as much opposition to conscription during the Second World War. Students will examine the process of Newfoundland becoming a province of Canada.

Inquiry and analysis used in this section will include:

- *Make Comparisons* — What major shifts occurred in economic activity from 1939 to 1944?
- *Determine Significance* — How significant was the change in the role of women in Canadian society during the Second World War?

Enduring Understanding

By the completion of this section students should understand how the Second World War was a catalyst for change in Canada.

Sample Performance Indicator(s)

- “The Second World War was a catalyst for change for all the countries that fought in it.” Using three examples identify what you believe to be the most significant effects of the Second World War on Canadian identity.

Unit Three – Historical Influences on Identity I: Significant Events (1920-1945)

Suggestions for Teaching and Assessment

- Prepare an argument to support or oppose the claim that “The Second World War was an important step in the Women’s Liberation Movement”.
- Research and record the amount of bread, meat, sugar and milk, etc. you would have consumed in a week during the war after rationing was introduced. How would you have had to change your diet? Include an explanation of rationing coupons. How does this compare to your current patterns of consumption? Create a chart that compares food consumption per person per week during the war with the present.
- Create an oral history research project about an individual who lived during the Second World War. Focus your research to examine specific aspects of the experience, such as daily routine, dangers, problems, threats, and feelings. The interviewee could be a soldier, an airman, fighter pilot, sailor on a Corvette, a merchant seaman, a young wife who remained at home with the family, a female factory worker, a Japanese intern, a prisoner of war, a Silver Cross mother, or a war bride. (*Note: you may wish to search the Internet for tips on conducting oral history research.*)
- Classify key changes resulting from the Second World War as either economic, social or political.

Classifying Key Conditions & Events			
Condition / Event	Economic	Political	Social
1.			
2.			
3.			

- Reflect upon the positive and negative elements that make up the legacy of the Second World War and create a Pro and Con Organizer that lists elements you think are positive or negative. Then, decide for yourself if the good outweighs the bad.

The Legacy of the Second World War	
Pros	Cons
My view is ... because ...	

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Seven

Unit Three – Historical Influences on Identity I: Significant Events (1920-1945)

Curriculum Outcome

SCO 7.0 - The student will be expected to demonstrate an understanding of how the Second World War influenced Canadian identity

7.1 examine the economic, political and social effects of the Second World War

► 7.2 ***explain how the Second World War affected ethnic / cultural relations within Canada***

Elaboration

This unit of study concludes with a further examination of some of the ethical and moral issues raised by the War, focusing specifically on the Canadian experience.

Inquiry should focus on two moral issues:

- the refusal to admit Jewish immigrants during the 1930s by both the Canadian and Newfoundland governments; and
- the Canadian government's internment of enemy aliens (Japanese, German, etc.).

Additionally, students should also investigate the issue of racism as it relates to African-Canadian and Aboriginal volunteers.

In examining these events it will be important for students to Consider Perspective. This skill requires that students avoid presentism as they try to understand the prevailing global mind-set and values of the time. This, of course, does not mean that actions can be justified or excused. Rather, it enables students to better understand the historical context of the inquiry.

The nature of this type of exploration readily lends itself to the use of instructional tools such as position papers and debates. Regardless of the instructional approaches used, students will need to consider carefully the causes and consequences of the options available and decisions made by those in authority, and integrate those understandings into their work as they make moral and ethical assessments (value judgements).

Inquiry and analysis used in this section will include:

- *Use Information* — What do we know about the feelings of those interned in Canada and Newfoundland?
- *Make Comparisons* — How did the experience of Canada's minority volunteers compare to the experience of the majority?
- *Determine Significance* — Why is it important to study and remember the ethical and moral dilemmas faced by Canada during the Second World War?
- *Make Value Judgments* — Was the internment of Canadian citizens identified as "enemy aliens" ethically or morally justified? By refusing to admit Jewish immigrants, did the Canadian and Newfoundland governments indirectly participate in the Holocaust?

Enduring Understanding

By the completion of this section students should understand that the Canadian history contains ethical and moral atrocities.

Sample Performance Indicator(s)

- Explain how the Second World War strained ethnic and cultural relations within Canada.
- In what ways did the Second World War shape Canadian identity?

Unit Three – Historical Influences on Identity I: Significant Events (1920-1945)

Suggestions for Teaching and Assessment

- Examine how the Canadian government treated Canadian citizens who were regarded as “enemy aliens” during the Second World War.

Canada’s “Enemy Aliens”			
Who are they?	Where did they live?	Why were they detained?	What were camp conditions like?

- Prepare a presentation or display illustrating Canada’s or Newfoundland’s record in the area of Jewish immigration before, during and after the Second World War. The presentation should address the following issues:
 - Why were Jews migrating from Europe?
 - Why were Jewish applicants refused entry to the country?
 - What was the fate of those turned away?
- Write a biography of 200-300 words which chronicles the experience of an individual who would have been part of a visible minority in the Canadian Armed Forces during the Second World War.
- With a partner, or as part of a small group, create a visual representation which summarizes the ethical / moral issues Canada experienced during the Second World War.

Your presentation should be carefully written - concisely and accurately explaining each ethical / moral issue. The presentation should make effective use of the medium you decide to work in. Story boards, photographic essays and mini-documentary films are all excellent mediums for this purpose.

- Create a reflective journal entry in response to something they have read, experienced, or heard about the internment of Japanese Canadians and/or the refusal of entry of Jewish immigrants during and after World War II. (*Note: See Appendix F for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.*)

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Seven

Unit Four

Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Overview

Understanding Canada's history is essential in any exploration of Canadian identity(ies). The preceding unit, and previous courses examining Canada's history, especially social studies seven, have provided students with a solid foundation up to the end of the Second World War. In this unit, students will explore the affect of the post-1945 history of Canada on the development of Canada's identity(ies). The events, trends, and peoples of this era have left an indelible mark on the peoples of Canada.

This unit, as with the preceding unit, is organized chronologically — largely by decade. However, many issues overlap decades. Teachers must strive to identify such themes and the learning activities in this guide attempt to reflect this reality.

It is also important to note that the events, trends, and peoples examined through these decades of change broadly represent all of Canada. While it is easy to focus on major political, economic, and military events, the social history of these decades, including the lives of Aboriginals, women, children, African-Canadians, Acadians, and other historically disenfranchised peoples, should receive significant attention. It is this latter area that consists of stories which are important to a full understanding of Canada's identity(ies).

Outcomes

SCO 8.0 - The student will be expected to demonstrate an understanding of Canada's role in world affairs since 1945

SCO 9.0 - The student will be expected to demonstrate an understanding of the nature of change in Canada during the 1950s

SCO 10 - The student will be expected to demonstrate an understanding of cultural and social change in Canada during the 1960s and 1970s

SCO 11 - The student will be expected to demonstrate an understanding of the effect of globalization on Canada since 1980

Processes and Skills

Communication

- read critically
- express and support a Consider Perspective

Inquiry

- frame questions or hypotheses that give clear focus or direction
- identify sources of information relevant to the inquiry
- draw conclusions that are supported by the evidence

Participation

- function in a variety of groupings, using collaborative and cooperative skills and strategies

Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Curriculum Outcome

SCO 8.0 - The student will be expected to demonstrate an understanding of Canada's role in world affairs since 1945

- ▶ **8.1** *explain the causes and significance of the Cold War*
- 8.2 examine Canada's participation in NATO, NORAD, and the United Nations

Elaboration

The Cold War refers to the period of strained world relations that existed after the end of the Second World War. Although there was no large-scale / global battle, verbal attacks and localized fighting were key features of this conflict. The world was divided into two camps, generally based on democracy/capitalism and totalitarianism/communism.

Students explore how the ending of the Second World War provided a climate that strained relations, leading to the Cold War. They should discuss the ideology that drove this conflict, and consider its geographic extent. It may be useful to briefly examine specific actions such as the division of post-war Germany, the invasion of Hungary and the "Bay of Pigs" as a means to better understand the Cold War.

Inquiry and analysis used in this section will include:

- *Use Information* — How were the effects of the Cold War felt throughout the world?
- *Make Comparisons* — How would the life of a Russian teenager and a Canadian teenager have differed / been similar in the 1960s? Consider living conditions, disposable income, pass times, etc.
- *Identify Cause and Consequence* — What were three of the major events that contributed to strained relations during the Cold War? What were the reactions to these events?
- *Determine Significance* — How significant was the Cold War?

Enduring Understanding

By the completion of this section students should understand that while the Cold War was not a conventional war its effects were very damaging and on a global scale.

Sample Performance Indicator(s)

- Was the Cold War appropriately named? If yes, please explain why. If not, please rename it and explain your choice.
- Describe three causes and three consequences of the Cold War. Identify which cause and which consequence was most significant. Explain.

Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Suggestions for Teaching and Assessment

- Create and colour code a map to illustrate the two alliances of the Cold War - NATO members and Warsaw Pact members from 1945-1991.
- Imagine you are in a space station looking down from directly above the North Pole. Using your knowledge of the Cold War, write a description of the importance of Canada's geographical location in the Cold War struggle.
- Compare the political and economic systems of the United States and the Soviet Union. What is the most significant difference?
- Research the Cold War and complete a timeline of significant events from its early days after the Second World War until it ended in 1991. (*Note: As an extension students could select one of the events e.g., the Cuban Missile Crisis, and write a speculative journal entry on what might have been the long term impact of a different turn of events, e.g., if Kennedy had backed down. Refer to Appendix F - student response journals.*)
- Find several cartoons on the topic of the Cold War. Analyze the cartoons to better understand how the superpowers viewed each other.

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

- If you had been a teenager during the height of the Cold War, would you have supported the stockpiling of weapons of mass destruction?

Decision - Would I have (<i>state question</i>) ?	
Pros	Cons
1.	1.
2.	2.
3.	3.
I would have (<i>decision</i>) because (<i>reasons</i>) ...	

- Could the Cold war have been avoided? (*Note: Use previous graphic organizer.*)
- Collect quotations by key figures in the Cold War (e.g., Kennedy, Castro, Khrushchev) that illustrate their views on issues and events at the time. Display these quotations in a collage on the class bulletin board. Create a dialectical journal entry. (*Note: Refer to Appendix F - student response journals.*)

Notes

Suggested Time: 3 hours

Authorized Resource(s)

Canadian Identity

- Chapter Eight

Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Curriculum Outcome

SCO 8.0 - The student will be expected to demonstrate an understanding of Canada's role in world affairs since 1945

8.1 explain the causes and significance of the Cold War

► **8.2 examine Canada's participation in NATO, NORAD, and the United Nations**

Elaboration

Once introduced to the causes of the Cold War, students should now consider the roles of Canada and its allies during this time of conflict.

Students should examine the formation of NATO and NORAD as a regional response to the threat of war. They should examine the mandate of each organization and its significance to Canada. Participation in these organizations help establish Canada's presence as a player on the world stage. Students should explore some of the controversy / issues which accompanied Canada's involvement in these organizations. (e.g., Canada's autonomy; the effects of the DEW line on Inuit culture; etc.)

Students should also investigate Canada's role in the creation of, and participation in, the United Nations. Students should explore the birth of UN "peacekeepers" as a response to the Korean war and the Suez Canal crisis and why its creation has been a source of pride for Canadians. (As part of this discussion around the creation of the UN, students should examine how the establishment of the state of Israel influenced the politics of the Middle East and laid the foundations for the ensuing conflicts that still exist today.) Students should also briefly note Canada's participation in other international bodies such as the Commonwealth, the G8, la Francophonie, WTO, etc.

Inquiry and analysis used in this section will include:

- *Identify Cause and Consequence* — How has the creation of Israel affected the daily lives of Canadians ?
- *Consider Perspective* — How might the presence of Canadian soldiers be viewed by the residents of the countries in which they are stationed? (e.g., Cyprus, Afghanistan, Korea, etc.)
- *Determine Significance* — How has Canada's involvement in NATO and NORAD influenced Canada's role in international affairs? How did the award of the Nobel Peace Prize to Lester B. Pearson influence Canadian identity?
- *Make Value Judgments* — Should the traditional way of life of way of a group of people be considered when policy on national security is developed?

Enduring Understanding

By the completion of this section students should understand that Canada has been and still is an influential participant in world affairs and it has been a strong advocate for the non-violent resolution of conflict.

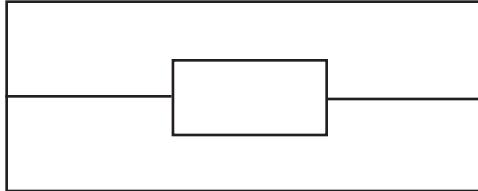
Sample Performance Indicator(s)

- Why would Canada agree to surrender some of its sovereignty / autonomy to the US with its involvement in NORAD? Is this rationale reasonable? Explain.
- Create a headline and article of a national newspaper celebrating the significance of the 50th anniversary of Lester B. Pearson winning the Nobel Peace Prize.
- Why might Canada participate in global affairs, advocating for the peaceful resolution to conflict? Why is this important?

Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Suggestions for Teaching and Assessment

- With a partner, examine the reasons Canada had for joining either NATO in 1949 or NORAD in 1957. Use a placemat organizer to help organize your ideas and to reach a consensus on the two most important reasons.



- Compare the origins, membership, and goals of NATO, Warsaw Pact, or NORAD. What are the similarities? The Differences?

International Organizations			
Alliance	Origins	Membership	Goals
NATO			
NORAD			
Warsaw Pact			

- What are the costs and the benefits for Canada of belonging to NATO and NORAD? What is the most important benefit? The least desirable cost?

Canada's Participation in NATO and NORAD	
Cost	Benefit

- Rank the principles of the UN in order of importance and in point form list reasons for your ranking.

The United Nations Guiding Principles		
Principle	Rank	Justification

- Use a map to locate, colour, and label the areas where Canadian peacekeeping forces have been sent since 1945. With a partner, research one of these operations. Write an expository report on your findings.

Canada As Peacekeeper			
Operation	Cause(s)	Canada's Role	Successes / Failures

- Read accounts about the lives of peacekeepers. Select one they would like to meet. Craft several powerful questions you would ask that person if they had the opportunity.
- With a partner, list major conflicts threatening world peace today. Participate in a classroom discussion about whether the world is a safer place since the end of the Cold War.

Notes

Suggested Time: 3 hours

Authorized Resource(s)

Canadian Identity

- Chapter Eight

Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Curriculum Outcome

SCO 9.0 - The student will be expected to demonstrate an understanding of the nature of change in Canada during the 1950s

9.1 explain how changing technologies and economic conditions affected lifestyles of the 1950s

9.2 describe how Canada changed socially during the 1950s

Elaboration

In the context of this course, SCO 9.0 is intended to provide students with some depth of understanding of post-war Canada, which will enable students to better understand change over time as they investigate Canada from 1950 to present.

Technological advances and the ensuing change in lifestyle and workplace will be the focal point of this section. The students are asked to investigate how industry diversified after the War and consumer demand, coupled with the creation of social programmes, resulted in economic growth and prosperity and changes in lifestyle.

It will be useful for students to consider specific examples of change, such as:

- **Transportation:** Increased number of automobiles benefited the nation as a whole, including the development of the Trans-Canada Highway, the construction of bridges and causeways. Improvement of railway transportation, as well as the growth of commercial aviation, decreased Canada's rural isolation.
- **Communication:** The growing availability of technology such as electricity, television and telephones served to connect the nation.
- **Domestic Activity:** Canadian households now had access to instant foods and modern appliances such as toasters, radios and automatic washers and dryers, which changed family / community patterns of interaction.

Students should understand that these advancements affected both homes and the workplace as well. Vast improvements were seen in mining, oil and gas, hydro-electricity and aviation. Collectively this contributed to significant economic growth, which fed further consumer demand. (In contrast to the economic decline following the end of the First World War; see SCO 5.0.)

It will also be important for the student to understand that prosperity was not all encompassing and that approximately 25% of Canadians still lived in poverty. They should recognize that there existed a strong correlation between the diverse geographical regions of Canada and the level of prosperity, which resulted in the establishment of federal government equalization grants.

Inquiry and analysis used in this section will include:

- *Determine Significance* — How did the improvement of Canadian infrastructure such as bridges and highways serve to unite Canada?
- *Make Value Judgments* — Did the introduction of modern appliances simply change Canadian life or did it also improve the quality of life?

Enduring Understanding

By the completion of this section students should recognize that the economic growth and spread of mass media and mass transportation during the 1950s helped to solidify Canadian identity.

Sample Performance Indicator(s)

- Create a small national newspaper page that will include two articles with headlines, an editorial, and two advertisements that illustrate examples of significant change for Canadians in the 1950s.

Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Suggestions for Teaching and Assessment

- Research an innovation that became mainstream from the 1950s. Create a web diagram to illustrate the effects this innovation had on lifestyle.
- Investigate the influence of technological change and innovation on Canadian lifestyle during the 1950s. (e.g., automobiles, aluminum, unbreakable glassware, stereo sound and television)

Technological Change in the 1950s		
Technology	Effect	Challenges Created
From this analysis I can conclude that ...		

- Create an advertisement for a 1950s newspaper. Work with other students to present your advertisements in a small catalogue.
- Analyse advertisements from the 1950s and early 1960s. Identify the features highlighted, what values were emphasized, and what messages were sent about the nature of the “good life”. Compare 1950s and 1960s advertisements with today’s advertisements for similar products. What is the most notable similarity / difference? What might account for this?

Advertisement 1950s Analysis		
Technology	Similarities with Present	Differences from Present
transportation (e.g. automobile)		
communication (e.g., television)		
household (e.g., dishwasher)		

- Investigate a federal government mega-project of the 1950s and the 1960s. Identify two ways in which each project was significant. (e.g., the Trans-Canada Highway, the St. Lawrence Seaway, and the Trans-Canada Pipeline)

Notes

Suggested Time: 3 hours

Authorized Resource(s)

Canadian Identity

- Chapter Nine

Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Curriculum Outcome

SCO 9.0 - The student will be expected to demonstrate an understanding of the nature of change in Canada during the 1950s

9.1 explain how changing technologies and economic conditions affected lifestyles of the 1950s

9.2 *describe how Canada changed socially during the 1950s*

Elaboration

Students should now explore why attitudes and values towards family, work, school, etc changed so dramatically during the 1950s. They should discuss why there was a quest for perfection and how this perfection was displayed in the medias, particularly via television and magazines. In particular, students should investigate how industry and advertisers profited from this desire by creating “ideal” scenes that fueled the desire for the production and consumption of consumer goods.

Discussion should include specific attention to how the role of women was represented in the media. It should be noted that although the role of women was as expanding (e.g., serve as jurors; the right to maintain a job after marriage; etc.) women were still portrayed in maintaining traditional roles as that of housewife and caregiver.

Students should recognize that changes in attitudes placed higher expectations on education and health care which lead to the creation and development of policies and social programmes which still define Canada today.

Inquiry and analysis used in this section will include:

- *Make Comparisons* — How would the life of a teenager in Ramea in 1950 have varied from the life of a teenager in Montreal? Include pass times, access to technology, etc.
- *Identify Cause and Consequence* — What were the main social values that were emphasized in the media during the 1950s? What effect did these messages have on society?
- *Make Value Judgments* — Are advertising campaigns, such as those created to target the children of the 1950s and 60s, reflective of the reality of average family or do they create an image that people strive to attain?

Enduring Understanding

By the completion of this section students should understand that as Canadian identity solidified in the 1950s attitudes and values were changing. This change was driven in part by the desire for peace and stability after decades of strife, and in part as a result of the idealism portrayed by the media.

Sample Performance Indicator(s)

- Create an advertisement for a product that reflects the attitudes and values of mainstream Canada in the mid-1950s. Your advertisement can be in the medium of your choice, such as print, radio or television.

Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Suggestions for Teaching and Assessment

- Identify the reasons for the shift from rural to urban living in the 1950s and 1960s. Identify the pros and cons of this trend for each area.

Population Change - The Move from Rural to Urban		
Area	Pro	Con
Rural		
Urban		
My position is that this trend was _____ because ...		

- Create a photo essay that depicts how a community has changed over time, ideally covering the period from 1950 to present. Include specific references related to lifestyle.
- Work with a partner to identify the pros and cons of universal health care. In particular, note how this may have influenced lifestyle. What may have been the most significant influence? Why?

Universal Health Care	
Pros	Cons

- Assume the role of a young working parent planning a move to a suburban community in 1959. Write a letter to a friend explaining why you are making the move. Discuss what you are looking forward to and what you will miss.
- Write an editorial reflecting concerns about social change in Canada during the fifties. Topics may include: Coffee, can it be good for you?; Suburbia swallows up farmland; Television intrudes into family life; and What are we going to do with all these baby boomers?
- Support (or refute) the following claims about social change in the 1950s with evidence.

Supporting (or Refuting) Claims with Evidence	
Claim	Evidence
Television provided a global perspective on issues	
New consumer goods were popularized through television advertising	
Women experienced discrimination	

Notes

Suggested Time: 3 hours

Authorized Resource(s)

Canadian Identity

- Chapter Nine

Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Curriculum Outcome

SCO 10 - The student will be expected to demonstrate an understanding of cultural and social change in Canada during the 1960s and 1970s

- ▶ **10.1** *explain why social values and expectations changed during the 1960s and 1970s*
- 10.2 determine the significance of selected events and movements in relation to social change during the 1960s and 1970s

Elaboration

Now that students have an understanding of mainstream Canadian culture and values of the 1950s, they are expected to examine how and why Canadian society continued to change during the 1960s and into the 1970s.

Specifically, students should examine the emergence of the concept of “the teenager” - an experience distinctive from previous decades. Discussion should include how and why a sense of innocence was lost between the 1950s and 1960s. Students should investigate why there was a growing rejection of conservative norms and values. Students are expected to examine this change through the use of specific examples, such as changes in clothing styles, music lyrics / style, and values.

The role and influence of mass media in contributing to this change should also be examined, as well as the significance of the creation of the CRTC and Canadian programming to help protect Canadian culture and identity.

Inquiry and analysis used in this section will include:

- *Make Comparisons* — How did teen behaviour change between the 1950s and the 1970s?
- *Make Value Judgments* — Did a departure from conservative / traditional values during the 1960s and 1970s improve or damage Canadian society? Why?

Enduring Understanding

By the completion of this section students should understand how technologies such as television and radio contributed significantly to the change in values among teens in the 1960s.

Sample performance indicator(s)

- Youth culture during the 1960s experienced radical change. Explain.
- Identify three signs that youth of the 1960s had begun to rejected societal values / norms of the 1950s. Explain why this was happening.

Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Suggestions for Teaching and Assessment

- Watch a film based on 1960s culture. Make jot notes on the popular culture of the time (e.g., cars, clothing styles, hairstyles, music, social interactions, entertainment, values). What is your overall impression?
- Make a balance sheet to examine the impact of American television on Canadian identity. Rank the pros and cons you have identified. Then, draw a conclusion that is supported by the data.

Impact of American television on Canadian Identity			
Pros	Rank	Cons	Rank
The data suggests that ...			

- Develop a photo essay of the different features of teenage popular culture of the 1960s such as clothing styles, entertainment, relationships, and music. What conclusions can be made about the aspects of that culture which remain today? **OR** Prepare an audio-visual presentation that explores changes in popular culture from 1945 to the late 1960s. Consider clothing and hair styles, automobiles, dance, food, etc.
- Identify and explain the meaning of expressions from the 1960s. (e.g., bread, far out, rap, groovy, good vibes, flower child, psychedelic, cool, square, cat, chick) Write a paragraph describing how these expressions reflect the counterculture of the decade. (*Note: These expressions reflected a culture that was outside the dominant culture and was thus referred to as a counterculture. This counterculture rejected social norms and used a language that deliberately excluded outsiders.*)
- Create an organizer that examines the similarities and differences between hippie and activist youth groups from the 1960s. Which groups would you have joined? Why?
- Conduct oral history research by interviewing an adult who was a teenager in the 1950s or 1960s and find out what life was like for teenagers. Consider questions such as: *How did you dress for the school dance? What were your favourite sports? What was your favourite TV show?* Share your findings with the class. (*Note: you may wish to search the Internet for tips on conducting oral history research*)
- Create a scrapbook comparing teenagers of the 1960s with those of today. Include information on: fashion, attitudes and values, fads, music and dance, heroes, special groups, spending habits, leisure activities, high school life, campus life, dating, and attitudes toward the future. It should include illustrations, photos, written text, graphs, and tables. Each scrapbook must include a summary report outlining the similarities and differences between the two periods.
- Create a “Top 10” song list for 1959 and 1969 which reveal social change during this decade. Highlight the most significant aspects of change.

Notes

Suggested Time: 3 hours

Authorized Resource(s)

Canadian Identity

- Chapter Ten

Internet Archive

[www.archive.org/details/](http://www.archive.org/details/Televi1960)

Televi1960

Examples of broadcast advertising from the 1950s and 1960s.

Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Curriculum Outcome

SCO 10 - The student will be expected to demonstrate an understanding of cultural and social change in Canada during the 1960s and 1970s

10.1 explain why social values and expectations changed during the 1960s and 1970s

- **10.2 *determine the significance of selected events and movements in relation to social change during the 1960s and 1970s***

Elaboration

The intent of this delineation is for students to deepen their understanding of social change during the 1960s and into the 1970s. Students should develop a general understanding of major areas of change, and investigate one or two examples in-depth.

Discussion should include consideration that while “counterculture” was present in Canada and throughout the world, it was felt more strongly in the United States.

Areas of investigation may include:

- autonomy for First Nations and Inuit
- Canadian policy of multiculturalism
- civil rights movement
- folk music
- hippie movement
- political protest, e.g., Vietnam War, environmental issues, nuclear arms race
- women’s rights movement

In relation to Canadian identity, some time should be taken to examine why Prime Minister Trudeau, established a policy of multiculturalism, and the effect of this policy.

Inquiry and analysis used in this section will include:

- *Use Information* — How has Trudeau’s policy of multiculturalism affected your daily life?
- *Identify Cause and Consequence* — Why did a change occur in Canadian society in relation to _____? What effect did this have on Canadian society?
- *Consider Perspective* — How might various minority groups in society feel about the changes that occurred in Canadian society during the 1960s and 1970s? Why? (e.g., Why might an African Canadian feel that Canada was not accepting of varying cultures as its policies suggest?)
- *Make Value Judgments* — Did Trudeau’s policy of multiculturalism help to unite Canada or did it underline and reinforce its differences?

Enduring Understanding

By the completion of this section students should understand that the questioning of traditional assumptions and values in the 1960s contributed to greater equality for many groups in society.

Sample performance indicator(s)

- Create a web that depicts the five most important areas of social/cultural change in the 1960s and 1970s. The web should include words that are key to each movement.

Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Suggestions for Teaching and Assessment

- Analyze protest songs and songs of peace and love from the 1960s to identify what youth feared and rejected, as well as to describe their vision of a better world. Examples include:
 - Eve of Destruction* (Barry Maguire) explored possibility of nuclear destruction against the background of the Cuban Missile Crisis;
 - 1-2-3-4 What Are We Fighting For* (Country Joe and the Fish) rejection of the American war effort in southeast Asia;
 - All You Need is Love* (The Beatles), *Give Peace a Chance* (John Lennon) and *Are You Going to San Francisco?* (Scott MacKenzie's) express ideals of a better world.

- Analyze an issue on which a movement for change was focussed.

Examining an Issue: (name the issue being investigated)
What is the main issue?
What positions did the key player(s) take at the time?
What arguments were used to support this Consider Perspective?
What were the opposing arguments?
What beliefs or values were central to the issue?
What was the final outcome?
How did the outcome affect society?

- Assume you lived in Canada during the 1960s. Write a letter to a local, provincial, or federal politician outlining your concerns about an injustice you see occurring in the country. Explain why you are concerned and make some constructive suggestions about how to improve the situation.
- Assume the role of an advocate for one of the movements (e.g., gender equality, human rights, Aboriginal rights) that developed in the 1960s. Prepare a speech to deliver to a protest rally.
- Produce a music video of a song from the 1950s, 1960s or 1970s that reflects the mindset of the era.
- Select a key event from one of the movements for change during the 1960s and 1970s and develop a visual representation of it (e.g., a cartoon, protest poster, a T-shirt inscription).
- Make a chart outlining why the federal government introduced bilingualism and multiculturalism and the objections to these policies. How might these policies reflect the essence of change in the 1960s?

Bilingualism and Multiculturalism		
Policy	Rationale	Objections
Bilingualism		
Multiculturalism		

Notes

Suggested Time: 3 hours

Authorized Resource(s)

Canadian Identity

- Chapter Ten

Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Curriculum Outcome

SCO 11 - The student will be expected to demonstrate an understanding of the effect of globalization on Canada since 1980

11.1 explain the concept of globalization and its relationship to economic, political and social change

11.2 explain the causes and consequences of the end of the Cold War

11.3 explain the causes and consequences of economic globalization

11.4 explain how globalization influences culture and identity

Elaboration

This final outcome of Unit Three helps to establish the setting for the highly globalized world in which students now live. As such, the concepts presented here are foundational for student learning in the remainder of the course.

Students should explore the notion of globalization, paying particular attention to how it promotes inter-dependence among of Earth's population. This brings the core skills of (i) Identify Cause and Consequence and (ii) Determine Significance to the foreground as essential tools to guide student inquiry. It will be important to emphasize that while there is a sense of increasing inter-connectedness with the lives of others, there still exists great inequalities in areas such as individual freedom or the distribution of wealth.

Globalization should be considered in terms of economic, political and cultural perspectives. The delineations that follow (11.2 to 11.4) serve to provide specific examples of globalization in the context of economic, political and social change. Therefore, as students are introduced to these three areas of inquiry it will be important for students to develop an understanding that there are both weaknesses and strengths associated with each area of change.

It will be useful for students to begin this section by identifying local / personal examples of how their lives are influenced as part of a highly globalized world - considering both positive and negative examples.

Inquiry and analysis used in this section will include:

- *Make Comparisons* — What is similar / different about your life today and that of another student living in _____ ?
- *Identify Cause and Consequence* — In a globalized economy, how could a change in one place affect people in a different place?
- *Determine Significance* — Why does globalization matter?

Enduring Understanding

By the completion of this section students should understand that globalization is changing our world in both positive and negative ways.

Sample performance indicator

- Globalization has both strengths and weaknesses. Identify three strengths and three weaknesses. Next, rank-order your the factors that you have identified. Explain your choice.

Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Suggestions for Teaching and Assessment

- Create a classroom collage to represent examples of globalization. The collage may be expanded during the year as students progress through the course.
- Survey where your clothes/household products were made. Compare the cost of the item and its country of origin to its manufacturing cost. Why are goods sold in Canada made in these other places?
- Discuss the validity of phrases like “MacWorld”, “Coca Cola Culture” and “Wally World” which are often used to describe the globalization and Americanization of the world economy and culture.
- Conduct an interview with your parents or some other adult in the community about their thoughts on the increasing globalization of the world since the later part of the 20th century. Then, select other sources of information (e.g., cartoon, newspaper article, editorial, speech, etc.) to see how it compares with the interviewee’s thoughts on globalization.
- Research the protest movement against globalization, e.g., the Seattle or Toronto WTO meetings and the Québec Summit protests. Identify reasons why people felt strongly enough to take to the streets in opposition to such initiatives.
- Classify key conditions/features of globalization as either political, economic, or cultural. Some may fit more than one category.

Aspects of Globalization			
Feature	Economic	Political	Social
Rise of transnational corporations			
International recognition of Canadian companies			
Downsizing of Canadian companies			
Export of American culture			
Increased choices of foodstuffs in grocery stores			
Increased international travel			
Increased corporate citizenship			
UN interventions			

- Use a “fish-bone” organizer to outline your understanding of globalization and change. Begin by developing a title (e.g., Globalization and a Changing World), identify your main ideas (e.g., political, economic, and cultural) and then provide details to support each main idea.

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Eleven

Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Curriculum Outcome

SCO 11 - The student will be expected to demonstrate an understanding of the effect of globalization on Canada since 1980

11.1 explain the concept of globalization and its relationship to economic, political and social change

▶ **11.2 explain the causes and consequences of the end of the Cold War**

11.3 explain the causes and consequences of economic globalization

11.4 explain how globalization influences culture and identity

Elaboration

This delineation invites students to explore globalization through the perspective of political change.

Students should examine the political and economic reforms introduced by Gorbachev in the USSR, identifying how these reforms resulted in significant change and the dissolution of the Soviet Union. It will be useful to consider the consequences of the end of the Cold War - in particular noting how it has contributed to further globalization.

Students should note that while there were high expectations for greater world peace at the end of the Cold War, these expectations have not been realized. Discussion should include the changing role of the United Nations, from “peacemaker” to that of “peacekeeper” and “peacebuilder” and Canada’s role within the UN. Students should also examine how the functions of NATO and NORAD have changed with the end of the Cold War in 1989.

It will also be necessary to examine how incidents of terrorism have risen since the end of the Cold War further delaying the hope / realization of world peace.

Finally, students should explore the reality that while there is greater cooperation among nations, and often agreement concerning the need to bring about positive change, the change is often not achieved.

Inquiry and analysis used in this section will include:

- *Make Comparisons* — What is similar / different about your life today from a political perspective and that of another student living in _____ ?
- *Identify Cause and Consequence* — How did the collapse of the Soviet Union contribute to increased globalization?
- *Consider Perspective* — The United Nations has limited powers without the support and cooperation of all of its members. How could the United Nations be reorganized to make it more effective?
- *Determine Significance* — In what ways was the end of the Cold War significant?

Enduring Understanding

By the completion of this section students should understand that the end of the Cold War has not corresponded to an increase in world peace.

Sample performance indicator

- How did the economic and political reforms introduced by Mikhail Gorbachev ultimately change the balance of power in the world?
- How did the role of the United Nations change between 1948 and 1992?

Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Suggestions for Teaching and Assessment

- Read newspaper articles, view news stories or documentaries from the last years of the Cold War. What was happening? What were the issues? How were people feeling about it?
- Write a brief essay to describe one of the effects of the end of the Cold War, such as reform of the political and economic system of the Soviet Union, the rejection of communism in Soviet satellite countries, the redefined role of post Cold War UN. (*Note: To assess this writing piece, refer to Appendix I for a holistic writing rubric*)
- Analyze the validity of statements about the main reasons that brought an end to the Cold War. (*Note: Students can also develop other statements*).

Do you know what I heard someone say?	
I heard that ...	You know what I think about this?
Ronald Reagan brought an end to the Cold War.	
The Soviet Union's poor economy ended the Cold War.	

- Critique a newspaper article depicting some aspect of globalization that followed the end of the Cold War and defend or refute conclusions drawn by the author of the article. Then, search online and in other sources for additional articles that support your conclusions. Possible themes include, peacekeeping, free trade, activities of the WTO, American popular culture, global warming in Canada.
- Create a current events wall in your classroom, based on the a political make of the worlds (or a particular region, such as the Middle East or Africa, etc.). Post current event headlines and images in the appropriate place to create a visual representation of world issues.

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Eleven

Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Curriculum Outcome

SCO 11 - The student will be expected to demonstrate an understanding of the effect of globalization on Canada since 1980

- 11.1 explain the concept of globalization and its relationship to economic, political and social change
- 11.2 explain the causes and consequences of the end of the Cold War
- ▶ **11.3 *explain the causes and consequences of economic globalization***
- 11.4 explain how globalization influences culture and identity

Elaboration

Since its earliest occupation by humans thousands of years ago, Canada has always been part of trade among various places and peoples. In the modern era this exchange has increased from primarily North American and European in scope, to a truly global activity.

Economics, by its very nature, seeks to make the most efficient use of resources to satisfy our needs and wants. In a pure market economy this results in constant shifts in terms of how goods are produced. In a global context this means that it will often be desirable to produce a good in an area that has the lowest cost of production. Therefore, many types of products are manufactured in countries such as China, India and Mexico - all locations which have lower labour costs than Canada. At times this results in a loss of Canadian jobs. The challenge is then to shift economic activity in Canada to create employment in areas where Canada has a competitive advantage. This type of problem affects many countries with a high standard of living, forcing those countries to focus their economies in areas where they can be successful and grow. This delineation asks that students develop an understanding of this phenomenon.

Once students can explain why and how a globalized economy functions, they should then examine this model and critique it in terms of strengths and weakness. One common observation will be how some transnational corporations will exploit opportunities in developing nations to avail of lower labour costs and other opportunities to increase the profits or shareholders. Teachers should caution student to be careful to avoid making a generalization that this applies to all international businesses. In fact, many corporations are much more attentive to the need to be socially and ethically responsible.

Inquiry and analysis used in this section will include:

- *Identify Cause and Consequence* — Why is it important for businesses to make products as efficiently as possible?
- *Make Comparisons* — How do more developed and less developed countries benefit from economic globalization?
- *Make Value Judgments* — What do fair business practices look like? What values should guide economic globalization? Are transnational corporations too powerful? How should values influence business activities?

Enduring Understanding

By the completion of this section students should understand that there are both positive and negative effects in relation to economic globalization.

Sample performance indicator(s)

- How has economic globalization had both positive and negative effects on Canada? Explain.

Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Suggestions for Teaching and Assessment

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

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

- Divide into pairs to examine whether the protest over the power of transnational companies was justified. One student may develop arguments for the protest; the other partner, arguments against them.

Were the protests justified?	
They were because ...	They were not because ...

- Suggest the Consider Perspective that each of the following people might have regarding free trade. Provide reasons for that view.

I am ... My Consider Perspective is ...

- ✓ *a business owner hoping to expand in size and increase income through new markets*
 - ✓ *a shareholder in a large Canadian company that has 30 percent of its business dependent on trade with California*
 - ✓ *a shareholder in a Canadian company that will lose its tariff protection*
 - ✓ *an unemployed person*
 - ✓ *a farmer whose grain is sold on open world markets*
 - ✓ *the mayor of a small town where textile factories are protected from foreign competition by a tariff*
- Analyze a cartoon that critiques an aspect of free trade or globalization.

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

- Write a letter to the editor of the local newspaper voicing concerns you have about some aspect of globalization.

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Eleven

Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Curriculum Outcome

SCO 11 - The student will be expected to demonstrate an understanding of the effect of globalization on Canada since 1980

- 11.1 explain the concept of globalization and its relationship to economic, political and social change
- 11.2 explain the causes and consequences of the end of the Cold War
- 11.3 explain the causes and consequences of economic globalization
- ▶ **11.4 explain how globalization influences culture and identity**

Elaboration

This outcome concludes with an analysis of how globalization influences a nation's sense of culture and identity.

As students engage with this delineation they should consider how the proliferation of mass communications - including Web 2.0 - has not only increased the speed at which information is shared around our planet, but how also it shapes *what* it is we engage with. With the advent of radio and television technologies the rate of information dissemination increased exponentially. The introduction of the internet has similarly transformed the quantity of information available for individuals to access.

While exploring these phenomenon with students, discussion should include analysis of *what* information dominates the mass media. Here students may look at data related to ownership of content development and the countries of origin of content development. The trends / patterns identified in this analysis should indicate that ownership and control of a significant portion of the mass media is dominated by western interests.

Students are asked to examine the consequences of globalization of mass communication technologies. Specifically, students should consider its effect on change in relation to the shaping of ideas, attitudes and trends. Some social scientists argue that the resulting emergence of a "global culture" contains both strengths as weaknesses. Students should be asked to evaluate some of these strengths and weaknesses, noting particularly what the emergence of global culture means for Canada.

Finally, it will be important for students use the core social studies skills to understand how — and why — our world is changing. Consideration should be given to how citizens can influence / control change in order to realize a "preferred future".

Inquiry and analysis used in this section will include:

- *Identify Cause and Consequence* — How does globalization change culture?
- *Determine Significance* — What is the most positive and negative effects of globalization on culture?
- *Make Value Judgments* — What parts of our traditional culture should we preserve? What values should guide the globalization of culture?

Enduring Understanding

By the completion of this section students should understand that our culture and sense of identity is significantly influenced by our exposure to world cultures, in particular, that of the United States.

Sample performance indicator

- If you were the Prime Minister of Canada, identify five measures that you would adopt to ensure that Canadian culture is protected. Rank order your list and explain the purpose of each measure.

Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present)

Suggestions for Teaching and Assessment

- Conduct a survey of their favourite performers, musicians, actors, athletes, movies, and television series. Determine their countries of origin - Canadian, American, etc. Based on your analysis, what country(ies) have the most significant influence? What might be the consequences of this country's influence? Is this desirable? Why?

Who influences popular culture?			
Area	Canadian	American	Other
<i>Film</i>			
<i>Music</i>			
<i>Television</i>			

- In a group, identify the possible economic or cultural consequences related to a key aspect of globalization. Depict the impact in a cause-and-effect chart.

Key Issues:

- ✓ Communications technology as a force for globalization
- ✓ Privately owned media companies
- ✓ Export of American popular culture
- ✓ Rise of transnational corporation

- Examine the pros and cons of globalization for the citizens of Canada and other countries of the world. Then, determine if the overall consequence of globalization is positive or negative.

Globalization	
Pros ...	Cons ...
<i>My conclusion if that the consequences of globalization are</i>	

- Work with a partner to prepare a collage or storyboard using newspaper or magazine articles, photos, and any other items to present a visual representation of how globalization is affecting Canadian society today. Then, make a brief presentation to the class explaining the significance of the images and information you have presented in your visual.

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Eleven

Unit Five

Citizenship and Identity: What it Means to be Canadian

Overview

Citizenship is a very important concept in social studies. In Atlantic Canada, “Citizenship” is one of the six Essential Graduation Learnings, and “Citizenship, Power, and Governance” is one of the six broad strands of social studies at all grade levels. In previous years, students have had many opportunities to develop an understanding of the concept of citizenship. In Social Studies 7, for example, students investigated the unifying concept of “empowerment,” including a specific examination of “Political Empowerment.”

This unit focusses on citizenship and the corresponding political identity of the peoples of Canada. The notions people hold, individually and collectively, about citizenship are a powerful expression of their beliefs about identity. The political institutions created, the systems of governance constructed, the laws passed, the rights and freedoms upheld, the responsibilities expected, as well as the evolution of all these things, are expressions of beliefs about who people are as local, national, and global citizens. In Canada, as in many other countries, such beliefs have variously served both to include and exclude peoples.

Ultimately, this unit on citizenship is designed for students to examine the political culture(s) within Canada. Understanding and analysing the political makeup of their country is important for citizens. Informed students have the capacity to become vibrant and active citizens who can shape their own identity(ies) and those of their country. True citizenship is not a docile acceptance of the status quo -- it is an active and constructive participation in political life.

Outcomes

SCO 12 - The student will be expected to demonstrate an understanding of the significance of citizenship in the context of liberal democratic society

SCO 13 - The student will be expected to demonstrate an understanding of how citizenship has evolved over time

SCO 14 - The student will be expected to demonstrate an understanding of the structure and operation of government in Canada under a federal system

Processes and Skills

Communication

- read critically
- employ active listening techniques
- present a summary report or argument

Inquiry

- frame questions or hypotheses that give clear focus to an inquiry
- recognize significant issues and perspectives in an area of inquiry
- gather, record, evaluate, and synthesize information
- draw conclusions that are supported by the evidence

Participation

- respond to class, school, community, or national public issues
- function in a variety of groupings, using collaborative and cooperative skills and strategies

Unit Five – Citizenship and Identity: What it Means to be Canadian

Curriculum Outcome

SCO 12 - The student will be expected to demonstrate an understanding of the significance of citizenship in the context of liberal democratic society

- ▶ **12.1** *explain the concept of citizenship*
- ▶ **12.2** *explain how the idea of citizenship influences identity*
- 12.3 explain the rights and responsibilities of citizenship
- 12.4 illustrate the importance of active citizenship

Elaboration

This outcome sets the context for the discussion of the idea of citizenship for Unit Five.

Students should begin their discussion of citizenship in Canada by exploring what is meant by citizenship. Students should develop a definition of citizenship, as well as consider what that implies. Citizenship consists of three elements:

- ✓ a person that is a legally recognized as a member of a state,
- ✓ a person has defined rights, and
- ✓ a person has defined and implied obligations.

Students should reflect on the implications of this definition in local, national and global contexts. An examination of the idea of citizenship as outlined in the *Universal Declaration of Human Rights* is necessary to establish a global context.

It may be useful to consider the criteria of becoming a Canadian citizen, including:

- ✓ the process and requirements of becoming a Canadian citizen, and
- ✓ a critical examination of the Oath of Citizenship.

Once the context of Canadian citizenship is established, it will be necessary to relate this understanding to the theme of this course - identity. Students should consider how the idea of being a Canadian citizen influences individual and collective identities and how this relates to a national identity.

Inquiry and analysis will include:

- *Use Information* — Develop your own definition of citizenship.
- *Make Comparisons* — Compare several definitions of citizenship. What are the main similarities? Differences?
- *Consider Perspective* — How does being a Canadian citizen influence how you see the world? How does it influence how other see you?
- *Determine Significance* — Why does being a citizen matter?

Enduring Understanding

By the completion of this section students should understand that being a citizen of Canada shapes their identity.

Sample Performance Indicator(s)

- Use a concept map to illustrate various ideas about citizenship. Be sure that you map reflects your idea what it means to be a Canadian citizen. Use words and images in your map.

Unit Five – Citizenship and Identity: What it Means to be Canadian

Suggestions for Teaching and Assessment

- Complete an “Anticipation Guide” on the concept of citizenship. Students respond with “agree” or “disagree” to a series of statements about citizenship. Then, in small groups or in pairs students discuss their responses and views. They can revise their responses following the discussion and provide reasons for any change in viewpoint.

Anticipation Guide: Citizenship			
A	D	Anticipation Statement	Reason(s)
		Being a citizen of Canada is the same as being a citizen in any other country of the world.	
		Voting is the only responsibility of “good” citizens.	
		All citizens should have the same rights.	
		All citizens have the responsibility to obey the law.	
		I am thankful to be growing up as a citizen of Canada.	

- Create an individual / classroom collage of ideas and symbols that represent examples of citizenship. Include images related to each of the following: culture and society, politics and law, economy and technology and the environment.
- Create an idea / mind web to illustrate the concept of citizenship.
- Design a poster about the requirements for becoming a Canadian citizen. Use the checklist to guide your work.

Poster Checklist		
Question	Yes	Not Yet
Identifies the requirements for becoming a Canadian citizen		
Includes a title for the poster and two or three points to explain it		
Considers how to show ideas in a picture, (e.g. make a drawing or cut a picture from a magazine)		
Puts words and pictures together in the poster that attracts people’s attention		

- Develop a list of the various groups to which students belong, e.g., family, religion, school/classroom, clubs/organizations, teams, peers, cultural/ethnic, geographic (community, province, nation, world). Work in groups of two or three to identify and ways in which belonging to each group includes the way students see themselves.

Group	Influence on Identity
sports team	
informal group of friends	
Newfoundland and Labrador	

Notes

Suggested Time: 3 hours

Authorized Resource(s)

Canadian Identity

- Chapter Twelve

Unit Five – Citizenship and Identity: What it Means to be Canadian

Curriculum Outcome

SCO 12 - The student will be expected to demonstrate an understanding of the significance of citizenship in the context of liberal democratic society

- 12.1 explain the concept of citizenship
- 12.2 explain how the idea citizenship influences identity
- ▶ **12.3 explain the rights and responsibilities of citizenship**
- ▶ **12.4 illustrate the importance of active citizenship**

Elaboration

Students should compare their rights as Canadian citizens as outlined in the *Canadian Charter of Rights and Freedoms* with those indicated under the *Universal Declaration of Human Rights*.

In relation to the *Canadian Charter of Rights and Freedoms*, particular attention should be drawn to establishing the significance of:

- ✓ the notwithstanding clause,
- ✓ official languages, and
- ✓ Aboriginal treaty rights.

Students should also discuss the main responsibilities of Canadian citizens:

- ✓ obey the law,
- ✓ respect other people's freedoms,
- ✓ respect other people's property, and
- ✓ pay taxes.

Attention will need to focus on the importance of active citizenship. Active citizens make conscious efforts to help make the community a better place in which to live. They make thoughtful choices and act in ways to improve the lives of others. The main difference being "a citizen" and being "an active citizen" is that active citizens do more than "the minimum" (e.g., paying taxes, obeying the law, etc.). Characteristics of an active citizen include:

- ✓ willingness to help others,
- ✓ community interest and involvement,
- ✓ ethical behaviour, and
- ✓ standing up for the rights of others.

It will be useful to illustrate how active citizens, such as Terry Fox, Craig and Marc Kielburger, Martin Luther King, and Gandhi, as well as local citizens who have made a positive impact on their communities.

Inquiry and analysis in this section will include:

- *Make Comparisons* — Compare the rights of a Canadian citizen to a person in another country.
- *Identify Cause and Consequence* — What would Canadian society be like without the Charter of Rights and Freedoms? Which are the two most important responsibilities of Canadian citizenship. Why?
- *Determine Significance* — Identify a need in your community where you could make a difference by engaging as an active citizen.

Enduring Understanding

By the completion of this section students should understand that fulfilling the responsibilities of Canadian citizenship helps make Canada a preferred country in which to live.

Sample Performance Indicator(s)

- Identify and rank order what you believe are the three most important rights that Canadians have. Explain each choice.
- What would be the consequences of every Canadian citizen being an active citizen? Is this likely to happen? Explain.

Unit Five – Citizenship and Identity: What it Means to be Canadian

Suggestions for Teaching and Assessment

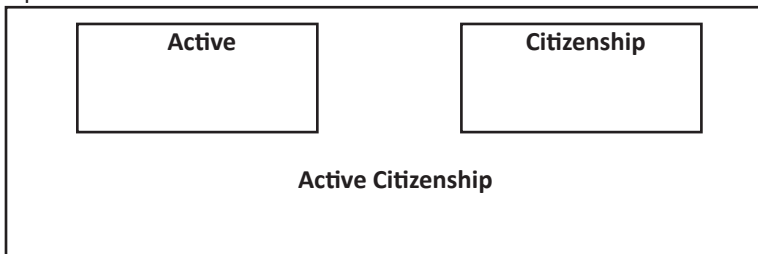
- Brainstorm what students feel are their rights. Create a list of each person's rights as an individual and then identify the responsibilities associated with each right.
- Participate in a think-pair-share cooperative learning structure to examine what the terms rights and responsibilities mean. (*To assess student participation in collaborative groups, refer to Appendix I*).

Defining Rights and Responsibilities			
Term	Meaning	Example	Definition
<i>Right</i>			
<i>Responsibility</i>			

- Assume the role of citizenship judge and prepare a chart to help instruct the recent immigrants on the rights and responsibilities of Canadian citizenship. Use simple and clear language.

The Rights and Responsibilities of Citizenship	
Under the <i>Charter of Rights and Freedoms</i> , citizens of Canada are guaranteed the right to:	As a citizen of Canada you share the responsibility to:

- Create a "Manifesto of Active Citizenship" similar to the *Charter of Rights and Freedoms* which outlines the characteristics of an active citizen in Canadian society. The presentation copy of this manifesto might include symbols of citizenship and the nation.
- As a class develop working definitions of "Active Citizenship". Ask students to suggest words that they associate with each term and write them inside the appropriate box. Working in pairs or triads, develop a definition of "Active Citizenship" and write it in the larger square.



- Debate whether all citizens of the world have the right to live where they want to live. This topic may be expressed as, "Be it resolved that citizens of the world have a right to live where they want to live." Use the discussion to introduce the broader issue of universal human rights. (*Note: See "Canadian Identity" - Chapter 14 - Skills Toolbox: Debating, page 237.*)

Notes

Suggested Time: 3 hours

Authorized Resource(s)

Canadian Identity

- Chapter Twelve

Unit Five – Citizenship and Identity: What it Means to be Canadian

Curriculum Outcome

SCO 13 - The student will be expected to demonstrate an understanding of how citizenship has evolved over time

► **13.1 *examine the historical roots of citizenship for modern liberal democratic society***

13.2 explain how the idea of citizenship in Canada has changed over time

13.3 analyze the impact of contemporary global events on Canadian citizenship

Elaboration

The intent of this outcome is to analyze the historical roots of citizenship and how it has evolved and influenced our modern democratic concept of citizenship.

Students should identify the central idea or concept of citizenship that emerged within each of the following major milestones:

- ✓ The Code of Hammurabi,
- ✓ Athenian Democracy,
- ✓ Roman Law,
- ✓ Magna Carta,
- ✓ English Civil War and Glorious Revolution,
- ✓ Revolution in the United States, and
- ✓ Revolution in France.

It will be useful to create a summary outline of these changes over time, and examine the relative importance of each development.

Inquiry and analysis in this section will include:

- *Use Information* — What patterns or trends in the evolution of the rights of citizens occurred over time?
- *Identify Cause and Consequence* — Why did this new idea emerge at this time period? What changes did this create in society?
- *Consider Perspective* — How would a citizen from ancient Athens feel our view of democracy and citizenship today?

Enduring Understanding

By the completion of this section students should understand that the rights of citizens evolved slowly over thousands of years.

Sample Performance Indicator(s)

- Identified one way each of the following time periods contributed to our concept of citizenship:
 - ✓ ancient
 - ✓ medieval
 - ✓ modern
- Name three ideas related to citizenship that are rooted in the past. Which is most significant? Why?

Unit Five – Citizenship and Identity: What it Means to be Canadian

Suggestions for Teaching and Assessment

- Research the development of the concept of citizenship.

Citizenship				
Time Period and Location	Who controlled decision making?	What power did ordinary citizens have?	What was the catalyst for change?	What were the results?
Ancient <ul style="list-style-type: none"> Mesopotamia Athens Rome 			Code of Laws Democracy Republic	
Medieval <ul style="list-style-type: none"> Constantinople England 			Justinian Code Magna Carta	
Early Modern <ul style="list-style-type: none"> England United States France 			Glorious Revolution Bill of Rights Revolution Bill of Rights Rights of Man and the Citizen	

- Create a timeline to show the evolution of citizenship through time. Entries might include information on ancient civilizations, Greece, Rome, Britain, France, and the United States.
- Create a bulletin board display showing evidence of earlier influences on Canada's modern democratic concept of citizenship. The evidence displayed could include information on ancient, medieval, and modern times.
- Compare the Canadian and Athenian systems of democracy. The following organizer may be used.

Athenian and Canadian System of Democracy			
Criteria for Comparison	Athenian	Canadian	Which works better? Why?
<i>Who qualifies as citizens?</i>			
<i>Who can elect representatives?</i>			
<i>Who can vote on laws?</i>			
<i>How many levels of government are there?</i>			
<i>How are court cases decided?</i>			
<i>How are unpopular leaders dealt with?</i>			

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Thirteen

Unit Five – Citizenship and Identity: What it Means to be Canadian

Curriculum Outcome

SCO 13 - The student will be expected to demonstrate an understanding of an understanding of how citizenship has evolved over time

13.1 examine the historical roots of citizenship for modern liberal democratic society

► **13.2** *explain how the idea of citizenship in Canada has changed over time*

► **13.3** *analyze the impact of contemporary global events on Canadian citizenship*

Elaboration

Once students have examined the historical context for the basis of modern day citizenship, attention should focus on how the idea of citizenship in Canada has changed over time. In particular, students should examine how ideas related to citizenship changes (or remained constant) for the periods of the 1700s and 1800s, and the 1900s.

Students should consider the question, “What sort of global events have the potential to impact our Canadian identity?” After discussing the question, students should look for examples of current global events to examine how they impact Canadian values and goals. This might include issues about governance (eg. Afghanistan), power (eg. Nato), decision-making (eg. Independent elections in foreign countries), conflict (eg. War on Terror), conflict resolution (eg. Middle-East conflict), individual vs. collective rights and freedoms (eg. Airport security), global vs. national citizenship (eg. Environmentalism), or personal empowerment (eg. Fair Trade).

Students should look at the 9/11 terrorist attacks with a focus on the impact on Canada. Students will look at Canada’s shifting role from peacekeepers to peacemakers. Students will then look at Canada’s evolving role as defenders of the North American continent.

Students will examine Canada’s role in aiding people who are displaced due to conflict, disaster, and religious/political persecution. Students should answer the question, “What is the best way to help displaced people?”

Inquiry and analysis in this section will include:

- *Use Information* — Using a primary source, investigate the impact of 9/11 on Canadian society.
- *Make Comparisons* — Use the internet to investigate and compare Canada’s response to two different global disasters.
- *Identify Cause & Consequence* — What are the consequences to Canadian society when immigration levels are increased?

Enduring Understanding

By the completion of this section students should understand the impact of global events on the Canadian identity and citizenship

Sample Performance Indicator(s)

- Choose two current global events and assess the impact on Canadian citizenship and identity.

Unit Five – Citizenship and Identity: What it Means to be Canadian

Suggestions for Teaching and Assessment

- Research key events in Canadian history to identify how ideas of citizenship have changed over time. Students can work in small groups with each group finding data necessary to complete a row in the chart. Ultimately, the class can generate a master chart for reference and discuss how each event affected the idea of citizenship.

Event	Time	Summary	Players	Impact
Québec Act				
American Revolution/ Loyalists				
Struggle for responsible government				
BNA Act	1867			
Indian Act				
Immigration Policy,	1800s			
Alien Act WWII				
Persons Act, 1929				
Japanese Internment				
Official Languages Act	1969			
Bill 101 (Québec)				
Constitution Act/Charter	1982			
Marshall decision (Aboriginal treaty/ fishing rights), Supreme Court of Canada	1999			

- Use the following organizer to research and write a biography of a key figure in history who had a significant role in shaping our concept of citizenship. Some individuals might include Nellie McClung, John Diefenbaker, and Pierre Trudeau.

Checklist for Writing a Biography
Who is this person?
What qualities did the person have?
What examples prove these qualities?
Describe events that changed this person?
What kinds of risks did this person take?
How was this person important to other people?
What did I learn from this individual about how to be a better person?

- Create a visual that illustrates the consequence(s) of one of the following events on views of citizenship in Canada:
 - ✓ terrorist attack on New York's World Trade Center,
 - ✓ child soldiers in African countries,
 - ✓ deportation of illegal immigrants, or
 - ✓ humanitarian and military support for Afghanistan.

Notes

Suggested Time: 3 hours

Authorized Resource(s)

Canadian Identity

- Chapter Thirteen

Unit Five – Citizenship and Identity: What it Means to be Canadian

Curriculum Outcome

SCO 14 - The student will be expected to demonstrate an understanding of the structure and operation of government in Canada under a federal system

- ▶ **14.1** *describe the organization of government in Canada at the federal, provincial and municipal levels*
- 14.2 explain the purpose and responsibilities of the executive, legislative, and judicial branches of government
- 14.3 explain the function of the “Rule of Law” in Canadian society
- 14.4 describe the election process in Canada

Elaboration

In order to be an active citizen that influences the political process individuals need to be knowledgeable about the structure of Canadian government and the decision making process. in order to understand how to influence political process.

Confederation should be reviewed as students are introduced to the structure of federalism, and why federalism was considered the best choice for uniting the British North American colonies.

It is expected that students will examine the division of powers between federal, provincial and municipal governments as set out in 1867, and how the distribution of powers evolved over time.

Inquiry and analysis in this section will include:

- *Make Comparisons* — Compare the roles and responsibilities of the three levels of government.
- *Identify Cause and Consequence* — What might happen if a level of government neglected its responsibilities?
- *Consider Perspective* — How might an individual’s view of health care vary from province to province?
- *Determine Significance* — Why is understanding the division of powers important?
- *Make Value Judgments* — What values should govern the political process? Should elected politicians be individuals who are “beyond reproach”? Should politicians focus on needs of the majority or minority? Defend your position.

Enduring Understanding

By the completion of this section students should understand that the division of powers in Canadian government is intended to best serve the needs of the people who elect it.

Sample Performance Indicator(s)

- Was federalism a good choice of government for Canada? Why or why not?
- Create a mind map that uses words and pictures to illustrate how the division of powers meets the needs of citizens.

Unit Five – Citizenship and Identity: What it Means to be Canadian

Suggestions for Teaching and Assessment

- Work in pairs and decide which level of government (municipal, provincial, or federal) would have the power to help you solve each of the following problems or concerns. (Hint: the phone book may help.)

Government Services			
Problem/Concern	F	P	M
<i>Increase in fishing quota</i>			
<i>Wish to join the military</i>			
<i>Concern about the bad taste of drinking water</i>			
<i>Dispute over property line</i>			
<i>Concern about school curriculum</i>			
<i>Garbage not collected</i>			
<i>Inquiry about employment insurance</i>			
<i>Complaint about highway safety</i>			
<i>Lost dog</i>			
<i>Inquire about a relative immigrating to Canada</i>			
<i>Lost passport</i>			
<i>Child tax credit cheque not correct</i>			
<i>Need a big game hunting licence</i>			

- Create a web diagram to show the structure of the federal government in Canada. Write a brief note to explain the purpose and function of each part of the government. Include where you think the base of the power is in this government structure. Alternatively, you could review a visual representation of the federal or provincial governments and identify its main components.
- Make a class display, collage or wall mural which shows the various responsibilities and powers of each level of government. Students can be encouraged to design their own symbols but can use clip art and links to the worldwide web for examples from which they can design their own.
- Identify at least one power that you would change from federal to provincial or local control, or vice versa, and explain why.

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Fourteen

Unit Five – Citizenship and Identity: What it Means to be Canadian

Curriculum Outcome

SCO 14 - The student will be expected to demonstrate an understanding of the structure and operation of government in Canada under a federal system

14.1 describe the organization of government in Canada at the federal, provincial and municipal levels

► **14.2 explain the purpose and responsibilities of the executive, legislative, and judicial branches of government**

14.3 explain the function of the “Rule of Law” in Canadian society

14.4 describe the election process in Canada

Elaboration

The delineation is intended to outline the most essential aspects of governance in Canada. Specifically, this includes:

- ✓ the purpose of government
- ✓ the purpose and authority of each branch of the federal and provincial levels of government, including:
 - legislative
 - executive
 - judicial
- ✓ the process and significance of passing legislation
- ✓ the role of each of the following in the functioning of government:
 - electorate
 - legislative assembly (including MP / MHA)
 - Speaker of the House
 - Cabinet (including Cabinet Minister)
 - Prime Minister / Premier
 - Senate
 - Governor General / Lieutenant Governor
- ✓ the place and significance of First Nations and Inuit governments

It will be useful for students to role play aspects of the political process, using significant and relevant issues.

Inquiry and analysis in this section will include:

- *Use Information* — Is there a law you would like to see changed? Explain. Design a plan of action to get this law changed.
- *Make Comparisons* — Which part of government is most powerful? Explain.
- *Consider Perspective* — What is the purpose of the judiciary?
- *Determine Significance* — When the federal government was established it included the Senate. Why was this considered important?
- *Make Value Judgments* — Should MPs / MHAs vote along party lines, or vote according to the wishes of their constituents?

Enduring Understanding

By the completion of this section students should understand that the branches of government serve as a system of “checks and balances”.

Sample Performance Indicator(s)

- Why was the Canadian government organized into three branches?
- How does each branch of government directly impact you as a Canadian citizen?
- Which branch of government is most influential? Explain.

Unit Five – Citizenship and Identity: What it Means to be Canadian

Suggestions for Teaching and Assessment

- Work in a group to design and conduct a survey to find out what people their age know about the organization and purpose of the government of Canada. Possible questions to include:
 - Who is the Prime Minister? What is his / her main responsibility?
 - What political party does the Prime Minister belong to?
 - What is parliament?
 - What role should opposition parties play in parliament?
 - Who is the MP representing your community?
- Collect two articles that feature a person in government. Students are to find out: name of branch of government represented, role in government and why he or she is in the news.
- Prepare an organizer to summarize the membership of each level of government by branch. Use this information to create a bulletin board display showing the membership and structure of the three branches of government.

Levels and Branches of Government			
Branch	Federal	Provincial	Municipal
Executive	<ul style="list-style-type: none"> Governor General Prime Minister Cabinet Public Service 	<ul style="list-style-type: none"> Lieut. Governor Premier Cabinet Public Service 	<ul style="list-style-type: none"> Mayor Civic Workers
Legislative	<ul style="list-style-type: none"> House of Commons Senate 	<ul style="list-style-type: none"> Legislature 	<ul style="list-style-type: none"> Council
Judicial	<ul style="list-style-type: none"> Supreme Court of Canada 	<ul style="list-style-type: none"> Provincial Courts 	

- Complete an organizer to match the branches of government and their membership with their respective function. The chart below, along with some examples, may be helpful.

Areas of Government and Function	
Area	Function
Executive Branch	Carries out the nation's laws
Legislative Branch	Makes the nation's laws
Judicial Branch	Interprets the nation's laws
Governor General	Fulfills the role of head of state; carries out the Monarch's responsibilities
Prime Minister	Head of Party (or coalition) with the most members in the House of Commons
Cabinet	Suggest federal laws

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Fourteen

Unit Five – Citizenship and Identity: What it Means to be Canadian

Curriculum Outcome

SCO 14 - The student will be expected to demonstrate an understanding of the structure and operation of government in Canada under a federal system

14.1 describe the organization of government in Canada at the federal, provincial and municipal levels

14.2 explain the purpose and responsibilities of the executive, legislative, and judicial branches of government

► **14.3 explain the function of the “Rule of Law” in Canadian society**

14.4 describe the election process in Canada

Elaboration

The effective functioning of society as a whole, including government, is premised on the concept of “the rule of law”.

Extending from their discussion in SCO 13.0, students should consider how the rule of law helps to create an orderly and organized society:

- ✓ The government is accountable under the law;
- ✓ Laws are clear, publicized, stable, fair, and protect fundamental rights, including the security of persons and property;
- ✓ The process by which the laws are enacted, administered, and enforced is accessible, fair, and efficient;
- ✓ Access to justice is provided by competent, independent, and ethical adjudicators (e.g., attorneys, judges, police).

Inquiry and analysis in this section will include:

- *Identify Cause and Consequence* — What would be the consequences of not having laws? What would be the consequences of allowing people to be exempt from obeying the law?
- *Make Value Judgments* — Is there a time when it is appropriate to break the law? Explain.

Enduring Understanding

By the completion of this section students should understand that no one is above the law in Canadian society.

Sample Performance Indicator(s)

- How are laws important to Canadian society?
- As a Canadian citizen how can you support the rule of law in your community, province and country?
- If everyone is subject to the law, why do some people “get away” with committing a crime?
- Is it ever appropriate to break the law?
- If a person breaks the law for a “good reason” should the person still be punished under the law? Explain.

Unit Five – Citizenship and Identity: What it Means to be Canadian

Suggestions for Teaching and Assessment

- Debate one of the following propositions:
 - ✓ *The enforcement of laws in Canada is fair.*
 - ✓ *if you can commit a crime and get away with it, then you are a hero.*
 - ✓ *All laws are good.*
 - ✓ *It is never acceptable, under any circumstance, to break the law.*
 - ✓ *If someone breaks the law due to ignorance, they should not be punished.*
 - ✓ *People who commit a crime should receive the same sentence. (e.g., Everyone convicted of theft of <\$10 000 should be sentenced to five month of imprisonment.)*
- Create a series of posters that illustrate the principle of “The Rule of Law”. Each poster should focus on one principle.
- What might it be like living in a society when there was no rule of law? Create a novella, comic, film or mini-documentary that explore this idea.
- Create a mind map that uses words and images to contrast society today which adheres to the rule of law with a society from the past that did not adhere to the rule of law.
- What are the benefits of living in a society that is governed by the rule of law?
 - ✓ For the individual?
 - ✓ For groups?
 - ✓ For society as a whole?
- Identify five potential problems / limits / weaknesses with the principle of “the rule of law”. Which is the most significant limitation? Why?
- In a society that adheres to the rule of law criminals sometimes “get away with it”. Is this fair? Does this mean that the rule of law is not a good idea?
- What is wrong with vigilante justice?
- Should taxpayers have to pay for appeals and parole hearings when cases are clear cut and the person convicted is found guilty beyond a reasonable doubt? (Note: It will be useful to include cases of those whose convictions were overturned at a later date due to new evidence, such as Donald Marshall Jr., David Milgaard and Guy Paul Morin.)

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Fourteen

Unit Five – Citizenship and Identity: What it Means to be Canadian

Curriculum Outcome

SCO 14 - The student will be expected to demonstrate an understanding of the structure and operation of government in Canada under a federal system

- 14.1 describe the organization of government in Canada at the federal, provincial and municipal levels
- 14.2 explain the purpose and responsibilities of the executive, legislative, and judicial branches of government
- 14.3 explain the function of the “Rule of Law” in Canadian society

► **14.4 describe the election process in Canada**

Elaboration

Under Canada’s parliamentary system of government, elections are the most accessible way for citizens to influence political process. In this regard, students should consider the following points:

- ✓ the purpose of political parties
- ✓ the electoral process
- ✓ formation of government (majority and minority)

Students should undertake analysis of election results in order to assess the degree to which Canada’s parliamentary system reflects the democratic principle of “the will of the people”. As an extension, it may be useful to compare Canada’s parliamentary system with reformed parliamentary systems (e.g., proportional representation) to identify if (i) it better expresses the will of the people, and (ii) it is the system that functions more effectively.

It is also necessary to investigate the conditions under which the dissolution of federal and provincial governments takes place.

- ✓ calling an election
- ✓ non-confidence motion

Inquiry and analysis in this section will include:

- *Use Information* — Run a mock election where students create political parties and debate issues of importance to the school.
- *Identify Cause and Consequence* — What are the causes that usually lead to the dissolution of a government?
- *Consider Perspective* — Should elected representatives support constituents or their party when there are opposing views on an issue?

Enduring Understanding

By the completion of this section students should understand that participation in the electoral process, although imperfect, is the best way for citizens to achieve their vision of a preferred future.

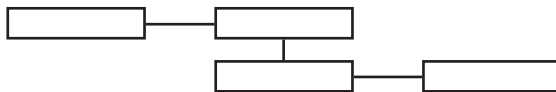
Sample Performance Indicator(s)

- What is the most important part of the electoral process in Canada? Why?
- Should voting be compulsory under Canadian law? Defend your position

Unit Five – Citizenship and Identity: What it Means to be Canadian

Suggestions for Teaching and Assessment

- Construct a flow chart to illustrate the sequence of events that leads to the formation of governments. Include the following:
 - ✓ candidates for the various political parties are selected for each electoral district,
 - ✓ candidates campaign for their election,
 - ✓ people vote for the candidate of their choice,
 - ✓ political party with the most elected representatives becomes the governing party,
 - ✓ leader of governing party becomes the prime minister, and
 - ✓ prime minister chooses the cabinet who runs government departments.



- Analyze posters designed to motivate people to vote.

Analyzing a Propaganda Poster	
Task	Notes
Study the poster. Identify all of the images, colors, dates, characters, references to places, and so on.	
Describe the idea that the information seems to point.	
Compare your idea to your classmates.	
What is the central purpose of the poster.	
Would the poster have been effective? Explain	

- Design a presentation format, e.g., a poster, TV ad, or newspaper ad, to convince someone to vote who does not intend to.
- Analyze cartoons about key political players while they are trying to get elected and are in hopes of forming the government. The following organizer may be used.

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

- Stage a mock election or run the student council elections following Elections Canada rules.
- Investigate and report on the two conditions under which dissolution of federal and provincial governments takes place.

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Fourteen

Unit Six

Canada's Changing Identity: Creating a Preferred Future

Overview

In this unit, students explore some of the complex environmental, political, social, and economic issues facing contemporary Canada. The unit focuses on both the present and the future as it examines both the challenges and the opportunities fostered by such issues. Understandings from previous units in geography, history, and political science are important in helping to understand the issues of today and tomorrow. Also, the discipline of economics will serve as an additional analytical tool. Ultimately, students will theorize how responses to the challenges and opportunities facing Canada might affect the evolution of Canadian identity(ies).

Canada's demographic makeup portends an aging population wherein fewer working taxpayers will be supporting a greater number of retired people -- with, theoretically, more expensive medical needs. There is no, one solution to this challenge; hopefully, students will see that increasing taxation and/or decreasing spending on medical care are obvious ways to solve this challenge. They might also explore the affect that changes to Canada's immigration policy might have on this issue. Canada's future choices around resource use and the evolution of its trading relationships with the United States and the rest of the world also present both challenges and opportunities. How Canada responds to the needs of First Nations, Inuit, and Métis, how it deals with separation movements, and how it addresses regional aspirations are other important issues still to be resolved.

How Canada meets these challenges and opportunities will certainly determine the future evolution of Canadian identity(ies). By examining the past and present, and by analysing current trends and projecting them into the future, students can assess the possibilities for Canada and its peoples. Ideally, students will also be able to articulate their preferences for the evolution of their country and its identity(ies).

Outcomes

SCO 15 - The student will be expected to demonstrate an understanding of economic challenges and opportunities that may affect Canada's future

SCO 16 - The student will be expected to demonstrate an understanding of political challenges and opportunities that may affect Canada's future

SCO 17 - The student will be expected to demonstrate an understanding of social and cultural challenges and opportunities that may affect Canada's future

Processes and Skills

Communication

- read critically
- employ active listening techniques
- express and support a Consider Perspective

Inquiry

- frame questions or hypotheses that give clear focus to an inquiry
- recognize significant issues and perspectives in an area of inquiry
- gather, record, evaluate, and synthesize information
- draw conclusions that are supported by the evidence

Participation

- function as part of a group, using collaborative and cooperative skills and strategies
- respond to class, school, community, or national public issues

Unit Six – Canada’s Changing Identity : Creating a Preferred Future

Curriculum Outcome

SCO 15 - The student will be expected to demonstrate an understanding of economic challenges and opportunities that may affect Canada’s future

- ▶ **15.1 describe current trends in Canada’s population demographics and predict possible economic consequences of these trends.**
- 15.2 determine the significance and propose solutions for issues related to resource management and depletion in various sectors of the economy (energy, mining, forestry, farming, and fishing)
- 15.3 identify the benefits and limitations of increased economic union with the United States

Elaboration

The intent of this outcome is to have students understand that changing populations will create both challenges and opportunities for Canada in the near future. In relation to the theme of the unit discussion should focus on plans and solutions that will enable Canadians to realize a preferred future.

Students should understand the factors that influence whether a population grows or declines:

- ✓ birth rate,
- ✓ death rate,
- ✓ emigration,
- ✓ immigration, and
- ✓ life expectancy (changes in).

Students should use population pyramids to show the structure of a population by age and gender. When presented with a set of population data students should be able to construct the corresponding population pyramid. Students should be able to examine a population pyramid and discuss the relationship between the population distribution and possible economic issues.

In relation to increase in life expectancy students should understand that while an ageing population will put pressure on social services (e.g., pensions, health care) it will also stimulate economic growth.

It will be important to discuss how Canada’s ageing population and declining birth rate calls into question the ability of Canada’s population to sustain itself. Students should consider how government policies / strategies may influence this trend (positive / negative).

Inquiry and analysis in this section should include:

- *Use Information* – Using the given data construct a population pyramid. Summarize the population distribution and identify possible economic challenges and opportunities that may exist.
- *Identify Cause and Consequence* — What were the causes of population growth in the 1960’s and 1970’s? What are the consequences? Is population growth in Canada necessary?

Enduring Understanding

By the completion of this section students should understand that trends in Canada’s population pose serious economic issues.

Sample Performance Indicator(s)

- What effect might each of the following have on Canadian identity, all other things being equal?
 - ✓ an decrease in the birth rate
 - ✓ an increase in immigration

Unit Six – Canada’s Changing Identity : Creating a Preferred Future

Suggestions for Teaching and Assessment

- Complete the following chart to analyse trends in Canada’s population dynamics from 1911 to 2001, projected to 2021. (Instruct students to use their findings about trends in population growth, birth rates and death rates).

Trends in Canada’s Population Growth	
Question	Response
During what periods did Canada’s population experience rapid growth?	
During what periods did Canada’s population experience slow growth?	
What trend will Canada’s population likely show in the future?	
How can these trends be explained?	

- Use the following chart to describe how services needed for age group 70+ compares with services needed for age group 20-24.

Comparison of Services Needs by Age Group		
Age Group 20-29	Services Needed	Age Group 70+
	Housing	
	Health	
	Recreation	
	Education	
It is important for social and economic planners to have information about population structures because ...		

- Assume the role of a mayor who wishes to attract retirees to the town. She wishes to help retirees elsewhere in Canada to understand why they should consider her town as a place to retire. Design a website for this purpose.
- Use an issues-analysis model to examine a variety of views that are expressed about an ageing population featured in a case study and/or newspaper article. (*Note: It is important for students to be able to arrive at a number of strategies that may be proposed for dealing with this challenge.*)

Examining an Issue: (name issue)
What is the main issue?
Who are the interested parties?
What is the position of each party on the issue?
What data / evidence is used by each party to support their position?
What beliefs or values are at odds in this issue?
What should be done on this issue that values both perspectives?

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Fifteen

Unit Six – Canada’s Changing Identity : Creating a Preferred Future

Curriculum Outcome

SCO 15 - The student will be expected to demonstrate an understanding of economic challenges and opportunities that may affect Canada’s future

15.1 describe current trends in Canada’s population demographics and predict possible economic consequences of these trends.

► **15.2 *determine the significance and propose solutions for issues related to resource management and depletion in various sectors of the economy (energy, mining, forestry, farming, and fishing)***

15.3 identify the benefits and limitations of increased economic union with the United States

Elaboration

The intent of this delineation is for students to develop an understanding of how various sectors of our economy are affected by resource management and depletion. Specifically, students should understand that continued overuse at current rates is unsustainable and poses serious economic problems, which will dramatically affect Canadian identity and culture.

Resources exist as both renewable (e.g. water, soil) and non-renewable (e.g. minerals, fossil fuel) forms. Students should understand that rates of consumption of these resources are increasing due to factors such as:

- ✓ global economic expansion,
- ✓ increase in total population, and
- ✓ increasing standards of living.

Given that current trends are unsustainable, students should discuss ideas and principles that will allow for sustainable growth that does not compromise the ability of future generations to meet their needs and wants.

Students should explore how the concept of sustainable development can be applied to specific resource industries in Canada. This discussion should enable students to understand that most issues are complex and are inter-related with other issues. Students should consider the link between three main areas involved in achieving sustainability:

- ✓ environmental protection,
- ✓ the economy, and
- ✓ human well being.

Time should be taken to investigate the issue of increasing energy use. Students should evaluate the potential of alternatives such as:

- | | |
|---------------------|--------------|
| - bioenergy, | - solar, |
| - fuel cells, | - tidal, and |
| - LED technologies, | - wind. |
| - nuclear, | |

Inquiry and analysis used in this section will include:

- ✓ *Make Comparisons* – How do our patterns of consumption today compare to those of our ancestors?
- ✓ *Identify Cause and Consequence* – In what ways do Canadians need to change their way of life in order to live sustainably? Which example of sustainability in energy do you think shows the most promise for the future of Newfoundland and Labrador? Explain your answer.
- ✓ *Make Value Judgments* – What value(s) should be used to guide decision making in terms of resource use and consumption today to ensure a positive future for our descendants?

Enduring Understanding

By the completion of this section students should understand that current rates of consumption are unsustainable, compromising future generations.

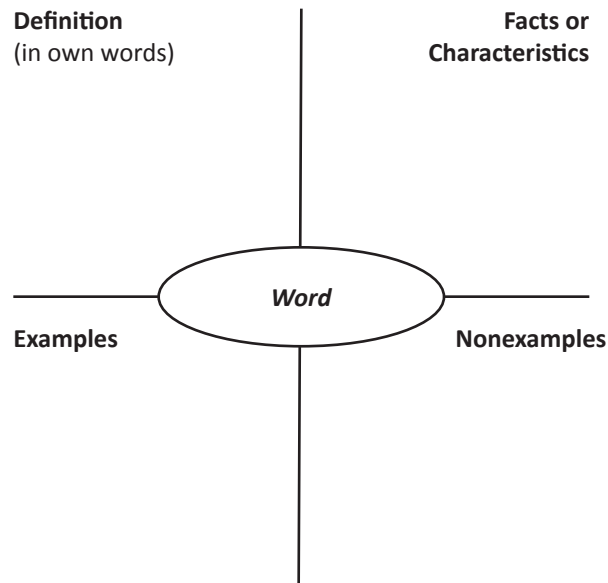
Sample Performance Indicators

- Choose one renewable and non-renewable resource and create a mind map to show how it is used in your daily life and how this practice needs to change in order to be sustainable.

Unit Six – Canada’s Changing Identity : Creating a Preferred Future

Suggestions for Teaching and Assessment

- Clarify students’ understanding of the concept of sustainability by brainstorming ideas on what sustainable means.
- Use a frayer model to define sustainability and find examples and non-examples of sustainable practices around the use of resources.



- In groups, identify the major threat to a reliable supply of clean water in your community and discuss strategies to address the problem. Record the findings on a classroom chart.
- Use the Internet to research and identify possible environmental impacts of an issue related to a nonrenewable resource (e.g., open-pit mining). Record findings on a fish-bone organizer. Each main idea may be based on a type of impact and the supporting details may be in the form of examples from the research.
- Read a case study about how the future sustainability of a primary-based resource community may be at risk. Identify the cause(s) of the risk to the future sustainability, the economic impact, and how the community leaders attempted to address the issues. *(To assess the student’s ability to comprehend and respond to text, refer to a holistic reading/viewing rubric, Appendix I.)*

Case Study Analysis: The Sustainability of (name community)		
Causes of Risk to Sustainability	Impact on Town Residents	Attempted Solutions

- Assume the role of the mayor of a mining town where the mine is projected to be viable for another five years. Develop a list of possible approaches that should be explored to ensure that the town has a sustainable future.

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Fifteen

Unit Six – Canada’s Changing Identity : Creating a Preferred Future

Curriculum Outcome

SCO 15 - The student will be expected to demonstrate an understanding of economic challenges and opportunities that may affect Canada’s future

- 15.1 describe current trends in Canada’s population demographics and predict possible economic consequences of these trends.
- 15.2 determine the significance and propose solutions for issues related to resource management and depletion in various sectors of the economy (energy, mining, forestry, farming, and fishing)

► **15.3 *identify the benefits and limitations of increased economic union with the United States***

Elaboration

The intent of this delineation is to have students consider the extent to which Canada’s relationship with the United States has positive and negative effects on our economy. In particular students should examine how we influence each other’s economy and how important we are to each other.

Students should understand that countries want/need to trade with others. A major aspect of Canada’s history has been its relationship with the United States, due primarily to its geographic proximity.

It will be important to consider the follow questions in relation to trade:

- ✓ Who are Canada’s major trading partners?
- ✓ What is traded with each partner? (Includes a consideration of what are Canada’s top exports / imports and why?)
- ✓ How has Canada’s trading partnership with the United States changed over time?
- ✓ What type of trading relations does Canada have with the United States today?
- ✓ What would be the implications of entering into economic union with the United States (and Mexico)?

It will be important to use appropriate economic concepts and terminology with students in this section.

Inquiry and analysis in this section should include:

- *Identify Cause and Consequence* – If Canada and the United States broke off all trading with each other, what would be consequences of such a decision?
- *Determine Significance* – Why is a close relationship with the United States important to the economy and well-being of Canadians?
- *Make Value Judgments* – Many European Union members share the same currency. Do you think that Canada and the United States should follow the lead of the European Union and convert to a common currency? Explain.

Enduring Understanding

By the completion of this section students should understand that economic cooperation between Canada and the United States influences both Canadian identity and economy.

Sample Performance Indicators

- How might economic union with the United States change Canadians’ sense of identity? What would we lose? What would we gain? What could be done to minimize negative effects?

Unit Six – Canada’s Changing Identity : Creating a Preferred Future

Suggestions for Teaching and Assessment

- Identify and research issues that pertain to relations between Canada and the United States. (e.g., export of water, export of energy resources, availability of generic drugs, potential of a common currency, Canadian content in U.S. magazines sold in Canada)

Examining an Issue: (name issue)
What is the main issue?
Who are the interested parties?
What is the position of each party on the issue?
What data / evidence is used by each party to support their position?
What beliefs or values are at odds in this issue?
What should be done on this issue that values both perspectives?

- Formally debate an issue that is the basis for disagreement between Canada and the United States. Express the issue as a resolution, “Be it resolved that goods should be moved freely across the Canada-U.S. border without being subjected to duties.” The following organizer will help students to structure the debate and the teacher to evaluate student engagement in the process.

Debate Evaluation Form					
Topic:			Date:		
Comments	Team 1 (Affirm.)	Points	Team 2 (Neg.)	Points	Comments
	Speaker 1 (Name)		Speaker 1 (Name)		
	Speaker 2 (Name)		Speaker 2 (Name)		
	Speaker 3 (Name)		Speaker 3 (Name)		
	Speaker 4 (Name)		Speaker 4 (Name)		
Procedures					
Affirmative			Negative		
Speaker 1 speaks first: Introduces topic, and makes arguments.			Speaker 1 speaks second: Introduces topic, attacks affirmative arguments and gives negative arguments.		
Speaker 2 speaks third: Attacks negative arguments and strengthens affirmative arguments.			Speaker 2 speaks fourth: Further attacks affirmative arguments and strengthens negative arguments		
Speaker 3 speaks last: Summarizes affirmative strengths and negative weaknesses.			Speaker 3 speaks fifth: Summarizes negative strengths and affirmative weaknesses.		
Scoring	5 - excellent	4 0 strong	3 - good	2 - fair	1 - poor

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Fifteen

Unit Six – Canada’s Changing Identity : Creating a Preferred Future

Curriculum Outcome

SCO 16 - The student will be expected to demonstrate an understanding of political challenges and opportunities that may affect Canada’s future

► **16.1 examine significant issues related to Aboriginal autonomy and self-government**

16.2 examine significant issues related to Québec sovereignty

16.3 examine significant regional-specific issues

Elaboration

The intent of this outcome is to have students demonstrate an understanding of the struggles inherent in the bid for independence and empowerment by Aboriginal peoples in Canada.

Students should consider the historical context of modern day interests of Aboriginal people to assert independence and achieve self-government. In particular it will be important to consider the changes experienced by First Nations and Inuit associated with European migration since the 16th century.

The following events / achievements are considered important in developing an understanding of the history of Aboriginal peoples:

- ✓ The signing of individual treaties: Peace and Friendship Treaty (1725-1779), Ontario Treaties (1764-1872), Vancouver Island Treaties (1850-1854), Numbered Treaties (1871-1921) reflect a nation-to-nation relationship between Canada and First Nations groups, each with separate goals.
- ✓ Creation of The Assembly of First Nations.
- ✓ Recognition of First Nations, Inuit, and Métis/Metis as Aboriginal peoples in the Constitution Act (1982).
- ✓ Recent land claims settlements: Forestry Agreement between Newfoundland and Labrador, and the Innu Nation of Labrador (2001), Nisga’s Treaty (2000), Nunavut Self-Government (1999).

Students should be aware that the above processes of negotiation between the various Aboriginal groups and federal and provincial governments was challenging and time-consuming. Many negotiations between these parties are still on-going today. As new agreements are reached it will help to offset past injustices, create new and preferred futures for Aboriginal peoples and exemplify Canada’s core values.

Inquiry and analysis in this section should include:

- *Make Comparisons* — How similar / different were the experiences of First Nations in Canada and Newfoundland and Labrador in relation to the agreements with respective governments?
- *Determine Significance* — Why are agreements between Aboriginal peoples and the rest of Canada important?

Enduring Understanding

By the completion of this delineation students should understand that autonomy for Aboriginal peoples in Canada is an important political issue.

Sample Performance Indicators

- Write a dialectical journal entry in which you discuss the importance of the agreements reached between Aboriginal peoples and government. (*See Appendix G: Student Response Journals*)
- How has Canada’s identity changed because of the empowerment of First Nations, Métis/Metis, and Inuit.

Unit Six – Canada’s Changing Identity : Creating a Preferred Future

Suggestions for Teaching and Assessment

- Conduct research on social and economic indicators for an Aboriginal group and the general Canadian population. In small groups, discuss the possible effects of economic, social, or political disempowerment experienced by an Aboriginal people. Create a cause-and-effect chart to summarize your discussion.

Selected Socio-Economic Indicators for Aboriginal Peoples and General Canadian Population		
Aboriginal Peoples	Indicator	General Population
	Life Expectancy	
	Suicide Rate	
	Future Demographics	
	Employment Rate	
	Education Level	
<i>How does this data support Aboriginal claims for greater autonomy?</i>		

- Listen to a speech by an elder of an Aboriginal organization on a specific challenge that his or her group is facing in achieving autonomy and/or self-government. The following organizer may be used to analyse the speech.

Analysis of a Speech by (Identify Speaker)	
Question	Response
What is the main subject of the speech?	
Who is the intended audience?	
What is the speaker’s position on the issue?	
How does he or she wish the issue to be resolved?	
How does the issue relate to economic and political empowerment?	

- Write a paragraph to explain your position on the following statement: “The empowerment of Aboriginal peoples will help shape the Canadian identity.” (*To assess this writing piece, refer to Appendix I for a holistic scoring rubric.*)

Organizing Structure for an Inquiry Paragraph

Beginning

- ✓ Write a thesis statement to make a claim or take a position on something.

Middle

- ✓ Evidence is presented to support the thesis.
- ✓ Evidence counter to the thesis is refuted.
- ✓ Examples related to the evidence are used where appropriate.
- ✓ Evidence and supporting examples are logically arranged to point toward a conclusion.

End

- ✓ The original thesis and its significance is affirmed.
- ✓ Or, the original thesis is revised in the light of the evidence.

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Sixteen

Unit Six – Canada’s Changing Identity : Creating a Preferred Future

Curriculum Outcome

SCO 16 - The student will be expected to demonstrate an understanding of political challenges and opportunities that may affect Canada’s future

16.1 examine significant issues related to Aboriginal autonomy and self-government

► **16.2 examine significant issues related to Québec sovereignty**

16.3 examine significant regional-specific issues

Elaboration

The intent of this delineation is to have students gain an understanding and appreciation of the experience of the province of Québec while attempting to obtain economic, cultural, and political empowerment. Specifically, students should consider the ways in which Québec and Francophones are unique with respect to the majority of Anglophone Canada.

Students should consider three main areas to focus their learning in relation to Québec’s quest for empowerment:

- ✓ *Language and Culture* — Students should understand that, as a province of Canada, Québec was populated by a minority of French-speakers in a predominantly English-speaking country. How does this contribute to the sense of separation from the rest of Canada? While Québec was mostly of the Catholic persuasion, Protestantism was in the majority in other parts of Canada.
- ✓ *Politics* — The Quiet Revolution (1960), The October Crisis (1970), the election of The Parti Québécois (1976) The Meech Lake Accord (1987), and the Referendum of 1995, all serve as a time line to help explain where Québec stands politically today in relation to dealings with Ottawa.
- ✓ *Economy* — The language of commerce in Canada has historically been English. Francophones in Québec were at a disadvantage when it came to the world of commerce. Québécois sought to be “Masters in our own house”. It should be known that the province sought more control of its own industry.

Inquiry and analysis in this section should include:

- *Consider Perspective* — What data supports the perception that Québec would be better off if it succeeded from the Canadian confederation
- *Determine Significance* — How significant was ___(insert event; e.g., The October Crisis)___ in the empowerment of Québec?

Enduring Understanding

By the completion of this section students should understand that Québec is a distinct society within Canada.

Sample Performance Indicators

- ✓ Use a Venn diagram to compare the concepts of separatism and sovereignty-association.
- ✓ Write an essay of 250 words expressing why Québec should be identified as a distinct society.

Unit Six – Canada’s Changing Identity : Creating a Preferred Future

Suggestions for Teaching and Assessment

- Use a Venn diagram to compare the concepts of separatism and sovereignty-association.
- Summarize major developments in the federalist-separatist debate.

Developments in the Federalist-Separatist Debate		
Development	What It Was About	Impact
Quiet Revolution		
October Crisis		
Parti Québécois		
Meech Lake Accord		
Referendum 1995		

- Classify key political leaders as either federalist or nationalist.

Federalist or Separatist		
Leader	Federalist	Separatist
Rene Levesque		
Pierre Trudeau		
Jean Chretien		
Stephen Harper		
Jacques Parizeau		
Paul Martin		
Gilles Duceppe		

- Assume one of the following roles and give an oral presentation of how life would change for you if Québec were to separate from Canada. Consider changes in the areas of: communication, healthcare, taxes, economic situation, currency, highways, education and seaways.
 - ✓ a fisherman in Newfoundland and Labrador
 - ✓ an Acadian New Brunswicker
 - ✓ an immigrant in Montreal, Québec
 - ✓ a Francophone from Québec
 - ✓ a Anglophone from Québec
 - ✓ a naval officer in Halifax, NS
 - ✓ an immigrant in Vancouver
 - ✓ a business person in Toronto
 - ✓ a tourism operator in PEI
 - ✓ a business person in Maritimes selling to Western Canada
- Analyse a political cartoon about some issue in the federalist-separatist debate. (*See Appendix D - Using Primary Documents in the Classroom.*)
 - ✓ What symbols are used in this cartoon?
 - ✓ What does each symbol represent?
 - ✓ What do the words (if any) mean?
 - ✓ What is the main message of the cartoon?
 - ✓ Why is the artist trying to get this point across?
 - ✓ What is your evaluation of the message?
 See delineation 14.4 for a chart version of cartoon analysis.

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Sixteen

Unit Six – Canada’s Changing Identity : Creating a Preferred Future

Curriculum Outcome

SCO 16 - The student will be expected to demonstrate an understanding of political challenges and opportunities that may affect Canada’s future

16.1 examine significant issues related to Aboriginal autonomy and self-government

16.2 examine significant issues related to Québec sovereignty

► **16.3 examine significant regional-specific issues**

Elaboration

This delineation investigates variance in the economies of the provinces / regions of Canada. Some areas feel economically disempowered due to differences in standard of living (i.e., prosperity) between themselves and other areas which have a stronger economy.

Consideration should be given to the factors which affect economic activity:

- ✓ geographic location (e.g., Ontario and Québec’s access to markets in the United States);
- ✓ availability of resources (e.g., oil in Alberta; cod in Newfoundland and Labrador; human labour for manufacturing in Ontario); and
- ✓ size of population and tax base (e.g., provinces with a larger population can have lower rates of taxation, which further stimulates economic activity, the converse is also true in areas with a small population and corresponding lower tax base).

It should be understood that the disparity between different regions of Canada economically, can lead to discord between these provinces and the federal government. Some examples of this discord are resentment over transfer payments, the Churchill Falls deal between Newfoundland and Labrador and Québec, and cost sharing agreements between the federal government and some provinces with regard to oil and gas revenues.

Students will ascertain the pros and cons of a booming economy. For example, an oil-rich province like Alberta is reliant upon the market price of oil for its prosperity. Also, a non-renewable resource such as oil or gas is limited in nature.

Inquiry and analysis in this section should include:

- *Make comparisons* – What are the similarities and differences between the economies of Newfoundland and Labrador and Alberta?
- *Identify Cause and Consequence* – What are the main issues in ensuring a sustainable cod fishery for the future?
- *Determine Significance* – How should government use / invest royalties from non-renewable resources?

Enduring Understanding

By the completion of this section students should understand that each area of Canada has particular economic / political concerns and interests.

Sample Performance Indicators

- Analyse an issue that affects the people of our province or country. State the issue, summarize the relevant points as to potential solutions, and then select one that government should proceed with implementing. Identify the strengths and limitations of the preferred solution.

Unit Six – Canada’s Changing Identity : Creating a Preferred Future

Suggestions for Teaching and Assessment

- Develop a list of opposing words or phrases that come to mind when they think of different regions of Canada. Sort the words and phrases according to the following chart. (e.g., urban, rural; many jobs, few jobs; high standard of living, low standard of living; high population density, low population density; high degree of political empowerment, low degree of political empowerment; in-migration, out-migration; high crime rates, low crime rates; isolated, connected)

Personal Perceptions of Regions in Canada	
Region	Perceptions
Atlantic Canada	
Central Canada	
Prairies	
British Columbia	
Canadian North	

- Write a paragraph to take a stand on the argument that regionalism should be celebrated since it adds to our national identity. (*To assess this writing piece, refer to Appendix I for a holistic scoring rubric.*)

Organizing Structure for an Inquiry Paragraph
<p>Beginning</p> <ul style="list-style-type: none"> ✓ Write a thesis statement to make a claim or take a position on something.
<p>Middle</p> <ul style="list-style-type: none"> ✓ Evidence is presented to support the thesis. ✓ Evidence counter to the thesis is refuted. ✓ Examples related to the evidence are used where appropriate. ✓ Evidence and supporting examples are logically arranged to point toward a conclusion.
<p>End</p> <ul style="list-style-type: none"> ✓ The original thesis and its significance is affirmed. ✓ Or, the original thesis is revised in the light of the evidence.

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Sixteen

Unit Six – Canada’s Changing Identity : Creating a Preferred Future

Curriculum Outcome

SCO 17 - The student will be expected to demonstrate an understanding of social and cultural challenges and opportunities that may affect Canada’s future

17.1 speculate as to possible challenges and opportunities that current socioeconomic trends may create over time

17.2 speculate as to possible challenges and opportunities that ethnic and cultural groups may face as Canada changes over time

17.3 articulate a preferred vision of Canada’s future and the role citizens can play in achieving it

Elaboration

In Delineation 17.1 students will analyze current socioeconomic trends and forecast possible challenges, and opportunities for Canadian society as we move forward into the 21st century.

- ✓ *Workplace*: Students will need to consider the transformation that has occurred in the workplace as the world has shifted from the industrial age into the information age (structure of Canadian workplace, types of jobs, required skill sets). Students should speculate as to the challenges and opportunities this shift has created for the Canadian worker.
- ✓ *Standard of Living / Quality of Life*: Students will examine trends in the standard of living and quality of life in relation to (i) Canadian society as a whole, (ii) by region, and (iii) by socioeconomic class. Factors to consider include education, income (e.g., wealthy / . poor), and geographical location (e.g., urban / rural).
- ✓ *Family Structure*: Students should examine how the structure of the Canadian family has changed over the last 50 years and articulate some of the more poignant issues facing families today. **Sensitivity should be exercised in addressing this topic with students.**
- ✓ *Social Programs*: Students should examine current social programs designed to minimize the socioeconomic disparities that exist in Canadian society and make suggestions for ways of dealing with these challenges and issues in the future. It may be useful to examine the number and types of programs that have evolved since the Great Depression.

Inquiry and analysis in this section should include:

- *Use information* — Examine current print and online media sources to identify examples of disparities in standard of living across Canada
- *Make Comparisons* — How has the quality of life for Canadians changed over the past century?
- *Consider Perspective* — How might people living with poverty view trends in relation to Canada’s standard of living / quality of life?
- *Determine Significance* — Outline what you consider to be the three most significant changes in the Canadian workplace in the last 50 years.
- *Make Value Judgments* — Why does Canada have a system of progressive taxation? What values does this reflect? Should people living in absolute poverty have to pay taxes?

Enduring Understanding

By the completion of this section students should realize that while many aspects of Canadian society are improving, the benefits are not equally enjoyed by all citizens.

Sample Performance Indicator(s)

- Identify three goals that relate to the improvements in the standard of living / quality of life that Canada should pursue in the 21st century.
- Based upon the socioeconomic changes currently taking place in Canada, outline three issues that Canadians may face as we move forward into the 21st century.

Unit Six – Canada’s Changing Identity : Creating a Preferred Future

Suggestions for Teaching and Assessment

- Rank a list of indicators (e.g., clothes, income, cars, size of home, etc.) of standard of living from least important to most important. Have students compare their list with a peer and discuss possible reasons for the differences. As an extension, students may also have their caregivers rank the list of indicators; students may then explain the differences in the two lists.
- Draw a poster to draw attention to the problem of economic disparities in Canadian society. Students may divide into pairs and exchange posters for analysis and feedback. The following organizer may be used during the analysis phase.

Analyzing a Poster	
Task	Notes
Study the poster. Note all of the images, colours, dates, characters, references to places, etc.	
What idea does the information point to?	
Compare your idea to your classmates'. What is similar? What is different?	
State the central purpose of the poster.	
Would have been an effective one? Explain.	
In 20 years from now, would the theme of this poster be relevant? Why or why not?	

- Create a photo-essay to illustrate gaps in the standard of living between the wealthy and the poor in Canada.
- Examine changing functions and roles in the family. The following chart may be used.

Changing Family Roles		
In the past ...	Area	Now ...
	family head	
	children’s roles	
	wage earners	
	domestic chores	
<i>In the future families may ...</i>		

- Research some of the social programs that are available in Canada.

Canadian Social Programs			
Social Program	Origins	Purpose Today	Future

- Identify some of the physical, emotional and social effects of poverty on children. How society would be better if child poverty could be eliminated? (The same task may apply to the elderly)

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Seventeen

Unit Six – Canada’s Changing Identity : Creating a Preferred Future

Curriculum Outcome

SCO 17 - The student will be expected to demonstrate an understanding of social and cultural challenges and opportunities that may affect Canada’s future

17.1 speculate as to possible challenges and opportunities that current socioeconomic trends may create over time

▶ **17.2 *speculate as to possible challenges and opportunities that ethnic and cultural groups may face as Canada changes over time***

17.3 articulate a preferred vision of Canada’s future and the role citizens can play in achieving it

Elaboration

Although developing socioeconomic trends affect all Canadians, they may have a particular impact upon identifiable ethnic groups. The intent of this delineation is for students to focus their attention specifically upon the challenges and opportunities that might impact these groups as Canada evolves.

Students should examine the scope and intent of Canada’s policy of multiculturalism, identifying the benefits and challenges. In particular, it will be important to discuss how valuing diversity enriches and improves the fabric of Canadian society. Legislation regarding immigration policy should be discussed as part of this inquiry.

Students are required to identify and analyse specific challenges associated with ethnic and cultural diversity (e.g., discrimination, loss of traditional expressions of culture and language) and related opportunities (filling missing skill / knowledge gaps within the economy, adding to a contracting population, innovation and creativity).

Inquiry and analysis in this section should include:

- *Use Information* — Examine current print and online media sources to identify specific examples of discrimination or prejudice that ethnic groups have endured in Canada in the last 20 years.
- *Identify Cause and Consequence* — Why did the federal government introduce a policy of multiculturalism in 1971? How has this policy impacted Canadian society?
- *Consider Perspective* — Speculate as to the possible difficulties an individual from another country might encounter when entering Canadian society. Why do you think immigrants choose to come to Canada? How can this knowledge affect our sense of identity?
- *Determine Significance* — Why is it important that Canada welcome immigrants and/or refugees?
- *Make Value Judgments* — Should the Canadian government spend taxpayer dollars helping refugees integrate into Canadian society?

Enduring Understanding

By the completion of this section students should appreciate the multicultural nature of Canadian society and its impact upon Canadian identity.

Sample Performance Indicator(s)

- Which of the following metaphors best represents/symbolizes Canadian society? Defend your choice.
stewing pot salad bowl food processor
- Create a graphic (e.g., a mind map that uses images and words) that illustrates what Canada’s diverse society may look like in 50 years.
- Imagine you are a newly arrived immigrant to Canada. Write a letter to your friend still living in your country of origin explaining what aspects of Canadian society you’re excited about and those that have you worried.

Unit Six – Canada’s Changing Identity : Creating a Preferred Future

Suggestions for Teaching and Assessment

- Invite representatives from various cultural groups to the class to discuss the challenges and opportunities the future holds for each cultural group. Each could be asked to share a vision for the future of Canada. The following organizer may be used to record responses to questions posed during the interview. (*Note: The questions provided are only intended to illustrate the levels of questions; the student may write a new set).*

Preparing Questions for an Interview	
Type of Question	My Notes
Getting the Facts: <i>What kinds of obstacles did you overcome in order to become a performer?</i>	
Connecting Ideas: <i>How do these obstacles relate to your ethnicity?</i>	
Getting Opinions: <i>What kind of place do you want Canada to become to make it easier for aspiring artists?</i>	

- Examine a piece of literature that represents the perspective of a particular culture on an opportunity and/or challenge. After students sample a variety of pieces from different cultures, they may develop a classroom list of opportunities and challenges.
- Examine a piece of art from a particular cultural group to identify particular perspectives that are conveyed about a current or future challenge and/or opportunity. (*Note: One approach is illustrated in the following organizer. The questions are provided to illustrate the kinds of ideas the student should think about when critiquing art. Using this organizer students should process the questions at least as far as level three in order to identify the artist’s perspectives on opportunities and challenges portrayed in the work.*

How to Critique a Piece of Art	
1. What it is about ... <i>Who did the painting and when? What is it about? What is the title? What objects (e.g., people, animals, buildings, vegetation, landforms) do you see?</i>	3. What it means ... <i>What do you think this art is about? What title would you give it? Do you think the organization of the objects, colours used, and the medium are good? What is the artist saying about this challenge and/or opportunity?</i>
2. Looking at the parts ... <i>How are the objects arranged? How are they organized? Did the artist use charcoal or paint as a medium, and why? Is there balance in the painting? Are some objects exaggerated? Is there something the artist could have added to make the message stronger?</i>	4. What I think of it ... <i>Do you think this artist is talented and why? Would you describe it as weak, good, or excellent? Would you like to have this piece of art in your home?</i>

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Seventeen

Unit Six – Canada’s Changing Identity : Creating a Preferred Future

Curriculum Outcome

SCO 17 - The student will be expected to demonstrate an understanding of social and cultural challenges and opportunities that may affect Canada’s future

17.1 speculate as to possible challenges and opportunities that current socio-economic trends may create over time

17.2 speculate as to possible challenges and opportunities that ethnic and cultural groups may face as Canada changes over time

▶ **17.3 articulate a preferred vision of Canada’s future and the role citizens can play in achieving it**

Elaboration

Delineation 17.3 concludes this outcome by asking students to consolidate their learning about Canadian identity and articulate a preferred vision for what Canada might become in the 21st century.

Students can complete this task by choosing topics or trends related to Canadian Identity (foreign policy, workplace, armed forces, arts and entertainment, standard of living, politics, sustainable use of resources, environment etc.) and outlining their ideas on how they would like Canadian society to evolve within these areas. It also requires students to identify the role / responsibility of citizens in realizing this preferred vision for Canada.

Inquiry and analysis in this section should include:

- *Identify Cause and Consequence* — Within the political arena, identify three factors that have the potential to influence Canada’s future? Explain your ideas. (*Note: This discussion should include consideration for positive and negative factors.*)
- *Consider Perspective* — How might an individual’s culture, ethnicity, or geographical locale impact their vision for Canada’s future?
- *Determine Significance* — What do you consider to be the most pressing challenges facing Canada as we forge into the future?
- *Make Value Judgments* — In which area(s) should Canada invest in to meet the needs of citizens in years to come? (e.g., environment, human rights, elimination of poverty, education)

Enduring Understanding

By the completion of this section students should be able to describe the Canada they want for their children.

Sample Performance Indicator(s)

- Craft a vision statement to guide Canadian policymakers in the future. (*Note: This could be completed as think-pair-share and then merged into a group of four.*)
- Write a five paragraph persuasive essay outlining what role each citizen should play in achieving a preferred vision of Canada for the 21st century.

Unit Six – Canada’s Changing Identity : Creating a Preferred Future

Suggestions for Teaching and Assessment

- Stage a “Future of Canada Conference” in which they role play representatives of each province, territory, the national government, media, special interest groups, and private citizens.
- Invite a special speaker to present ideas and field questions about the future impact of technology on the home and the workplace.
- Form into groups of three or four members to respond to stem statements about a future vision of Canada. The following organizer may be used.

Future Vision of Canada
My future vision of Canada looks like ...
I prefer this kind of future because ...
I will (will not) have a role in shaping this future because ...

- Complete the following chart to gather ideas about their preferred vision of Canada’s future. The topic or trend could relate to the workplace, standard of living, Canada-U.S. relations, sustainable use of resources, Aboriginal autonomy and self-government, and others related to the outcomes/delineations studied.

A Vision for Canada				
Topic/ Trend	Challenges	Opportunities	My Preferred Vision	My Role

- Artistically express (e.g., song, poem, cartoon, poster, dramatic work, vignette, video, etc.) a preferred vision of Canada’s future.

Notes

Suggested Time: 2 hours

Authorized Resource(s)

Canadian Identity

- Chapter Seventeen

Unit Seven

Reflections on Canadian Identity: What it Means to be Canadian

Overview

This concluding unit is designed help students consolidate their learnings in relation of the course theme — Canadian identity.

The intent is that students will complete a culminating activity which enables them to demonstrate an understanding of Canadian Identity. While each student’s leaning will be unique, it is important that students focus on at least one major area of inquiry, e.g., economic, historic, political or social.

Given the range of preferred leaning styles and representations, students should be afforded opportunity to represent their ideas in a variety of ways. Ideally, students will have the opportunity to share their work with other students, their parents, and members of the community.

Outcomes

SCO 18 - The student will be expected to demonstrate their personal understanding of Canadian identity

Processes and Skills

Communication

- Communicate ideas and information to a specific audience
- Express and support a Consider Perspective
- Select media and styles appropriate to a purpose

Inquiry

- Frame questions or hypotheses that give clear focus to an inquiry
- Apply a variety of thinking skills and strategies
- Recognize significant issues and perspectives in an area of inquiry
- Interpret meaning and the significance of information and arguments

Participation

- function in a variety of groupings, using collaborative and cooperative skills and strategies

Unit Seven – Reflections on Canadian Identity: What it Means to be Canadian

Curriculum Outcome

- **SCO 18 - The student will be expected to demonstrate their personal understanding of Canadian identity**

Elaboration

This concluding unit is designed as a bookend to the introductory unit. Whereas the first unit attempts to provide students with a foundation for their study of Canadian Identity, this unit provides an opportunity for students to consolidate their yearlong understandings around the concept of identity. Students will participate in a culminating activity to demonstrate their personal understanding of Canadian Identity in a variety of ways. Ideally, students will have the opportunity to share their work with other students, their parents, and members of the community.

Inquiry and analysis in this section should include:

- *Use Information* – Use a variety of sources to gather information for your exhibit on Canadian identity.
- *Consider Perspective* – How do different cultural groups differ in their representation of Canadian identity?
- *Determine Significance* – Revisit your concept map of what you considered to be the most important aspects of Canada’s identity from unit one. What changes would you make? What aspect of Canadian identity do you think is most important in defining Canada?
- *Make Value Judgments* – Does Canada have an identity? How can it be defined?

Enduring Understanding

By the completion of this section students should have consolidated their ideas into a personal understanding of Canadian identity.

Sample Performance Indicator(s)

- Create an exhibit to share your ideas about Canadian identity. Mediums you can use include a demonstration, diorama, enclosed exhibit, interactive exhibit, gallery, model, period room, re-enactment or virtual museum.

Unit Seven – Reflections on Canadian Identity: What it Means to be Canadian

Suggestions for Teaching and Assessment

- Select a topic that will be a major focus during the year to capture selected attributes of Canadian identity. Examples include but are not limited to:
 - ✓ Canada’s northern location shapes what it is to be Canadian.
 - ✓ The national identity of Canada is rooted in its history.
 - ✓ The Canadian character is one who exercises responsibility for the welfare of others.
 - ✓ Canada needs to identify and deal with challenges that will continue to shape its identity(ies).
 - ✓ Canada is too big and culturally diverse to be captured by a single identity.
 - ✓ A search for Canadian identity(ies) cannot overlook our failures and omissions.
- For the selected topic, develop a mind map to make it specific enough for study and presentation.
- Choose a format for presentation. Examples include:
 - ✓ A vignette that includes three to four attributes of identity related to the topic selected. The vignette should be supported by a storyboard.
 - ✓ A portfolio that contains carefully selected artifacts (e.g., newspaper articles, poems, songs, diary entries, photos, maps, statistics, and advertisements) that illustrate attributes of identity for the topic selected.
 - ✓ A DVD containing a collection of artifacts to include those that would normally form part of a portfolio. The advantage of a digital collection is that it provides a greater opportunity for audio and video clips with student narration. Portfolios may be sampled to construct an electronic portfolio to be housed on a classroom/ school website.
 - ✓ An accordion book that contains selected artifacts (e.g., newspaper articles, poems, photos, maps, copies of original documents).
 - ✓ A mural to visually present a theme.
- Reflect upon what they have learned and the learning process during this culminating exercise. Examples include but are not limited to:
 - ✓ After the vignette: The student may address the audience about the significance of what happened (similar to a dialectical journey entry), express thoughts about how the vignette was developed and how they learned from it (a metacognitive tone), and look back at the personal experiences involved (a reflective tone).
 - ✓ For the portfolio: The student may include journal pages completed during the year for the topic developed; the pages should be selected to show speculative, dialectical, metacognitive entries. A final reflection should summarize these entries. Refer to Appendix F for a discussion of students response journals: types of entries; cuing questions, and examples of lead-ins.
 - ✓ For the DVD format: The student should address the “audience” about the same aspects that apply to the vignette.

Notes

Suggested Time: 2 hours

It is recommended that this outcome be introduced and integrated throughout the several weeks of instruction.

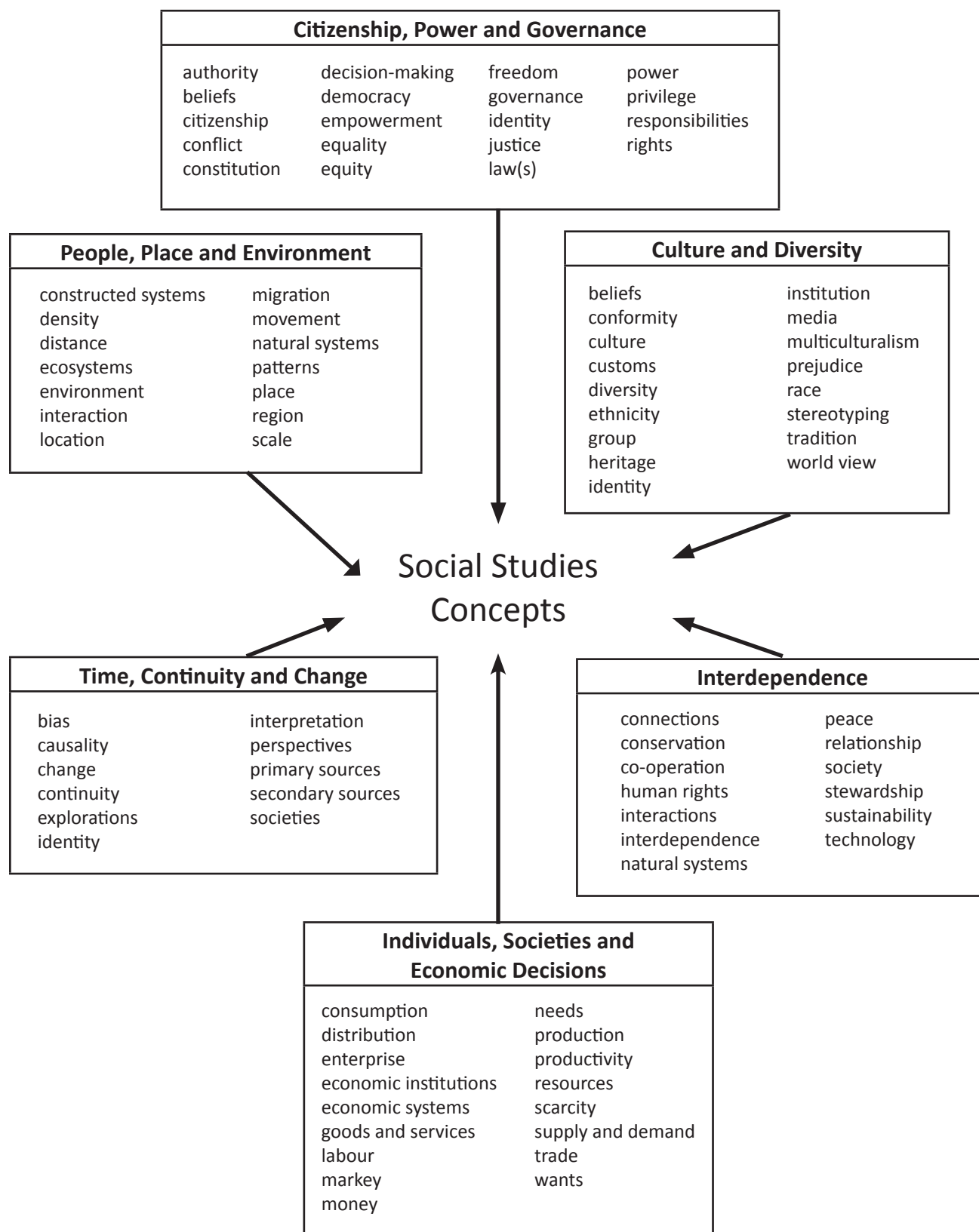
Authorized Resource(s)

Canadian Identity

- Chapter Eighteen

Appendices

Appendix A: Concepts in Social Studies



Appendix B: Process-Skills Matrix

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

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

Process: Communication

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

Process: Communication (continued)

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

Process: Inquiry

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

Process: Inquiry (continued)

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

Process: Participation

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

Process: Participation (continued)

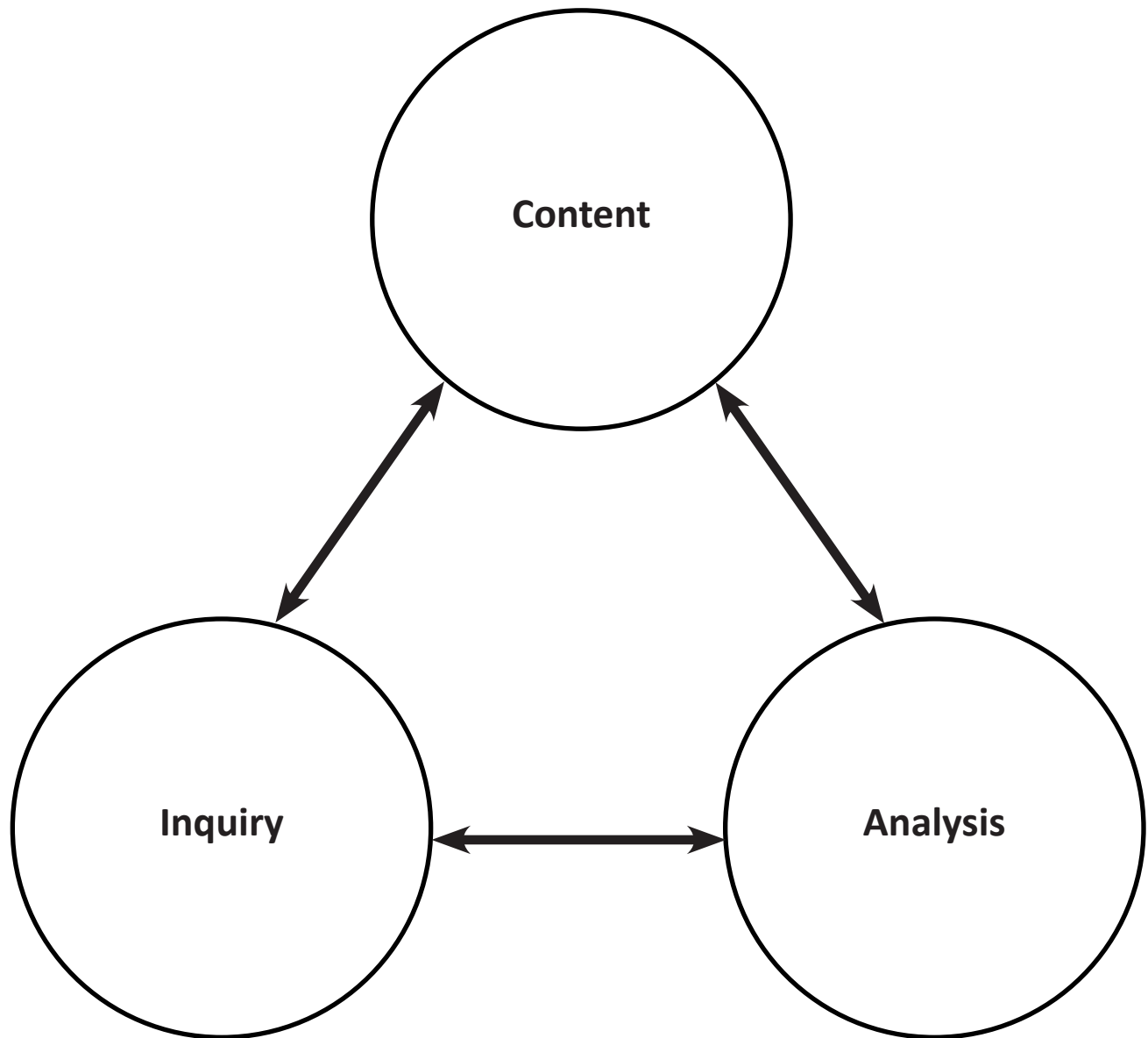
Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Respond to class, school, community, or national public issues	<ul style="list-style-type: none"> • keep informed on issues that affect society • identify situations in which social action is required • work individually or with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

Appendix C: Inquiry and Analysis Used in Social Studies

Introduction

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

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



Inquiry

Strand 1: Ask questions for various purposes

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

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

*Criteria for powerful questions

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

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

Strand 2: Locate and select appropriate sources

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

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

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

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

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

Strand 4: Uncover and interpret the ideas of others

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

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

Strand 5: Assess options and formulate reasoned opinions

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

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

Strand 6: Present ideas to others

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

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

Strand 7: Act cooperatively with others to promote mutual interests

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

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

Analysis

Form: Use Information

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

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

Sample Questions:

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

Form: Make Comparisons

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

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

Sample Questions:

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

Form: Identify Cause & Consequence

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

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

Sample Questions:

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

Form: Consider Perspective

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

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

Sample Questions:

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

Form: Determine Significance

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

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

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

Sample Questions:

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

Form: Make Value Judgements

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

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

Sample Questions:

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

Appendix D: Using Primary Sources in the Classroom

Suggested Uses

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

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

Analyzing Primary Sources

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

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

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

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

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

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

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

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

Appendix E: Examining Issues in History

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

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

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

Appendix F: Student Response Journals

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

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

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

Appendix G: Writing a Historical Essay

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

The historical essay is one of many venues for demonstrating the achievement of outcomes. It is not a language arts essay, although language arts skills speak to effective essay writing. The historical essay at the grade 9 level is not intended to be a highly academic research paper, although some of the rigor of research of the historian still apply. The following model is intended as a guide in the writing of a response to a significant but specific question in history. The teacher is also referred to SCO i, Appendices C and I in this curriculum guide.

1. Identify a topic

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

2. Develop a specific direction or focus question

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

3. Locate sources of information

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

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

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

4. Take notes

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

5. Write the working outline

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

6. Write the first draft

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

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

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

7. Revise the first draft

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

8. Write the final paper

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

Appendix H: Rubrics for Learning and Assessment

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

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

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

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

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

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

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

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

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

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

Appendix I: A FRAMEWORK FOR ASSESSING HISTORICAL THINKING

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BENCHMARKS OF HISTORICAL THINKING: A FRAMEWORK FOR ASSESSMENT IN CANADA

By PETER SEIXAS*

CENTRE FOR THE STUDY OF HISTORICAL CONSCIOUSNESS, UBC

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INTRODUCTION

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

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

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

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

* Carla Peck (UBC) was instrumental in helping refine the historical thinking concepts described in the Benchmarks Framework. We would also like to acknowledge the contributions of the participants of the April and August 2006 symposia.

- understand the *moral dimension* of historical interpretations (this cuts across many of the others: how we, in the present, judge actors in different circumstances in the past; how different interpretations of the past reflect different moral stances today; when and how crimes of the past bear consequences today. What is to be done today, about the legacy of aboriginal residential schools?)

Taken together, these tie “historical thinking” to competencies in “historical literacy.”⁴ This formulation is neither the last word on historical thinking nor the only way to approach it. As Patrick Watson wrote, in his report on the April, 2006, Benchmarks Symposium, (citing Niels Bohr) on physics and mathematics, “the achievement of a new formula was not, in fact, a movement towards *truth*, but rather the development of language that the research community could agree upon, as representing the objectives of the search.”

It is also important to note that these elements are not “skills” but rather a set of underlying concepts that guide and shape the practice of history. In order to understand *continuity and change*, for instance, one must know *what* changed and *what* remained the same. “Historical thinking” only becomes meaningful with substantive content.

A FRAMEWORK FOR ASSESSING HISTORICAL THINKING

In order to think historically, historians, the public in general, and school students in particular must:

ESTABLISH HISTORICAL SIGNIFICANCE

The principles behind the selection of what and who should be remembered, researched, taught and learned.

The past is everything that ever happened to anyone anywhere. We cannot remember or learn it all. We put effort into learning about and remembering that which is historically significant, but how are those choices made? Students who do not think about significance may simply take what is presented to them (by the textbook or teachers) to be significant, without any further thought. Alternatively, but just as problematically, students may equate “significant” with “interesting to me.” The keys to more sophisticated notions of significance lie in being able to connect particular events or trends to others in a variety of ways. Thus, significant events include those that resulted in great change over long periods of time for large numbers of people (e.g., World War II). But there are other possible criteria for significance.⁵ The problem of significance is complicated because it depends on perspective and purpose: what is viewed as historically significant may vary over time and from group to group.

ASPECTS OF SIGNIFICANCE:

- a) **Resulting in change** (The event/person/development had deep consequences, for many people, over a long period of time.)
- b) **Revealing** (The event/person/development sheds light on enduring or emerging issues in history and contemporary life or was important at some stage in history within the collective memory of a group or groups.)

Note: Many topics will demonstrate *either* (a) or (b) but not necessarily *both*. Also note, for either of these, students can establish the historical significance of an event or person by linking it to other events in a historical narrative or argument. “It is significant because it is in the history book,” and “It is significant because I am interested in it,” are both inadequate explanations of historical significance.

AT THE MOST SOPHISTICATED LEVEL, STUDENTS WILL BE ABLE TO:

- a) Demonstrate how an event, person or development is significant either by showing how it is embedded in a larger, meaningful narrative OR by showing how it sheds light on an enduring or emerging issue.
- b) Explain how and why historical significance varies over time and from group to group.

POTENTIAL STUDENT TASKS:

- a) Explain what made [X] significant.
- b) Choose the “most significant events” [e.g., in Canadian history; in the 20th century; for new immigrants to Canada], and explain your choices.
- c) Identify and explain differences in significance over time or from group to group (e.g. Why is women’s history more significant now than 50 years ago? Why do Canadians consider Louis Riel significant, while Americans generally don’t?).

USE PRIMARY SOURCES AS EVIDENCE IN CONSTRUCTING KNOWLEDGE ABOUT THE PAST

This includes how to find, select, interpret, and contextualize primary sources. There are distinctions among forms of evidence, e.g., records, testimony, relics, demanding some different kinds of questions. Reading a source for evidence demands different strategies than reading a source for information. The contrast may be seen in an extreme way in the difference between reading a phone book (for information) and examining a boot-print in the snow outside a murder scene (for evidence). We don't ask ourselves, as we look up phone numbers, "who wrote this phonebook; why was it organized in this way" (unless, perhaps, we get a wrong number). On the other hand, with the boot-print, a trace of the past, we examine it to see if it offers clues about the person who was wearing the boot, when the print was made, and what was going on at the time. The first thing to establish here is "what is this indentation in the snow?" that is, "what is it?" History textbooks are generally used more like phone books: they are a place to look up information. Primary sources must be read differently. To make sense of them, we need to contextualize them and make inferences from them.

ASPECTS OF EVIDENCE:

(Note: "author" here is used broadly to mean whoever wrote, painted, photographed, drew, or otherwise constructed the source.)

- a) Good questions are necessary in order to turn a source into evidence, the first question being, "What is it?"
- b) Authorship: the position of the author(s) is a key consideration.
- c) Primary sources may reveal information about the (conscious) purposes of the author as well as the (unconscious) values and worldview of the author.
- d) A source should be read in view of its historical background (contextualization).
- e) Analysis of the source should also provide new evidence about its historical setting.

AT THE MOST SOPHISTICATED LEVEL, STUDENTS WILL BE ABLE TO:

- a) Use several primary sources to construct an original account of a historical event.

POTENTIAL STUDENT TASKS:

- a) Find and select primary sources appropriate for responding to historical questions.
- b) Formulate questions about a primary source, whose answers would help to shed light on the historical context.
- c) Analyze a primary source for the purposes, values and worldview of the author.
- d) Compare points of view and usefulness of several primary sources.
- e) Assess what can and can't be answered by particular primary sources.
- f) Use primary sources to construct an argument or narrative.

IDENTIFY CONTINUITY AND CHANGE

Continuity and change provide a fundamental way to organize the complexity of the past. There are lots of things going on at any one time. Changes happen at different paces at different times in history, and even at the same time in different aspects of life. For example, technological change might happen very rapidly at a time when there is little political change. One of the keys to continuity and change is looking for change where common sense suggests that there has been none and looking for continuities where we assumed that there was change. Students sometimes misunderstand the history as a list of events. When they see that some things change while others remain the same, they achieve a different sense of the past. They will no longer say, “nothing happened in 1901.” Judgments of continuity and change can be made on the basis of comparisons between some point in the past and the present, or between two points in the past (e.g., before and after the French Revolution). **Note: Because continuity and change are so closely tied to cause and consequence, student tasks may often join the two.**

ASPECTS OF CONTINUITY AND CHANGE:

- a) Continuity and change are interrelated: processes of change are usually, continuous, not isolated into a series of discrete events.
- b) Some aspects of life change more quickly in some periods than others. Turning points, perhaps even tipping points, help to locate change.
- c) Progress and decline are fundamental ways of evaluating change over time. Change does not always mean progress.
- d) Chronology can help to organize our understanding of continuity and change (you cannot understand continuity and change without knowing the order in which things happened.)
- e) Periodization can help to organize our understanding of continuity and change.

AT THE MOST SOPHISTICATED LEVEL, STUDENTS WILL BE ABLE TO:

- a) Explain how some things continue and others change, in any period of history.
- b) Identify changes over time in aspects of life that we ordinarily assume to be continuous; and to identify continuities in aspects of life we ordinarily assume to have changed over time.
- c) Understand that periodization and judgments of progress and decline can vary depending upon purpose and perspective.

POTENTIAL STUDENT TASKS:

- a) Place a series of pictures in chronological order, explaining why they are placed in the order they are.
- b) Compare two (or more) documents from different time periods and explain what changed and what remained the same over time.
- c) Assess progress and decline from the standpoint of various groups since a certain point in time.

ANALYZE CAUSE AND CONSEQUENCE

Central to cause and consequence is the active role, or agency, that people (as individuals and groups) play in promoting, shaping, and resisting change in history. Causes are related to, but distinguishable from, motivations (or intentions) of any group or individual. They are multiple and layered, involving both long-term ideologies, institutions, and conditions, and short-term actions and events. Causes that are offered for any particular event (and the priority of the various causes) may differ, based on the scale of the overall historical narrative, and ideological perspectives and approaches of the historian.

ASPECTS OF CAUSE AND CONSEQUENCE:

- a) Human beings cause historical change, but they do so in contexts that impose limits on change. Constraints come from the natural environment, geography, historical legacies, as well as other people who want other things. Human actors (agents) are thus in a perpetual interplay with conditions, many of which (e.g., political and economic systems) are the legacies of earlier human actions.
- b) Actions often have unintended consequences.

AT THE MOST SOPHISTICATED LEVEL, STUDENTS WILL BE ABLE TO:

- a) Identify the interplay of intentional human action, and constraints on human actions in causing change.
- b) Identify various types of causes for a particular event, using one or more accounts of the event.
- c) Be able to construct counterfactuals (e.g., if Britain had not declared war on Germany in 1914, then...)

POTENTIAL STUDENT TASKS:

- a) Examine an everyday event (e.g. a car accident) for its potential causes (e.g., the skill and response time of the driver, the state of health or drowsiness of the driver, distraction of the driver, violation of driving rules, the condition of the cars, the technology of the cars, the weather, the road signage, absence of traffic lights, the culture which glorifies speed, the size of the oncoming SUV, etc.)
- b) Analyze a historical passage, and identify “types of causes,” (e.g., economic, political, cultural; conditions, individual actions) that it offers as causes.
- c) Examine the relationship between an individual actor’s motivations and intentions, and the consequences of their actions.
- d) Create a schematic chart of the causes of [e.g., the Japanese internment] and explain their arrangement.
- e) How might people at the time have explained the causes of [x] and how does that differ from how we would explain it now?

TAKE A HISTORICAL PERSPECTIVE

“The past is a foreign country” and thus difficult to understand. At the same time understanding the foreignness of the past provides a sense of the range of human behaviour and social organization, alternatives to taken-for granted conventional wisdom, and a wider perspective for our present preoccupations. Historical perspective-taking is the cognitive act of understanding the different social, cultural, intellectual, and even emotional contexts that shaped people’s lives and actions in the past. Though it is sometimes called “historical empathy,” it is very different from the common-sense notion of deep emotional feeling for and identification with another person.

ASPECTS OF HISTORICAL PERSPECTIVE-TAKING:

- a) Taking the perspective of historical actors depends upon evidence for inferences about how people felt and thought (avoiding presentism—the unwarranted imposition of present ideas on actors in the past). Empathetic leaps that are not based in evidence are historically worthless.
- b) Any particular historical event or situation involves people who may have diverse perspectives on it. Understanding multiple perspectives of historical actors is a key to understanding the event.
- c) Taking the perspective of a historical actor does not mean identifying with that actor.

AT THE MOST SOPHISTICATED LEVEL, STUDENTS WILL BE ABLE TO:

- a) Recognize presentism in historical accounts.
- b) Use evidence and understanding of the historical context, to answer questions of why people acted the way they did (or thought what they did) even when their actions seem at first irrational or inexplicable or different from we would have done or thought.

POTENTIAL STUDENT TASKS:

- a) Write a letter, diary entry, poster (etc.) from the perspective of [x], based either on some sources provided by the teacher, or sources the students find.
- b) Compare primary sources written (or drawn, painted, etc.) from two opposing or differing perspectives about a given event. Explain their differences.

UNDERSTAND THE MORAL DIMENSION IN HISTORY

Historians attempt to hold back on explicit moral judgments about actors in the midst of their accounts. But, when all is said and done, if the story is meaningful, then there is a moral judgment involved. Thus, we should expect to learn something from the past that helps us in facing the moral issues of today. One (but not the only) way that the moral dimension of history comes into play is through the legacies of past action: when do we owe debts of memory [e.g., to fallen soldiers] or of reparations [e.g., to victims of aboriginal residential schools]?

ASPECTS OF THE MORAL DIMENSION:

- a) All meaningful historical accounts involve implicit or explicit moral judgment.
- b) Moral judgment in history is made more complex by collective responsibility and profound change over time. In making moral judgments of past actions, we always risk anachronistic impositions of our own standards upon the past.
- c) Historians often deal with the conflict between a) and b) by 1) framing questions that have a moral dimension; 2) suspending judgments in order to understand the perspectives of the historical actors; finally 3) emerging from the study with observations about the moral implications, today, of their narratives and arguments.

AT THE MOST SOPHISTICATED LEVEL, STUDENTS WILL BE ABLE TO:

- a) Make judgments about actions of people in the past, recognizing the historical context in which they were operating.
- b) Use historical narratives to inform judgments about moral and policy questions in the present.

POTENTIAL STUDENT TASKS:

- a) Examine a historical issue involving conflict [e.g., attitudes for and against women getting the vote; why Canada admitted such a small number of refugee Jews 1933-39; the outlawing of the potlatch], identify the perspectives that were present at the time, and explain how these historical conflicts can educate us today.
- b) Students identify a moral issue today [e.g. Canadians' role as peacekeepers, private vs. public health care, protection of the environment], research aspects of its historical background, explain the implications of the history for today.

References

1. Osborne, K. (2004). *Canadian History in the Schools*. Toronto: Historica, p. 13. (<http://www.histori.ca/prodev/file.do?id=20688>, accessed 8/9/2006).
2. Lee, P., & Shemilt, D. (2003). A scaffold, not a cage: progression and progression models in history. *Teaching History*, 113, pp.2-3.
3. Ashby, R. (2005). The nature of levels and issues of progression in history: Notes and extracts for reflection, *PGCE Support Materials* (p. 7). England: Institute of Education. These have been radically transformed in the new British National Curriculum. <http://www.ncaction.org.uk/subjects/history/levels.htm> (accessed April 3, 2006) For Seixas' earlier formulation, see Seixas, P. (1996). Conceptualizing the growth of historical understanding. In D. Olson & N. Torrance (Eds.), *Handbook of Education and Human Development: New Models of Learning, Teaching, and Schooling* (pp. 765-783). Oxford, UK: Blackwell.
4. In earlier versions, the term "literacy" was used rather than "thinking." The April 2006 Benchmarks Symposium had discussed at length the connotations of these and other terms, without a definitive conclusion as to which should define the project. Further response to the term "literacy" since the Symposium points to its connections to E.D. Hirsch's "cultural literacy" and the connotation of a list of facts-to-be-learned in common. As this project does not aim to revise the factual *content* of provincial history curricula, "literacy" may convey the wrong message. On the other hand, deep literacy (e.g., reading for point-of-view and writing as argument) are central to the goals of the Benchmarks Framework.
5. Counsell, C. (2004). Looking through a Josephine-Butler-shaped window: focusing pupils' thinking on historical significance. *Teaching History*, 114, 30-36.

Author's Note: *As of June 2011 the "Benchmarks of Historical Thinking" has been relaunched as "The Historical Thinking Project".*

