
Public and Catholic District School Board Writing Partnership

Locally Developed Compulsory Credit Course

Course Profile Canadian History

Grade 10
CHC2L

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Acknowledgments – Canadian History

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Course Overview

Locally Developed Compulsory Credit Course: Canadian History, Grade 10, CHC2L

Course Description

This course focuses on the connections between the student and key people, events, and themes in Canadian history from World War I to the present. Students prepare for the Grades 11 and 12 Workplace Preparation history courses through the development and extension of historical literacy and inquiry skills.

Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships, and changes since 1914, are explored through guided investigation.

Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practise reading, writing, visual, and oral literacy skills, and mathematical literacy skills to identify and communicate ideas in a variety of forms.

How This Course Supports the Ontario Catholic School Graduate Expectations

This course provides students with opportunities to reflect on their personal and national identity, and relationships that can be placed within a Catholic perspective. Teachers provide many and varied opportunities for students to discuss, read, write and analyse past and current issues that relate to their own lives and to their roles as contributing members of a Catholic faith community and citizens of Canadian society. The course content enables students to study and evaluate past events guided by Catholic social teaching. It promotes the importance of students collaborating with others while developing increasing independence and responsibility for themselves.

The course heavily emphasizes the process-based development of skills in talking, listening, reading, viewing, writing, determining perspectives, and empathizing; as well as helping students to extend their abilities as effective communicators who can articulate Catholic beliefs. Considerable importance is also placed on the continued development of students' skills in thinking reflectively, critically, and creatively. Through the interaction, dialogue, and activities in this course, students are called upon to live their Catholic faith through caring service to others, thus bearing witness to their membership in a Christ-centred community.

Course Notes

This Course Profile is a sample course of study that teachers can use in its entirety, in part, or adapt to meet the specific needs of students in their classrooms.

The Course Profile incorporates elements of the three strands of the LDCC Canadian History, Grade 10 course: Our Identity, Our Relationships, and How Change Affects Us. Each strand contains three substrands:

- *Examining Identity* (Strand 1), *Examining Relationships* (Strand 2), *Examining Change* (Strand 3) focuses on students developing understanding of key concepts.
- *Making Connections* focuses on the connections between the content and students' experiences.
- *Developing Skills in Historical Literacy* focuses on building historical literacy and inquiry skills.

In each of the units, students are given opportunities to make personal connections with the time period and issues facing individuals. They are consistently provided with contemporary examples to illustrate historical concepts. Throughout the units, students are taught the content and skills required to complete the course culminating task.

The key area of literacy skills development requires considerable attention. It is recommended that teachers refer to the introduction of the subject document: *Locally Developed Compulsory Credit Course: Canadian History, Grade 10* (pp. 3–5) for more in-depth information. Teachers must have an array of strategies to support students in reading and writing tasks. They must carefully select a range of readings, appropriate to the skills level of the students so that they can approach new reading material with some confidence. Early diagnostic assessment of students as they approach reading tasks will inform the teacher’s selection of appropriate reading material.

To further assist students in their development of literacy skills:

- Establish a classroom word wall for unfamiliar and significant vocabulary related to identity, change, and relationships for students to refer to throughout the unit and the entire course (*Think Literacy: Cross-Curricular Approaches, Grade 7–12*, pp. 30–33). Add new terminology as it is introduced throughout the course.
- Prepare a Canada Is... bulletin board that includes the titles Identity, Relationships, and Change. Students can add to this visual display throughout the course.

Students have opportunities to reinforce and apply mathematical literacy skills as they interpret and present data, e.g., charts, graphs, timelines.

As students study events in Canadian history, teachers must guide them in understanding and respecting different perspectives. Throughout the units in this Course Profile, students have many opportunities to consider the importance of balance in historical portrayals, points of view, and representations.

Course Profile Organization

This Course Profile introduces and supports the development of essential, literacy, and historical literacy skills. Throughout the unit activities, a continuum of skills is presented and these skills are reinforced using historical content from the contemporary time period. The skills are synthesized during the course culminating activity.

The Course Profile is organized chronologically to provide students with a framework as they progress from one time period to another. Within the units, there are opportunities to reinforce the concepts and skills identified by the strands and themes of the course.

Units: Titles & Time

Unit 1	Canada Comes of Age 1914–1928	30 hours
Unit 2	Becoming Canadian 1929–1958	25 hours
Unit 3	A Country to Call Our Own 1959–1982	30 hours
Unit 4	Being Canadian	25 hours

Unit Overviews

Unit 1: Canada Comes of Age 1914–1928

Time: 30 hours

Unit Description

Students are introduced to three main historical concepts: identity, change, and relationship by making connections between their own lives and Canadian history.

Students draw conclusions about the inevitability of World War I, develop empathy through dramatizations and readings about soldiers in the trenches and people coping on the home front, and examine the nature of propaganda by creating a poster. Students answer the question: Was Canada a Great Place to Live in the 1920s? by summarizing notes, making inferences, role-playing significant individuals, and supporting their opinions. The activities focus on developing oral communication skills, note taking, reading and viewing for meaning, and exploring historical issues from multiple perspectives. This unit supports the skills development that students require to complete the course culminating activity, the Canadian History Hall of Fame.

Unit Synopsis Chart

Activity/Time	Learning Expectations	Achievement Chart Categories	Tasks
1.1 What's Canada's Identity? 3 hours	IDV.01, IDV.03, ID1.01, ID3.01 REV.01, REV.03, RE1.01, RE3.01 CHV.01, CHV.03, CH1.01, CH3.01 CGE2a, 2c, 4a, 4g, 5e	Knowledge and Understanding, Thinking, Communication	<ul style="list-style-type: none">• Students make inferences and participate in class discussions about Canada's identity.• Students create a visual, describing Canada's national and international relationships.
1.2 Was World War I Inevitable? 6 hours	IDV.01, IDV.02, IDV.03, ID1.01, ID3.01, ID3.06 REV.01, REV.02, REV.03, RE1.01, RE1.05, RE3.04 CGE2c, 2d, 2e, 3c, 5g	Knowledge and Understanding, Thinking, Communication	<ul style="list-style-type: none">• Students investigate causes of World War I, make inferences, and produce a supported opinion on whether or not the war could have been avoided.• Students complete maps, view multimedia, and use statistics and organizers during their investigation.
1.3 What Was It Like to Serve in World War I? 6 hours	IDV.01, IDV.02, IDV.03, ID1.01, ID1.04, ID3.01, ID3.03, ID3.07 REV.01, REV.02, REV.03, RE1.04, RE3.01, RE3.04 CHV.02, CHV.03, CH1.01, CH3.01 CGE2c, 2d, 2e, 3c, 4f	Knowledge and Understanding, Thinking, Communication, Application	<ul style="list-style-type: none">• Students critically view various media forms and summarize information about major battles and technology of war.• Students create a commemorative stamp and write a brief report in role as a war photographer.

Activity/Time	Learning Expectations	Achievement Chart Categories	Tasks
<p>1.4 What Was It Like To Be Back Home in Canada?</p> <p>6 hours</p>	<p>IDV.01, IDV.02, IDV.03, ID1.01, ID1.03, ID1.05, ID3.01, ID3.04, ID3.07</p> <p>REV.01, REV.02, REV.03, RE1.01, RE1.04, RE1.05, RE3.01, RE3.02, RE3.04</p> <p>CHV.01, CHV.03, CH1.02, CH3.02</p> <p>CGE2a, 2c, 2d, 3b, 3d, 4f</p>	<p>Knowledge and Understanding, Thinking, Communication</p>	<ul style="list-style-type: none"> • Students write in role to a person on the home front to communicate how their lives have been changed by the war. • Students interpret statistics, create a recruitment poster, and role-play viewpoints on conscription. • Students write an opinion paragraph based on a dramatization.
<p>1.5 Canada in the 1920s: A Time of Great Change</p> <p>6 hours</p>	<p>IDV.01, IDV.03, ID1.01, ID1.02, ID3.01, ID3.04, ID3.07</p> <p>REV.01, RE1.01, RE1.04, RE2.01, RE3.01</p> <p>CHV.01, CHV.02, CHV.03, CH1.01, CH2.01, CH2.02, CH2.03, CH3.01, CH3.03, CH3.05, CH3.06, CH3.07</p> <p>CGE2a, 2b, 2c, 2d, 2e, 3c, 4a, 4g</p>	<p>Thinking, Communication, Application</p>	<ul style="list-style-type: none"> • Students work in cooperative groups to create a concept map on technology. • Students compare contemporary, popular culture to popular culture of the 1920s, generate questions, and role-play an interview with a teenager of the 1920s. They write a comparison paragraph on popular culture of the 1920s and today. • Students consider multiple perspectives on the prohibition issue and differentiate between facts and opinions. • Students investigate ‘great’ Canadians of the 1920s using a jigsaw strategy. • Students discuss the question: Was Canada a great place to live in the 1920s? and give supporting reasons for their answer.
<p>1.6 Unit Culminating Activity: Photo Essay</p> <p>3 hours</p>	<p>IDV.01, IDV.02, IDV.03</p> <p>REV.01, REV.02, REV.03</p> <p>CHV.01, CHV.02, CHV.03</p> <p>CGE2b, 2c, 2d, 2e, 3c, 4a, 5g</p>	<p>Knowledge and Understanding, Thinking, Communication, Application</p>	<ul style="list-style-type: none"> • Students develop criteria for selecting significant Canadian people, events, and things. They research visual sources, select photographs, and write explanations.

Unit 2: Becoming Canadian 1929–1958

Time: 25 hours

Unit Description

Students investigate Canada’s maturation between 1929 and 1958. Students examine major events such as the Great Depression, World War II, and post–World War II realities to gain a better appreciation of Canadian identity and independence. Students further develop visual literacy skills and use a wider range of reading, writing, and recording strategies. The unit culminating task provides information about individuals, events, and innovations that could form part of the course culminating activity.

Unit Synopsis Chart

Activity/Time	Learning Expectations	Achievement Chart Categories	Task
2.1 Personal Identity and a Connection to the Era 1 hour	ID1.01, ID3.01 RE1.01, RE3.01 CH1.01, CH3.01 CGE2c, 2d, 3c, 4a	Thinking, Communication	<ul style="list-style-type: none">• Students create a personal timeline.• Students organize and record personal information related to identity, relationships, and change.
2.2 Canadians Cope with the Great Depression 5.5 hours	ID1.02, ID1.03, ID2.01, ID3.02 REV.01, REV.02, REV.03, RE1.01, RE1.02, RE1.04, RE2.02 CHV.01, CHV.02, CH1.04, CH2.02 CGE1d, 2b, 2c, 2d, 3d	Knowledge and Understanding, Thinking	<ul style="list-style-type: none">• Students simulate the Stock Market Crash.• Students organize information on the effects of the Depression and responses to these effects and assess and compare conditions of the 1920s and 1930s and today.• Students investigate the new political parties that were formed after the Depression.
2.3 Nazism and the Holocaust 4 hours	IDV.02, ID1.06, ID3.05 REV.02, REV.03, RE1.05, RE2.01, RE3.05 CHV.01, CH2.03 CGE1d, 1h, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 5e, 7f	Knowledge and Understanding, Thinking	<ul style="list-style-type: none">• Students follow Hitler’s rise to power and the persecution that resulted.• Students make conclusions about the Holocaust and how to prevent similar events in the future.• Students compare these acts of genocide with contemporary examples.
2.4 Canadians “Move Out” But Must Fight Again 3 hours	IDV.01, IDV.02, IDV.03, ID1.04, ID1.05 CH2.02 CGE2b, 2c, 2d, 2e, 3b, 5a, 5e	Knowledge and Understanding, Thinking, Communication	<ul style="list-style-type: none">• Students create a visual organizer to chronicle events leading to Canadian independence.

Activity/Time	Learning Expectations	Achievement Chart Categories	Task
2.5 Total War for Canada 4 hours	IDV.02, ID1.02, ID1.03, ID1.06 REV.02, REV.03, RE1.01, RE1.03, RE1.04, RE1.05, RE2.01, RE2.02 CHV.01, CH1.04 CGE1d, 2a, 2b, 2c, 2d, 3c, 3d, 5a, 7f	Knowledge and Understanding, Thinking, Communication, Application	<ul style="list-style-type: none"> • Students create a news report about how Canada was involved in World War II. • Students view a video and make notes about Canada's involvement in World War II. • Students complete a place mat activity as they study the devastation and destruction caused by the war.
2.6 Booming Fifties 3 hours	ID2.04 RE1.01, RE2.03 CHV.01, CH1.03, CH1.04, CH2.01, CH2.02 CGE1d, 2a, 2b, 2c, 2d, 3c, 3d, 5a, 7f	Knowledge and Understanding, Thinking, Communication	<ul style="list-style-type: none"> • Students explore communication technology and the impact of the automobile on Canadian society as examples of the post-war prosperity.
2.7 Independence and Security 2 hours	IDV.01, IDV.02, IDV.03, ID1.04, ID1.05, ID1.06, ID2.04 RE1.03, RE1.05, RE2.02, RE2.03 CHV.02, CH1.01, CH1.02 CGE2a, 2b, 2c, 2d, 2e, 3c, 5a, 7g	Knowledge and Understanding, Thinking	<ul style="list-style-type: none"> • Students examine the Korean War as an example of international tensions in the 1950s. • Students examine the contributions Canada made in the events after World War II to the end of the 1950s.
2.8 Timeline for Canada 2.5 hours	IDV.01, ID1.05, ID3.01, ID3.07 RE2.02 CGE2a, 2b, 2c, 2d, 3c, 5a, 5e	Knowledge and Understanding, Thinking, Communication, Application	<ul style="list-style-type: none"> • Students construct a group timeline by selecting key events and personalities that contributed to the development of Canadian identity. • Individual students within each group write a short commemorative newspaper article, focusing on a specific individual or event, and include an appropriate photograph.

Unit 3: A Country to Call Our Own 1959–1982

Time: 30 hours

Unit Description

During the turbulent years of the 1960s and 1970s, Canada took many steps towards maturity. Creating a more inclusive immigration policy, promoting Canadian arts and letters, and repatriation of the Constitution in 1982 are examples of how Canada's identity as a middle power in the world was becoming evident. It was also a time of social change in the nation. The women's movement, the rise of the baby-boom generation, Quebec separatism, the birth of environmentalism, dealing with the realities of the Cold War as a nation between the two superpowers, Aboriginal rights, technological advances in micro-technology, the energy crisis, and inflation were all signs of the times.

Students apply critical-thinking skills such as inferencing, interpreting, and making judgements as they examine this period in Canadian history. They practise these skills in preparation for completing the course culminating task.

Unit Synopsis Chart

Activity/Time	Learning Expectations	Assessment Category	Tasks
3.1 Demography and Technological Change 3 hours	IDV.01, ID1.06, ID3.01, ID3.05 REV.01 CHV.01, CH1.02, CH1.03, CH3.02, CH3.03 CGE2b, 7f	Knowledge and Understanding, Thinking	<ul style="list-style-type: none">• Students interpret statistical information, conduct oral interviews, and convey findings.• Students gather data and present it in a graph.• Students examine the effects of technology and state the pros and cons.
3.2 A Time of Protest, A Time of Change 3 hours	IDV.02, ID1.06, ID3.01, ID3.02 REV.01, RE1.02 CHV.03, CH1.02, CH3.04 CGE1d, 2b, 3c, 4a, 4b, 5a, 7f	Knowledge and Understanding, Thinking, Communication, Application	<ul style="list-style-type: none">• Students examine and discuss protest movements and their effect on Canadian society. They explain their reasoning in a mock interview.
3.3 Economics: Moving and Making Canada 3 hours	IDV.01, ID3.01 REV.01, RE1.04 CHV.01, CH1.03, CH1.04, CH3.02, CH3.03, CH3.04 CGE2b, 2e, 3f, 4a, 4b, 5a	Knowledge and Understanding, Thinking, Communication, Application	<ul style="list-style-type: none">• Students produce a cause-and-effect organizer about mega-projects and produce a public service announcement promoting the benefits of one mega-project for Canada.

Activity/Time	Learning Expectations	Assessment Category	Tasks
3.4 Canada's Constitution 6 hours	IDV.03, ID1.02, ID1.03, ID1.05, ID1.06, ID3.01, ID3.02, ID3.03, ID3.05, ID3.06 REV.03, RE1.02, RE3.02 CHV.03, CH2.02 CGE1d, 2b, 3c, 3f, 7f	Knowledge and Understanding, Communication, Application	<ul style="list-style-type: none"> • Students examine one of the rights and freedoms from the Charter and make a poster showing three examples. • Students make connections to the impact of the Charter today by presenting three fully explained examples to support their point of view. • Students write Trudeau a letter as if they were Lévesque or an Aboriginal leader, outlining their reasons for opposing the Charter.
3.5 Canada and the United States 6 hours	IDV.01, IDV.03, ID2.01, ID2.04, ID3.07, ID3.08 REV.02, RE1.03, RE2.02, RE2.03, RE3.03, RE3.04 CHV.01, CHV.02, CH1.03, CH2.02, CH2.03 CGE1d, 2e, 3c	Knowledge and Understanding, Thinking, Communication, Application	<ul style="list-style-type: none"> • Students examine American influence on Canada's culture and produce a collage. • Students prepare an oral argument about the influence of American politics. • Students produce a pro/con chart as they investigate trade relationships between Canada and the U.S.
3.6 Canada and the World 1958–1982 4 hours	IDV.01, ID2.01, ID3.07 REV.02, RE1.03, RE1.05, RE2.01, RE2.02, RE2.03, RE3.04, RE3.07 CHV.02, CH2.03 CGE1h, 2c, 3f, 7f	Knowledge and Understanding, Thinking, Communication	<ul style="list-style-type: none"> • Students read about Canada's international relationships during the Cold War and the role Canadians have played on the world stage. They investigate Canada's role in various organizations and events and produce a data sheet.
3.7 People and Events that Impacted on Canadian Society 1958–1982 5 hours	IDV.01, ID1.01, ID3.04 REV.02, RE1.01 CHV.03, CH2.01, CH3.05 CGE2b, 2d, 7g	Knowledge and Understanding, Thinking, Communication, Application	<ul style="list-style-type: none"> • Students reflect on the Canadian personalities and events that shaped our nation in this time period and compare and contrast their historical significance. They develop a profile for the person or event.

Unit 4: Being Canadian

Time: 25 hours

Unit Description

Students explore contemporary Canada from a variety of perspectives – the physical, political, social, economic, and personal components that merge to form a Canadian identity. Students examine how individual and group identities are protected in Canada, specifically by analysing Aboriginal issues and Quebec’s place in Canada. As students investigate the many ways Canada celebrates its identity and its successes, they have opportunities to make connections to previous units where they studied national and international relationships and the changes Canada has experienced. For the course culminating activity, students choose a person or event that best represents their understanding of what it means to be a Canadian for a Canadian Hall of Fame display.

Unit Synopsis Chart

Activity/Time	Learning Expectations	Achievement Chart Categories	Tasks
4.1 How Heritage/Culture Contribute to Canada’s Identity 4 hours	IDV.03, ID1.01, ID3.01, ID3.04 REV.02, REV.03, RE3.06 CH2.03 CGE2a, 2b, 2c, 2d, 3c, 5e	Thinking, Communication, Application	<ul style="list-style-type: none">• Students practise their oral presentation skills by exhibiting an artifact that illustrates their heritage.• Students make connections between their heritage and people and events in Canadian history.
4.2 Quebec and Canada’s Evolving Identity 4 hours	IDV.02, ID2.03 REV.01, RE1.02, RE1.04 CH2.02, CH2.04, CH3.07 CGE 2b, 2d, 3c	Knowledge and Understanding, Thinking, Communication	<ul style="list-style-type: none">• Students investigate both sides of the issue of Quebec separation and present a supported opinion.
4.3 Aboriginal People and Canada’s Evolving Identity 3 hours	IDV.02, IDV.03, ID1.02, ID2.02, ID3.02 REV.01, RE1.04 CHV.02, CH2.02, CH2.03 CGE2a, 2b, 2c, 2d, 3c, 7g	Knowledge and Understanding, Thinking, Application, Communication	<ul style="list-style-type: none">• Students assess actions of key players in the Oka confrontation and present an oral defence.
4.4 Contributions to Canadian Identity 3 hours	IDV.01, IDV.02, ID3.01, ID3.07 REV.02, RE2.02 CHV.02, CH2.01 CGE2b, 2d, 3c, 5e	Thinking, Communication	<ul style="list-style-type: none">• Students use an organizer to collect biographical data on selected Canadians.• Students act in role to present this person’s autobiography.

Activity/Time	Learning Expectations	Achievement Chart Categories	Tasks
4.5 Celebrating Canada 4 hours	IDV.01, IDV.03, ID1.04, ID2.02 REV.03, RE3.01 CGE2b, 2d, 3c, 5a, 7b	Thinking, Communication	<ul style="list-style-type: none"> • Students investigate the contributions of various institutions/awards/festivals and create a poster advertisement.
4.6 Canadian History Hall of Fame Course Culminating Activity 7 hours	IDV.01, IDV.02, IDV.03, ID2.01, ID3.01, ID3.05, ID3.07 REV.01, REV.02, REV.03 CHV.01, CHV.02, CHV.03, CH1.02, CH2.01, CH3.05 CGE1d, 2b, 2c, 2d, 3b, 3c, 7g	Knowledge and Understanding, Thinking, Application, Communication	<ul style="list-style-type: none"> • Students develop criteria for assessing the impact a specific person, group, or event has on Canada. • Students use research skills to gather information from a variety of sources. • Students use oral and visual communications skills to convey information and support their decisions.

Teaching/Learning Strategies

The Course Profile provides a model for teachers that focuses on the strengths of the students in comprehending the key concepts of the course. The variety of teaching strategies are meant to appeal to students and address their various learning styles.

In completing the tasks, students apply literacy skills along with historical literacy skills – cause and effect, identifying perspectives, empathizing with historical figures, critical thinking and communicating in a variety of formats.

The following strategies are used throughout the Course Profile:

- Alerting students to the criteria on which they will be evaluated during the culminating tasks for the units and for the course
- Read-alouds and think-alouds that model strategies for predicting, monitoring comprehension, clarifying, making inferences, understanding text features and text organization, and distinguishing between fact and opinion
- Structured writing that provides students with a framework to present their information and opinions
- Writing in role as a means of empathizing with historical figures
- Analysis of primary and secondary sources (print and visual) that focus on students acquiring key messages, and reinforcing concepts
- Paired and small group activities that allow students to present their work and develop skills of collaboration
- Graphic organizers to assist students in organizing and presenting information
- Direct instruction and teacher-led discussions
- Small group and partner support and interaction during reading, viewing, listening, and speaking tasks
- Prompts and starter statements to encourage response and reflection
- Structured formats for planning and delivering oral presentations including role playing and discussions

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- Guided web searches including a process for accessing information and evaluating the reliability and appropriateness of sites
 - Collection, organization, presentation, and analysis of data

Throughout the activities, a variety of specific instructional strategies and techniques are suggested. Teachers are encouraged to refer to *Think Literacy: Cross-Curriculum, Approaches, Grades 9–12* and other resources for an explanation of these strategies. (See Resources.)

Assessment & Evaluation of Student Achievement

Assessment for learning is a key component of this document. Students are given multiple opportunities to internalize the skills they require to complete the tasks and the course culminating activity. Frequent assessments provide students with feedback that focus on their strengths and areas for improvement. The assessments build on students' skill sets as they progress through the course.

Assessments and evaluations of students' learning recognize the various learning styles of students taking this course and reflect the criteria in the Achievement Chart for Canadian and World Studies.

A variety of assessment and evaluation tools are suggested:

- checklists
- rubrics
- marking schemes
- quizzes
- anecdotal feedback
- conferencing
- observation

Seventy percent of the grade is based on assessments and evaluations conducted throughout the course. Thirty percent of the grade is based on a final evaluation as defined in *The Ontario Curriculum, Grades 9 and 10, Canadian and World Studies, 2005*.

Accommodations

Accommodations refer to the teaching strategies, supports, and/or services that are required in order for a student to access the curriculum and demonstrate learning. **Instructional Accommodations** refer to changes in teaching strategies that allow the student to access the curriculum. **Environmental Accommodations** refer to changes that are required to the classroom and/or school environment. **Assessment Accommodations** refer to changes that are required in order for the student to demonstrate learning.

Because of the wide range of students in these courses, a range of accommodations needs to be planned for and provided to students. Students who have an IEP are entitled to the accommodations specified in these plans.

Examples of Accommodations

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
<ul style="list-style-type: none"> • Buddy/peer tutoring • Note-taking assistance • Duplicated notes • Contracts • Reinforcement incentives • High structure • Partnering • Ability grouping • Augmentative and alternative communications systems • Assistive technology, such as text-to-speech software • Graphic organizers • Non-verbal signals • Organization coaching • Time-management aids • Mind maps • Increased breaks • Concrete/hands-on material • Manipulatives • Tactile tracing strategies • Gesture cues • Dramatizing information • Visual cueing • Large-size font • Tracking sheets • Colour cues • Reduced/uncluttered format • Computer options • Spatially-cued formats • Repeat information • Reword/rephrase information • Allow processing time • Word retrieval prompts • Taped texts 	<ul style="list-style-type: none"> • Alternative workspace • Strategic seating • Instructor proximity • Reduce audio/visual stimuli • Study carrel • Minimize background noise • Quiet setting • Use of headphones • Special lighting • Assistive devices or adaptive equipment 	<ul style="list-style-type: none"> • Extended time limits • Verbatim scribing • Oral responses, including audiotapes • Alternative settings • Increased breaks • Assistive devices or adaptive equipment • Prompts to return student's attention to task • Augmentative and alternative communications systems • Assistive technology, such as speech-to-text software • Large-size font • Colour cues • Reduced/uncluttered format • Computer options • Processing time allowed

Resources

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publication, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

Print

Bain, C., et al. *Making History: The Story of Canada in the Twentieth Century*. Toronto: Prentice Hall, 2000. ISBN 0-13-083287-1

Bogle, D., et al. *Canada: Continuity and Change*. Markham: Fitzhenry & Whiteside, 2000. ISBN 1-55041-475-5

Bolotta, Angelo, et al. *Canada Face of a Nation*. Gage Learning Corporation, 2000. (Distributor: Nelson Thomson Learning) ISBN 0-7715-8152-1

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Canadian Catholic Organization for Development and Peace
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Canadian Conference of Catholic Bishops – <http://www.cccb.ca>

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– <http://www.ycdsb.ca/schools/crec/>

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– <http://www.justpeace.org/docu.htm>

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Coded Expectations

Our Identity

Overall Expectations

By the end of this course, students will:

- IDV.01** • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity;
- IDV.02** • make connections between a series and a variety of historic and contemporary individuals, issues, and events that have contributed to the emergence of Canadian identity;
- IDV.03** • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian identity and communicate their understanding in a variety of forms.

Specific Expectations

Examining Identity

By the end of this course, students will:

- ID1.01** – compare how a person’s sense of identity develops (e.g., through personal and family history, ethnocultural background, location in time and place, values, interests, and accomplishments) to the development of a nation’s identity (e.g., through history of events and peoples, values and policies, economic base, allies and trading partners, geography, and quality of life);
- ID1.02** – describe ways in which Aboriginal peoples’ roles and identities within Canada are defined (e.g., Nisga’a Treaty, Tommy Prince, Phil Fontaine, Georges Erasmus, Susan Aglukark, James Bartleman, formation of Nunavut, Buffy Ste. Marie, Chief Dan George, Mary Two-Axe Early, Drew Hayden Taylor);
- ID1.03** – describe ways in which French Canadians’ roles and identities within Canada are defined (e.g., la survivance, maître chez nous, je me souviens, Bloc Québécois, Franco-Ontarians, Regulation 17, Franco-Manitobans);
- ID1.04** – describe ways in which select groups promote and preserve Canadian identity (e.g., religious, ethnocultural, governmental, museums, foundations, publishers);
- ID1.05** – show significant steps in Canada’s evolving political identity to nationhood (e.g., Treaty of Versailles; Statute of Westminster; Canada Act, 1982);
- ID1.06** – illustrate significant periods and events in the ongoing development of Canada’s diversity (e.g., major periods and origins of immigration; the growth of Canada’s cultural mosaic; ongoing extension of citizenship rights; periods of legal discrimination against visible minorities; Charter of Rights and Freedoms, 1982; Multicultural Act, 1988).

Making Connections

By the end of this course, students will:

- ID2.01** – connect diverse individuals from Canada’s past to present day people who have contributed to Canada’s identity in selected fields (e.g., Frederick Banting to John Polanyi, Nellie McClung to Louise Arbour, Stephen Leacock to Michael Ondaatje, J.S. Woodsworth to David Suzuki, Wilfrid Laurier to Pierre Trudeau, Foster Hewitt to Don Cherry, Lionel Conacher to Wayne Gretzky, Emily Carr to Alex Colville, Mary Pickford to Shania Twain, Arthur Currie to Lewis Mackenzie);
- ID2.02** – identify how Aboriginal peoples contribute to Canada’s evolving identity;
- ID2.03** – identify how French Canadians contribute to Canada’s evolving identity;
- ID2.04** – assess American influence (e.g., consumerism, entertainment, sports, economy) on Canada and Canadians using a variety of selected sources (e.g., magazines, television, print media, movies).

Developing Skills in Historical Literacy

By the end of this course, students will:

- ID3.01** – understand the concept of identity and those that influence an individual’s and a nation’s identity using a variety of modelled thinking strategies (e.g., context clues, concept maps, pictures, cartoons, personal experiences);
- ID3.02** – analyse Aboriginal peoples’ roles and identities in Canada using a variety of modelled reading and oral communication strategies (e.g., K-W-L [what I know, what I want to find out, what I learned], directed reading/thinking activity, graphic organizers, jigsaw, place mat, four corners);
- ID3.03** – analyse French Canadians’ roles and identities in Canada using a variety of modelled reading and oral communication strategies (e.g., anticipation guide, K-W-L, discussion webs, four corners, place mat);
- ID3.04** – identify different perspectives, stereotypes, and explicit bias when comparing two or more perspectives of Canadian identity (e.g., from Aboriginal and non-Aboriginal, Laurier and Bourassa, Trudeau and Lévesque, Chrétien and Bouchard, from established and recent ethnocultural representatives, from different regions, from different age groups) using a variety of selected critical thinking skills and strategies (e.g., summarizing, comparing and contrasting, seeing causal connections, making inferences, drawing conclusions);
- ID3.05** – identify periods and events in the ongoing development of Canada’s diversity (e.g., major periods and origins of immigration; the growth of Canada’s cultural mosaic; ongoing extension of citizenship rights; periods of legal discrimination against visible minorities; Charter of Rights and Freedoms, 1982; Multicultural Act, 1988) and the impact of selected groups on the sense of identity in Canada, using a variety of visual literacy strategies;
- ID3.06** – investigate the relationship of political identity to nationhood by developing and/or using provided criteria and communicate the results of their inquiry (e.g., cause-and-conflict charts, flow charts, Venn diagrams, semantic webs);
- ID3.07** – convey how diverse individuals have contributed to Canada’s identity using a variety of communication strategies;
- ID3.08** – assess American influences in Canada by developing and/or using provided criteria and communicate the results of their thinking (e.g., pro/con charts, data charts and graphs, plus/minus charts, flow charts, I read/I think/Therefore).

Our Relationships

Overall Expectations

By the end of this course, students will:

- REV.01** • describe selected events that characterize internal relationships between individual Canadians, groups of Canadians, the provinces, and the federal government;
- REV.02** • make connections among selected historical examples of Canada’s past, contemporary global relationships, and their everyday lives;
- REV.03** • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian relationships and communicate their understanding in a variety of forms.

Specific Expectations

Examining Relationships

By the end of this course, students will:

- RE1.01** – explain, using examples from their own lives and from Canadian history, the concept of relationship (e.g., interdependence, independence, dependency, cooperation, conflict, consensus);

RE1.02 – summarize key events in the evolving relationship between Quebec and the rest of Canada (e.g., Quiet Revolution, 1960-1966; FLQ Crisis; Parti Québécois election victory, 1976; two sovereignty referendums, 1980 and 1995);

RE1.03 – summarize key events that characterize the evolving relationship between Canada and the United States (e.g., World War II; Pearson’s response to American bombing of North Vietnam; Acid Rain; foreign ownership; The Auto Pact; North American Free Trade Agreement [NAFTA]; World Cup of Hockey; Gulf War, 1990-1991; September 11, 2001 [9/11]; war in Iraq; war on terror; softwood lumber disputes; BSE/Mad Cow Disease);

RE1.04 – analyse and communicate the impact selected events and agreements have had on internal relationships in Canada, both past and present, that involved conflict and cooperation (e.g., World War I, World War II, War Measures Act, conscription, Winnipeg General Strike, internment of Japanese Canadians, Suffragette movement, Home Children, The Persons Case, October Crisis, Oka, Aboriginal Land Claims, residential schools, cruise missile testing, Trans-Canada Pipeline, St. Lawrence Seaway Project, Olympics, formation of Nunavut, Aboriginal self-government, policies of bilingualism and biculturalism, regional economic disparity, National Energy Policy [NEP], the flag debate, Meech Lake and Charlottetown Accords, Expo ’67);

RE1.05 – analyse and communicate the impact selected events and agreements have had on Canadian global relationships, both past and present, that involved conflict and cooperation (e.g., League of Nations, Lend-Lease Agreement, Hyde Park Declaration, Korean War, international peacekeeping, North American Free Trade Agreement [NAFTA], Multilateral Agreement on Investment [MAI], Summit of the Americas, General Agreement on Tariffs and Trades [GATT] and anti-globalization protests, la Francophonie, Commonwealth of Nations, North Atlantic Treaty Organization [NATO], North American Air Defense Command [NORAD], international disaster relief, Canadian Refugee Policy, World Trade Organization [WTO]).

Making Connections

By the end of this course, students will:

RE2.01 – assess Canada’s response to persecution at home (e.g., residential schools, Japanese Canadian internment) and abroad (e.g., Sudan, the Holocaust, Bosnia, Rwanda);

RE2.02 – identify and assess how historical events relate to their lives (e.g., international conflicts and immigration, women’s rights, workers’ rights, Canadian Radio and Television Commission [CRTC] and Canadian content);

RE2.03 – show how Canada’s international position on an issue (e.g., peace and security, environment, human rights, Land Mine Treaty) has influenced an international policy.

Developing Skills in Historical Literacy

By the end of this course, students will:

RE3.01 – understand the concept and characteristics of relationships using modelled thinking strategies (e.g., mind maps, concept maps, semantic webs, Venn diagrams, verbal and visual word associations);

RE3.02 – summarize key events in the evolving relationship between Quebec and the rest of Canada using a variety of modelled reading and viewing strategies (e.g., directed reading/thinking activity, note making, story mapping, group summarizing, think-aloud, questioning);

RE3.03 – categorize the evolving relationship between Canada and the United States using a variety of visual literacy strategies (e.g., graphs and charts, illustrations and photographs, attribute webs, semantic maps, diagrams);

RE3.04 – analyse selected internal relationships, both past and present, that involved conflict and cooperation using a guided historical inquiry process (e.g., questioning, focusing, conventional and technological research, recording, analysis, evaluation, transcription);

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- RE3.05** – assess Canada’s response to persecution by developing and/or using provided criteria and communicate the results of their thinking (e.g., pro/con charts, plus/minus charts, I read/I think/Therefore, Both Sides Now);
- RE3.06** – make connections between historical events and their lives using modelled critical thinking strategies (e.g., find causal relationships, make inferences, connect text to personal experiences);
- RE3.07** – convey how Canada’s international position has influenced an international policy using a variety of written, visual, and oral strategies (e.g., supported opinion pieces, summary paragraphs, mind maps, flow charts, discussion webs, role playing).

How Change Affects Us

Overall Expectations

By the end of this course, students will:

- CHV.01** • explain how and why selected economic, political, and technological changes have affected Canadians;
- CHV.02** • connect learning about significant change throughout Canadian history to current changes in Canadian society;
- CHV.03** • apply guided historical inquiry, critical thinking, and literacy skills to explore change in Canadian society and communicate their understanding in a variety of forms.

Specific Expectations

Examining Change

By the end of this course, students will:

- CH1.01** – explain using examples from their own lives and from Canadian history, the concept and characteristics of change (e.g., difference over time, gradual and/or sudden, cause and effect, challenge to tradition);
- CH1.02** – categorize major changes in Canadian history as social, economic, and/or political change;
- CH1.03** – connect examples of scientific and technological advancements in Canada to social and economic change (e.g., transportation, workplace, energy production, health care, media, telecommunications, robotics/automation, information technology, leisure and recreation);
- CH1.04** – compare economic conditions at different times in Canadian history (e.g., The Great Depression; the post-war years; the 1980s) and their impact on the workplace, political movements, and the daily lives of Canadians (e.g., statistical representations for unemployment, rise of unions, use of credit, cost of living).

Making Connections

By the end of this course, students will:

- CH2.01** – explain the significance, to their lives and the lives of Canadians, of selected Canadian innovators (e.g., Frederick Banting and Charles Best – insulin, Armand Bombardier – snowmobiles, George de Mestral – Velcro, Jacques Plante – fibreglass goalie mask, Guy Laliberté – Cirque du Soleil, Julia Levy – photodynamic therapy, Frank Toskan and Frank Angelo – MAC Cosmetics, James Goslin – Java Script, Rachel Zimmerman – Blissymbolic software, Aboriginal Peoples Television Network [APTN] – broadcasting);
- CH2.02** – assess how a major political change (e.g., repatriation of the Constitution; founding and growth of the Bloc Québécois; Indian Act Amendments – Bill C-31, 1985; The First Nations Governance Act, 2002) affected diverse groups in Canada;

CH2.03 – identify connections between selected current events and the characteristics of change;

CH2.04 – predict a probable change that could alter the lives of Canadians (e.g., Quebec separation, increased Americanization of the economy, further peacekeeping missions) and list the resulting social, economic, and/or political change that might result.

Developing Skills in Historical Literacy

By the end of this course, students will:

CH3.01 – understand the concept and characteristics of change using modelled thinking strategies (e.g., timelines, cause-and-effect charts, concept maps, webbing, fishbone maps);

CH3.02 – categorize change in Canadian history as social, economic, and/or political, using a variety of visual literacy strategies (e.g., graphs, charts, tables, Venn diagrams, illustrations and photographs, posters, collages);

CH3.03 – analyse the impact of technological advancements on social and economic change in Canada using a variety of thinking strategies (e.g., establish chronology, find causal relationships, make inferences, connect text to personal experiences);

CH3.04 – interpret data and assess economic conditions at different times by developing and/or using provided criteria and communicate the impact of these economic conditions on Canadians (e.g., data charts, tables, letter-in-role, opinion pieces, role playing, discussion webs);

CH3.05 – investigate and communicate the impact that Canadian innovators have had on their lives and the lives of Canadians using a variety of forms (e.g., discussions, supported opinion, news reports, posters, visual essays, audio-visual presentations, role plays, interviews);

CH3.06 – assess the effects of political change on diverse groups in Canada and communicate their thinking using provided structures or by developing their own (e.g., compare and contrast, cause-and-effect charts, pro/con charts, plus/minus charts);

CH3.07 – predict changes using a variety of critical-thinking skills (e.g., see causal connections, make inferences, draw conclusions) and communicate the consequences of these changes using a variety of written, oral, and visual forms.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 1: Canada Comes of Age 1914–1928

Time: 30 hours

Unit Description

Students are introduced to three main historical concepts: identity, change, and relationship by making connections between their own lives and Canadian history.

Students draw conclusions about the inevitability of World War I, develop empathy through dramatizations and readings about soldiers in the trenches and people coping on the home front, and examine the nature of propaganda by creating a poster. Students answer the question: Was Canada a Great Place to Live in the 1920s? by summarizing notes, making inferences, role-playing significant individuals, and supporting their opinions. The activities focus on developing oral communication skills, note taking, reading and viewing for meaning, and exploring historical issues from multiple perspectives. This unit supports the skills development that students require to complete the course culminating activity, the Canadian History Hall of Fame.

Unit Synopsis Chart

Activity/Time	Learning Expectations	Achievement Chart Categories	Tasks
1.1 What's Canada's Identity? 3 hours	IDV.01, IDV.03, ID1.01, ID3.01 REV.01, REV.03, RE1.01, RE3.01 CHV.01, CHV.03, CH1.01, CH3.01 CGE2a, 2c, 3e, 3g, 4a, 4g, 5e	Knowledge and Understanding, Thinking, Communication	<ul style="list-style-type: none">• Students make inferences and participate in class discussions about Canada's identity.• Students create a visual, describing Canada's national and international relationships.
1.2 Was World War I Inevitable? 6 hours	IDV.01, IDV.02, IDV.03, ID1.01, ID3.01, ID3.06 REV.01, REV.02, REV.03, RE1.01, RE1.05, RE3.04 CGE2c, 2d, 2e, 3a, 3b, 3c, 3f, 5e, 5g	Knowledge and Understanding, Thinking, Communication	<ul style="list-style-type: none">• Students investigate causes of World War I, make inferences, and produce a supported opinion on whether or not the war could have been avoided.• They complete maps, view multimedia, and use statistics and organizers during their investigation.
1.3 What Was It Like to Serve in World War I? 6 hours	IDV.01, IDV.02, IDV.03, ID1.01, ID1.04, ID3.01, ID3.03, ID3.07 REV.01, REV.02, REV.03, RE1.04, RE3.01, RE3.04 CHV.02, CHV.03, CH1.01, CH3.01 CGE2c, 2d, 2e, 3c, 4a, 4f, 5e, 5f	Knowledge and Understanding, Thinking, Communication, Application	<ul style="list-style-type: none">• Students critically view various media forms and summarize information about major battles and technology of war.• They create a commemorative stamp and write a brief report in role as a war photographer.

Activity/Time	Learning Expectations	Achievement Chart Categories	Tasks
<p>1.4 What Was It Like To Be Back Home in Canada?</p> <p>6 hours</p>	<p>IDV.01, IDV.02, IDV.03, ID1.01, ID1.03, ID1.05, ID3.01, ID3.04, ID3.07</p> <p>REV.01, REV.02, REV.03, RE1.01, RE1.04, RE1.05, RE3.01, RE3.02, RE3.04</p> <p>CHV.01, CHV.03, CH1.02, CH3.02</p> <p>CGE2a, 2c, 2d, 3b, 3d, 4f</p>	<p>Knowledge and Understanding, Thinking, Communication</p>	<ul style="list-style-type: none"> • Students write in role to a person on the home front to communicate how their lives have been changed by the war. • Students interpret statistics, create a recruitment poster, and role-play viewpoints on conscription. • Students write an opinion paragraph based on a dramatization.
<p>1.5 Canada in the 1920s: A Time of Great Change</p> <p>6 hours</p>	<p>IDV.01, IDV.03, ID1.01, ID1.02, ID3.01, ID3.04, ID3.07</p> <p>REV.01, RE1.01, RE1.04, RE2.01, RE3.01</p> <p>CHV.01, CHV.02, CHV.03, CH1.01, CH2.01, CH2.02, CH2.03, CH3.01, CH3.03, CH3.05, CH3.06, CH3.07</p> <p>CGE2a, 2b, 2c, 2d, 2e, 3c, 4a, 4g</p>	<p>Thinking, Communication, Application</p>	<ul style="list-style-type: none"> • Students work in cooperative groups to create a concept map on technology. • Students compare contemporary popular culture to popular culture of the 1920s, generate questions, and role-play an interview with a teenager of the 1920s. They write a comparison paragraph on popular culture of the 1920s and today. • Students consider multiple perspectives on the prohibition issue and differentiate between facts and opinions. • Students investigate ‘great’ Canadians of the 1920s using a jigsaw strategy. • Students discuss the question: Was Canada a great place to live in the 1920s? and give supporting reasons for their answer.
<p>1.6 Unit Culminating Activity: Canada through Photos 1914–1929</p> <p>3 hours</p>	<p>IDV.01, IDV.02, IDV.03</p> <p>REV.01, REV.02, REV.03</p> <p>CHV.01, CHV.02, CHV.03</p> <p>CGE2b, 2c, 2d, 2e, 3c, 4a, 5g</p>	<p>Knowledge and Understanding, Thinking, Communication, Application</p>	<ul style="list-style-type: none"> • Students develop criteria for selecting significant Canadian people, events, and things. They research visual sources, select photographs, and write explanations.

Unit Notes for Catholic Teachers

This unit introduces the major themes of the course: personal identity, relationships, and their connections. As the students study the conflicts leading to war, they should be made aware of the Catholic Church's teaching on criteria for a just war. As the students study the 1920s they should be reminded of the connection of materialism and Catholic social teaching, which stresses the equitable sharing of goods and resources in a way that respects individuals and the environment.

Unit Resources

Non-print

Canada and the Great War, 1914–1918: A Nation Born. Veteran's Affairs Canada, 1999, 20 minutes.

The Good, Bright Days (1919–1927). National Film Board of Canada, 1960, 29 minutes.

Art2Life: The Canadian Century (Canadian Images of the 20th Century) – <http://www.art2life.ca>

Assembly of First Nations – <http://www.afn.ca/>

Canadian Broadcasting Corporation – <http://www.cbc.ca>

Historica (Foundation) – www.historica.ca

Images Canada: Picturing Canadian Culture – <http://www.imagescanada.ca/r1-220-e.html>

Library and Archives Canada – <http://www.archives.ca>

Veterans Affairs Canada – <http://www.vac-acc.gc.ca/>

Activity 1.1: What's Canada's Identity?

Time: 3 hours

Description

Students explore the three major concepts of the course: Canadian identity, relationships that are important to Canada, and change that has occurred in Canada, and examine them in terms of their own lives.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.01 • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity;

IDV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian identity and communicate their understanding in a variety of forms;

REV.01 • describe selected events that characterize internal relationships between individual Canadians, groups of Canadians, the provinces, and the federal government;

REV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian relationships and communicate their understanding in a variety of forms;

CHV.01 • explain how and why selected economic, political, and technological changes have affected Canadians;

CHV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore change in Canadian society and communicate their understanding in a variety of forms.

Specific Expectations

ID1.01 – compare how a person's sense of identity develops (e.g., through personal and family history, ethnocultural background, location in time and place, values, interests, and accomplishments) to the development of a nation's identity (e.g., through history of events and peoples, values and policies, economic base, allies and trading partners, geography, and quality of life);

ID3.01 – understand the concept of identity and those that influence an individual's and a nation's identity using a variety of modelled thinking strategies (e.g., context clues, concept maps, pictures, cartoons, personal experiences);

RE1.01 – explain, using examples from their own lives and from Canadian history, the concept of relationship (e.g., interdependence, independence, dependency, cooperation, conflict, consensus);

RE3.01 – understand the concept and characteristics of relationships using modelled thinking strategies (e.g., mind maps, concept maps, semantic webs, Venn diagrams, verbal and visual word associations);

CH1.01 – explain using examples from their own lives and from Canadian history, the concept and characteristics of change (e.g., difference over time, gradual and/or sudden, cause and effect, challenge to tradition);

CH3.01 – understand the concept and characteristics of change using modelled thinking strategies (e.g., timelines, cause-and-effect charts, concept maps, webbing, fishbone maps).

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE5e - respects the rights, responsibilities and contributions of self and others.

Prior Knowledge & Skills

- Familiarity with the content and skills in the Canadian history curriculum, Grades 7 and 8
- Experience in making comparisons and inferences using visual images

Planning Notes

- Review appropriate sections of *Think Literacy: Cross-Curricular Approaches, Grade 7–12* for greater detail about teaching and learning strategies, and provide the necessary scaffolding for reading. (See LDCC Canadian History Grade 10 (CHC2L) pp. 3–5.)
- Start a Canada Is... bulletin board that includes the titles Identity, Relationships, and Change. Students can add to this visual display throughout the course.
- Begin a word wall for unfamiliar and significant vocabulary related to identity, change, and relationships for students to refer to throughout the unit and the entire course (*Think Literacy: Cross-Curricular Approaches, Grade 7–12*, pp. 30–33). Add new terminology as it is introduced throughout the course.
- Establish the routines and behaviours for collaboration and cooperative group work. Use the place mat activity as a diagnostic to review and reinforce these expected roles and behaviours.
- Locate 8–10 pictures that show aspects of Canadian identity (e.g., how Canada relates to other nations, our quality of life, the people and events of Canadian history, our geography, our values). Suggestions include a map of Canada, a landscape of a Canadian region(s), a monument to veterans, peacekeepers, bilingual signs, a citizenship court, a meeting of Aboriginal people, an election campaign, the Prime Minister with the U.S. president, Canadian athlete(s) at the Olympics, local community/school events.
- Locate or develop an icebreaker activity.
- Create a “That was then... This is now...” organizer template, e.g., a T-chart, for students to use in organizing their examples of significant changes in Canada since 1914.

Teaching/Learning Strategies

a) Introducing the Concept of Identity

- Use an icebreaker activity to establish a welcoming atmosphere, e.g., “Find someone who...” game, lineups according to birth date.
- Establish respectful discussion protocols (see *Think Literacy: Cross-Curricular Approaches, Grades 7–12*, Discussion Etiquette, pp. 176–180).
- In cooperative groups of four, students complete a place mat activity based on the concept of identity. Students write Our Identity in the middle of the place mat. Each student records his/her name, age, and other elements of personal identity.
- Provide sentence prompts to help students identify elements of their personal identity, e.g., I like..., I am..., Someone important to me..., Something important to me..., My background is..., My interests include..., One thing that I am proud of....
- Each student shares orally a few of their written points with group members.
- Instruct students to find one or two commonalities within their group and to write them in the centre of the place mat under the title Our Identity.
- Students then identify factors or ‘things’ that make each person unique.

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- Debrief the activity explaining that individual identity is a unique combination of factors such as family, friends, background, where and when you live, values, interests, challenges, and accomplishments.
 - Introduce the concept of Canadian identity by asking students what they think Canadian identity is.
 - Display 8–10 pictures that illustrate some aspect of Canadian identity.
 - In cooperative groups, students discuss what the pictures reveal to them about Canadian identity.
 - Use a Think-Aloud strategy to model how to make inferences, using one or two of the pictures as examples.
 - As students share their inferences in a whole-group discussion, record on the board key items they identify as part of Canadian identity.
 - Explain that during the course they will examine Canadian identity and compare the development of Canadian identity to personal identity, e.g., the history of a nation is like the past experiences of a person, the geography of a nation is like a person's community, both nations and people have relationships that change over time.

b) Introducing the Concept of *Change*

- Introduce the concept of change using a That was then... This is now... T-chart organizer. Students complete the organizer by noting a few examples of change that have occurred in their lives since Grade 7.
- Model the activity by providing examples of change such as appearance (e.g., Then I had long hair..., Now I have short), relationships (e.g., Then I had two close friends..., Now I have one), beliefs (e.g., Then I thought I wanted to be a rock star..., Now I think I want to be a sound engineer), likes and dislikes (e.g., Then I liked video games..., Now I like hockey).
- Debrief the activity by talking about how some of the changes that occur in life are more important than others, noting that sometimes it is difficult and/or strange and often humorous to recall past thoughts and actions from a current perspective.
- Explain that similar to looking back at our own past, it is difficult to look back in Canada's history and understand why certain events happened and why people acted in a certain way. Instead of dismissing the events and people of the past or labelling them as "weird" and/or "stupid," historians act as detectives who try to uncover the motivation and attitudes of people in the past and the causes of events in an open-minded manner.
- Provide examples for a That was then... This is now... T-chart organizer for Canada, e.g., Then Canada was inhabited by First Nations peoples... Now we have people from all over the world; Then Canada was ruled by Britain... Now Canada has its own constitution; Then women were not allowed to vote... Now women can vote.
- Explain that most of these changes were gradual while others happened suddenly. Outline that many changes involve a challenge to tradition or to what was expected/accepted before.
- Explain that they will have many opportunities throughout the course to ask why and how certain changes occurred in Canadian history.

c) Introducing the Concept of *Relationships*

- Following teacher modelling, students create a visual that identifies important relationships in their lives, using different colours or symbols to show people with whom they cooperate, people with whom they have had conflict, people on whom they feel dependent, and people who are encouraging them to be independent.
Note: Teachers should be sensitive to the personal nature of the experience, and support students in avoiding disclosure and discussion of sensitive issues.
- Debrief the activity by asking students to note the interdependence they have with the identified people (they are important because of the positive and negative interactions they have with them).

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- Connect this understanding of relationships with the relationships that nations have that are important to their identity, e.g., students examine material that includes both English and French text to identify one national relationship: English and French.
 - In small groups, students brainstorm other examples of national and international relationships based on their prior knowledge and on information they identify by skimming subheadings in written or visual sources, e.g., Canada-England, Canada-U.S., federal-provincial, immigrants, Aboriginal peoples.
 - The groups record their examples on cards and post one or two of them on the Canada Is... bulletin board.
 - Debrief the activities by asking pairs of students to use the Take Five strategy (*Think Literacy: Cross-Curricular Approaches, Grades 7–12*, p. 154) to answer the following questions: How is Canada's identity similar to a person's identity? How is it different? Students use the words *change* and *relationships* as part of their responses.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Diagnostic assessment through observation:
 - prior knowledge of Canadian history
 - historical literacy skills (making inferences, compare and contrast)
 - literacy skills (oral communication, taking point form notes, creating visual organizers)
- Assessment of understanding of key concepts (Take Five activity), using observational checklist

Resources

Print

Think Literacy: Cross-Curricular Approaches, Grades 7–12. Toronto: Queen's Printer for Ontario, 2003. ISBN 0-7794-5426-X

Non-print

Art2Life: The Canadian Century (Canadian Images of the 20th Century) – <http://www.art2life.ca>

Assembly of First Nations – <http://www.afn.ca/>

Canadian Broadcasting Corporation – <http://www.cbc.ca>

Canadian Images of the 20th Century – <http://www.art2life.ca>

Historica Foundation – www.historica.ca

Images Canada: Picturing Canadian Culture – <http://www.imagescanada.ca/r1-220-e.html>

Picturing Canadian Culture – <http://www.imagescanada.ca/r1-220-e.html>

Activity 1.2: Was World War I Inevitable?

Time: 6 hours

Description

Students investigate the political and philosophical forces at work in Europe in the years immediately leading up to World War I. They draw conclusions about whether the war could have been avoided or whether it was inevitable. They investigate the reasons and justifications for, and effects of, Canada's involvement. Students apply skills of visual interpretation, examine cause and effect, extend mapping skills and interpret statistics.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.01 • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity;

IDV.02 • make connections between a series and a variety of historic and contemporary individuals, issues, and events that have contributed to the emergence of Canadian identity;

IDV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian identity and communicate their understanding in a variety of forms;

REV.01 • describe selected events that characterize internal relationships between individual Canadians, groups of Canadians, the provinces, and the federal government;

REV.02 • make connections among selected historical examples of Canada's past, contemporary global relationships, and their everyday lives;

REV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian relationships and communicate their understanding in a variety of forms.

Specific Expectations

ID1.01 – compare how a person's sense of identity develops (e.g., through personal and family history, ethnocultural background, location in time and place, values, interests, and accomplishments) to the development of a nation's identity (e.g., through history of events and peoples, values and policies, economic base, allies and trading partners, geography, and quality of life);

ID3.01 – understand the concept of identity and those that influence an individual's and a nation's identity using a variety of modelled thinking strategies (e.g., context clues, concept maps, pictures, cartoons, personal experiences);

ID3.06 – investigate the relationship of political identity to nationhood by developing and/or using provided criteria and communicate the results of their inquiry (e.g., cause-and-conflict charts, flow charts, Venn diagrams, semantic webs);

RE1.01 – explain, using examples from their own lives and from Canadian history, the concept of relationship (e.g., interdependence, independence, dependency, cooperation, conflict, consensus);

RE1.05 – analyse and communicate the impact selected events and agreements have had on Canadian global relationships, both past and present, that involved conflict and cooperation (e.g., League of Nations, Lend-Lease Agreement, Hyde Park Declaration, Korean War, international peacekeeping, North American Free Trade Agreement [NAFTA], Multilateral Agreement on Investment [MAI], Summit of the Americas, General Agreement on Tariffs and Trades [GATT] and anti-globalization protests, la Francophonie, Commonwealth of Nations, North Atlantic Treaty Organization [NATO], North American Air Defense Command [NORAD], international disaster relief, Canadian Refugee Policy, World Trade Organization [WTO]);

RE3.04 – analyse selected internal relationships, both past and present, that involved conflict and cooperation using a guided historical inquiry process (e.g., questioning, focusing, conventional and technological research, recording, analysis, evaluation, transcription).

Ontario Catholic School Graduate Expectations

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;

CGE3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

CGE3b - creates, adapts, evaluates new ideas in light of the common good;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;

CGE5e - respects the rights, responsibilities and contributions of self and others;

CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Prior Knowledge & Skills

- Basic mapping skills
- Experience with using different types of organizers
- Experience with drawing conclusions from given facts
- Ability to write a simple paragraph

Planning Notes

- Be familiar with events leading to World War I in the Grade 8 history curriculum.
- Access relevant historical data on such topics as Imperialism, Militarism, and Nationalism, from a variety of appropriate resources and readings (see Teaching/Learning Strategies for details).

Teaching/Learning Strategies

- Students examine maps of Europe in 1914 to become familiar with the geographic realities of the states involved in World War I.
- Introduce the concept of military and political alliances, and have students distinguish between the Triple Alliance (Central Powers) and the Triple Entente on their maps.
- Introduce causation (long- and short-term causes) by presenting an analogy such as a car accident or the sinking of the Titanic.
- Use print and video/visual resources to help students identify the predominant general (long-term, indirect, background) causes of the war, including Militarism, Nationalism, Imperialism and Absolute Monarchism. Once students have investigated the general causes, they can study the immediate (direct) cause (the assassination at Sarajevo).
- Provide statistics detailing the development and stockpiling of weaponry in the years immediately preceding World War I.
- Review how to create a simple bar graph, and have students plot given statistics into a graph of their own.
- Provide a map of a part of the world where Colonialism was widespread, e.g., Africa, and a list of colonies belonging to each of the Colonial powers. Students create a map showing how European influence spread throughout the region and suggest reasons why Colonialism was a danger to world peace.
- Provide picture(s), photographs and/or political cartoons, as well as relevant related print material, profiling the character of Kaiser Wilhelm II. Students make observations based on the photographs and along with the print resource(s) draw conclusions about the nature of the Kaiser's reign and make inferences about the effect that his character, personality, and actions had on the rest of Europe.
- Students complete the middle column of the organizer, Appendix 1.2.1: War Fever! as a review. They speculate on how each of these five general causes played a part in setting a scenario where war was a likely result, and they complete the third column.
- Provide a detailed account of the assassination at Sarajevo, including photographs. The account should include issues revolving around the background tensions between the Bosnians and Austrians; the status of Ferdinand's wife, Sophia, in the royal household; the reasons for the visit; the background of the assassins; the details of the assassination itself, and the aftermath of these events.

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- In a brief paragraph, students write their conclusions about why the events of June 28, 1914 provided the spark that caused the war.
 - Students use a suitable variation of the I Read/I Think/Therefore strategy to help them reach a conclusion about the inevitability of World War I.
 - In discussion, explore the nature of Canada's response and entry into the war and relate it to our status relative to Great Britain. This discussion sets a context for linking with exploring the growth of Canadian autonomy in the inter-war period later in the course.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Peer and/or self-assessment of mapping skills using an appropriate checklist
- Assessment of interpretation and communication skills (bar graph) using data checklist
- Evaluation of students' understanding of the concepts and their use of thinking skills using a rubric:
 - causes of World War I (graphic organizer)
 - events of June 28, 1914 (paragraph)
 - inevitability of war (template)

Resources

Non-print

Veteran's Affairs Canada – <http://www.vac-acc.gc.ca/>

National Archives of Canada – <http://www.archives.ca>

Activity 1.3: What Was It Like to Serve in World War I?

Time: 6 hours

Description

Students explore a number of key aspects of World War I: the formation of the Western Front due to the failure of the Schlieffen Plan, the nature of trench warfare, significant battles involving Canadians, the development of new weapons and technology, and the war at sea and in the air. They apply skills of summarizing and note taking, making comparisons, interpreting for meaning, researching, drawing conclusions, and acting in role. The tasks support the students' work in the culminating activity for the course.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.01 • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity;

IDV.02 • make connections between a series and a variety of historic and contemporary individuals, issues, and events that have contributed to the emergence of Canadian identity;

IDV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian identity and communicate their understanding in a variety of forms;

REV.01 • describe selected events that characterize internal relationships between individual Canadians, groups of Canadians, the provinces, and the federal government;

REV.02 • make connections among selected historical examples of Canada's past, contemporary global relationships, and their everyday lives;

REV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian relationships and communicate their understanding in a variety of forms;

CHV.02 • connect learning about significant change throughout Canadian history to current changes in Canadian society;

CHV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore change in Canadian society and communicate their understanding in a variety of forms.

Specific Expectations

ID1.01 – compare how a person’s sense of identity develops (e.g., through personal and family history, ethnocultural background, location in time and place, values, interests, and accomplishments) to the development of a nation’s identity (e.g., through history of events and peoples, values and policies, economic base, allies and trading partners, geography, and quality of life);

ID1.04 – describe ways in which select groups promote and preserve Canadian identity (e.g., religious, ethnocultural, governmental, museums, foundations, publishers);

ID3.01 – understand the concept of identity and those that influence an individual’s and a nation’s identity using a variety of modelled thinking strategies (e.g., context clues, concept maps, pictures, cartoons, personal experiences);

ID3.03 – analyse French Canadians’ roles and identities in Canada using a variety of modelled reading and oral communication strategies (e.g., anticipation guide, K-W-L, discussion webs, four corners, place mat);

ID3.07 – convey how diverse individuals have contributed to Canada’s identity using a variety of communication strategies;

RE1.04 – analyse and communicate the impact selected events and agreements have had on internal relationships in Canada, both past and present, that involved conflict and cooperation (e.g., World War I, World War II, War Measures Act, conscription, Winnipeg General Strike, internment of Japanese Canadians, Suffragette movement, Home Children, The Persons Case, October Crisis, Oka, Aboriginal Land Claims, residential schools, cruise missile testing, Trans-Canada Pipeline, St. Lawrence Seaway Project, Olympics, formation of Nunavut, Aboriginal self-government, policies of bilingualism and biculturalism, regional economic disparity, National Energy Policy [NEP], the flag debate, Meech Lake and Charlottetown Accords, Expo ’67);

RE3.01 – understand the concept and characteristics of relationships using modelled thinking strategies (e.g., mind maps, concept maps, semantic webs, Venn diagrams, verbal and visual word associations);

RE3.04 – analyse selected internal relationships, both past and present, that involved conflict and cooperation using a guided historical inquiry process (e.g., questioning, focusing, conventional and technological research, recording, analysis, evaluation, transcription);

CH1.01 – explain using examples from their own lives and from Canadian history, the concept and characteristics of change (e.g., difference over time, gradual and/or sudden, cause and effect, challenge to tradition);

CH3.01 – understand the concept and characteristics of change using modelled thinking strategies (e.g., timelines, cause-and-effect charts, concept maps, webbing, fishbone maps).

Ontario Catholic School Graduate Expectations

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada’s official languages;

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE5e - respects the rights, responsibilities and contributions of self and others;

CGE5f - exercises Christian leadership in the achievement of individual and group goals.

Prior Knowledge & Skills

- Basic mapping skills
- Experience with using different types of organizers
- Experience with drawing conclusions from given facts

Planning Notes

- Be familiar with events leading to World War I in the Grade 8 history curriculum.
- Use print and audio-visual resources to access historical data about the Schlieffen Plan and Ypres, Passchendaele, The Somme, Vimy Ridge, Mount Sorrel, Courcellette, etc.

Teaching/Learning Strategies

- Provide a print resource and a blank map for students to use as they examine the Schlieffen Plan. Working in pairs, students read the information provided and prepare a map of the Flanders region, indicating the planned route of attack and the attack as it really happened. They write an explanation giving the reasons why the Schlieffen Plan failed.
- Introduce the concept of trench warfare, using a segment of a relevant documentary or feature film.
- Provide a print resource and/or photograph collection for reinforcing the study of trench warfare – its nature, weapons, technology, and characteristics.
- Continue to build the word wall with key vocabulary (e.g., *lice*, *barbed wire*, *saps*, *parapet*, *duckboard*, *chlorine gas*).
- Using the Internet, students select five photographs to add to their personal portfolio.
- In role as a World War I photographer active in the war theatre, students create a series of descriptions for the photographs. (See *Think Literacy: Cross-Curricular Approaches, Grades 7–12*, pp. 102 and 104)
- In pairs, students share and explain their pictures and descriptions to other class members. Pairs rotate through each of the other pairs in the class so that each student experiences every other student's photo portfolio. Students can consider including these photographs as part of the unit culminating activity, *Canada through Photos 1914–1929* (Activity 1.6).
- Provide resources to introduce some of the major battles that Canadian troops were involved in (e.g., Ypres, Passchendaele, The Somme, Vimy Ridge, Mount Sorrel, Courcellette). Students make brief notes on the unique characteristics of each battle and find one photograph for each battle to add to their personal portfolios. They write a caption that describes each photograph.
- Provide resources to introduce the fact that Canadians engaged in activities other than those of front-line infantryman, e.g., fighter pilot, front-line nurse, merchant marine sailor, military observer.
- Students create a commemorative postage stamp to honour the individual, e.g., Billy Bishop, or group, e.g., Bluebirds. They justify their choice with a short two- to three-paragraph explanation and add these to their personal photograph portfolio.
- Using the personal photograph portfolios as starting points, students make general observations about what it must have been like to experience the war first hand.
- Students continue in role as the war photographer and write a brief report indicating what it was like to experience war firsthand at the Front. Students write this report as a first person account to accompany the photograph collection that is published in a national newspaper in September 1917.
- Students choose whether to submit their photographs with descriptions, their commemorative stamp, or their newspaper report for evaluation.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Teacher/peer assessment of communicating clearly in written form (explanatory paragraph), using a checklist
- Evaluation of students' understanding of key aspects of warfare and their application of critical thinking and communication skills (photographs, stamp, or newspaper report) using a rubric.

Resources

Non-print

All Quiet on the Western Front. Universal Pictures, 1930, 131 minutes.

Assembly of First Nations – <http://www.afn.ca/>

Indigenous Education Network – <http://www.oise.utoronto.ca/IEN/ienpage.htm>

Veterans Affairs Canada – <http://www.vac-acc.gc.ca/>

Activity 1.4: What Was It Like to Be Back Home in Canada?

Time: 6 hours

Description

Through a series of role plays, readings, and scenarios and exposure to period-era posters and photographs, students explore the hardships and sacrifices experienced by Canadians who fought the war on the home front. This activity introduces the Treaty of Versailles, which is examined in Unit 2 as a predominant cause of World War II.

Students interpret statistics, graphs, and charts to examine the effects of the war effort. They summarize, identify bias, and draw conclusions.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.01 • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity;

IDV.02 • make connections between a series and a variety of historic and contemporary individuals, issues, and events that have contributed to the emergence of Canadian identity;

IDV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian identity and communicate their understanding in a variety of forms;

REV.01 • describe selected events that characterize internal relationships between individual Canadians, groups of Canadians, the provinces, and the federal government;

REV.02 • make connections among selected historical examples of Canada's past, contemporary global relationships, and their everyday lives;

REV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian relationships and communicate their understanding in a variety of forms;

CHV.01 • explain how and why selected economic, political, and technological changes have affected Canadians;

CHV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore change in Canadian society and communicate their understanding in a variety of forms.

Specific Expectations

ID1.01 – compare how a person’s sense of identity develops (e.g., through personal and family history, ethnocultural background, location in time and place, values, interests, and accomplishments) to the development of a nation’s identity (e.g., through history of events and peoples, values and policies, economic base, allies and trading partners, geography, and quality of life);

ID1.03 – describe ways in which French Canadians’ roles and identities within Canada are defined (e.g., la survivance, maître chez nous, je me souviens, Bloc Québécois, Franco-Ontarians, Regulation 17, Franco-Manitobans);

ID1.05 – show significant steps in Canada’s evolving political identity to nationhood (e.g., Treaty of Versailles; Statute of Westminster; Canada Act, 1982);

ID3.01 – understand the concept of identity and those that influence an individual’s and a nation’s identity using a variety of modelled thinking strategies (e.g., context clues, concept maps, pictures, cartoons, personal experiences);

ID3.04 – identify different perspectives, stereotypes, and explicit bias when comparing two or more perspectives of Canadian identity (e.g., from Aboriginal and non-Aboriginal, Laurier and Bourassa, Trudeau and Lévesque, Chrétien and Bouchard, from established and recent ethnocultural representatives, from different regions, from different age groups) using a variety of selected critical thinking skills and strategies (e.g., summarizing, comparing and contrasting, seeing causal connections, making inferences, drawing conclusions);

ID3.07 – convey how diverse individuals have contributed to Canada’s identity using a variety of communication strategies;

RE1.01 – explain, using examples from their own lives and from Canadian history, the concept of relationship (e.g., interdependence, independence, dependency, cooperation, conflict, consensus);

RE1.04 – analyse and communicate the impact selected events and agreements have had on internal relationships in Canada, both past and present, that involved conflict and cooperation (e.g., World War I, World War II, War Measures Act, conscription, Winnipeg General Strike, internment of Japanese Canadians, Suffragette movement, Home Children, The Persons Case, October Crisis, Oka, Aboriginal Land Claims, residential schools, cruise missile testing, Trans-Canada Pipeline, St. Lawrence Seaway Project, Olympics, formation of Nunavut, Aboriginal self-government, policies of bilingualism and biculturalism, regional economic disparity, National Energy Policy [NEP], the flag debate, Meech Lake and Charlottetown Accords, Expo ’67);

RE1.05 – analyse and communicate the impact selected events and agreements have had on Canadian global relationships, both past and present, that involved conflict and cooperation (e.g., League of Nations, Lend-Lease Agreement, Hyde Park Declaration, Korean War, international peacekeeping, North American Free Trade Agreement [NAFTA], Multilateral Agreement on Investment [MAI], Summit of the Americas, General Agreement on Tariffs and Trades [GATT] and anti-globalization protests, la Francophonie, Commonwealth of Nations, North Atlantic Treaty Organization [NATO], North American Air Defense Command [NORAD], international disaster relief, Canadian Refugee Policy, World Trade Organization [WTO]);

RE3.01 – understand the concept and characteristics of relationships using modelled thinking strategies (e.g., mind maps, concept maps, semantic webs, Venn diagrams, verbal and visual word associations);

RE3.02 – summarize key events in the evolving relationship between Quebec and the rest of Canada using a variety of modelled reading and viewing strategies (e.g., directed reading/thinking activity, note making, story mapping, group summarizing, think-aloud, questioning);

RE3.04 – analyse selected internal relationships, both past and present, that involved conflict and cooperation using a guided historical inquiry process (e.g., questioning, focusing, conventional and technological research, recording, analysis, evaluation, transcription);

CH1.02 – categorize major changes in Canadian history as social, economic, and/or political change;

CH3.02 – categorize change in Canadian history as social, economic, and/or political, using a variety of visual literacy strategies (e.g., graphs, charts, tables, Venn diagrams, illustrations and photographs, posters, collages).

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE3b - creates, adapts, evaluates new ideas in light of the common good;

CGE3d - makes decisions in light of gospel values with an informed moral conscience;

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

Prior Knowledge & Skills

- Basic understanding of Canada's participation in World War I

Planning Notes

- Obtain statistics regarding troop enlistments versus casualties 1914–1918.
- Access outline maps and print or overhead resources for comparing Europe before and after the Treaty of Versailles.

Teaching/Learning Strategies

a) The Home Front

- Explain the concept of the *home front*. During a class brainstorm, students suggest ways in which people living back home in Canada would have been affected by the fact that a war was occurring in Europe, and that Canadian soldiers were going to fight.
- Students read the passage Appendix 1.4.1: The Watsons at War silently, or volunteers can read to the whole group.
- Students speculate on the effects that the new responsibilities would have on each of the four family members profiled in the passage. They decide which family member they will write in role as to their father overseas, explaining to him how life has changed and what it is like to be living in Canada during the war years.

b) Conscription

- Introduce the concept of conscription by referring to present-day and historical examples of nations and societies that have used conscription (e.g., The United States during the Vietnam War era; present-day Israel, which also drafts women into its armed forces). Students explain how they would feel if they personally were to be conscripted into an armed force. Provide a series of short scenarios profiling a number of different individuals (see Appendix 1.4.2: Case Studies – Conscription Crisis of 1917).
- To help students learn about the Conscription Crisis, provide statistics for the numbers of enlistments versus casualties at selected points in the war. Students interpret the numbers and make observations on the effects that lessening numbers of enlistments would have on the overall war effort. They speculate on ways in which the Canadian government could ensure that numbers in the armed services remain at a satisfactory level.
- Show examples of government recruitment posters used during the war and a list of possible slogans for students to use in creating a similar poster, e.g., Uncle Robert Wants You!, What Did You Do in the War, Daddy?
- Divide the class in half and assign roles. Half of the class acts in role as an individual who has been conscripted, but wants to appeal the draft order. The other half of the class are members of the Armed Forces Appeal Board.

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- Either provide students with some guidelines used by the Appeal Board to assist them in making their decisions OR working in pairs, students brainstorm a list of criteria and compare it to the criteria used by the Board. ‘Conscripted’ students prepare arguments as to why they should not be conscripted, and present their arguments orally. ‘Appeal Board’ members listen to the arguments, decide on whether or not an exemption from the draft will be awarded, and present the results of their decision orally.
 - Students write a brief paragraph indicating whether or not they believe conscription was justified in 1917.
 - Briefly outline the events and results of The Conscription Crisis of 1917, with specific mention of its effect on English-French relations, including mention of the stances taken by Henri Bourassa and Wilfred Laurier.
 - Use a brief written account and video resource to detail the end of the war. Students can use statistics, graphs, and/or charts to interpret the effects of the war. Information should include:
 - the concept of stalemate;
 - the impact of the Russian withdrawal from the war (Germany now free to use all of its resources on the Western Front);
 - German policy of unrestricted warfare against neutral shipping, 1917;
 - the German offensive of 1918;
 - the United States’ entry into the war;
 - the German naval mutiny of 1918;
 - other events in Germany such as the food riots and abdication of the Kaiser;
 - the beginning of negotiations for surrender.
 - Students make brief study notes. (See *Think Literacy*, Engaging in Reading: Making Notes, p. 60).
 - Provide a summary of the terms of the Treaty of Versailles. Students list 5–10 key terms, and create before and after maps of Europe.
 - Students read Appendix 1.4.3: The Nobility Squares Off as an example of rhetoric that people at that time might have used in their opinions about the war. Two students act in role as Sir Basil and Count Alfred.
 - In a teacher-led discussion, students identify examples of bias in each of the two scenarios and write a brief opinion paragraph about which of the two sides had a more justifiable argument.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Assessment of understanding the meaning and implications of conscription (discussion and/or role play) using an observational checklist
- Assessment of ability to clearly communicate visually (poster), using a checklist
- Peer or self-assessment of completeness and accuracy (student notes) using a checklist
- Evaluation of thinking and communication skills (opinion paragraph) using a rubric

Resources

Non-print

Canada and the Great War, 1914–1918: A Nation Born. Veteran’s Affairs Canada, 1999, 20 minutes.

Historica (Foundation) – www.histori.ca

Library and Archives Canada – <http://www.archives.ca>

Statistics Canada – www.statcan.ca

Activity 1.5: Canada in the 1920s: A Time of Great Change?

Time: 6 hours

Description

Students gain an understanding of some significant changes that occurred in Canada during the 1920s. They examine changes in technology, popular culture, human rights, the economy, and politics. Students develop questioning, note taking, and critical-thinking skills. Students also develop understanding for people living during this time period and decide whether or not this was a time of great change from a variety of perspectives.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.01 • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity;

IDV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian identity and communicate their understanding in a variety of forms;

REV.01 • describe selected events that characterize internal relationships between individual Canadians, groups of Canadians, the provinces, and the federal government;

CHV.01 • explain how and why selected economic, political, and technological changes have affected Canadians;

CHV.02 • connect learning about significant change throughout Canadian history to current changes in Canadian society;

CHV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore change in Canadian society and communicate their understanding in a variety of forms.

Specific Expectations

ID1.01 – compare how a person’s sense of identity develops (e.g., through personal and family history, ethnocultural background, location in time and place, values, interests, and accomplishments) to the development of a nation’s identity (e.g., through history of events and peoples, values and policies, economic base, allies and trading partners, geography, and quality of life);

ID1.02 – describe ways in which Aboriginal peoples’ roles and identities within Canada are defined (e.g., Nisga’a Treaty, Tommy Prince, Phil Fontaine, Georges Erasmus, Susan Aglukark, James Bartleman, formation of Nunavut, Buffy Ste. Marie, Chief Dan George, Mary Two-Axe Early, Drew Hayden Taylor);

ID3.01 – understand the concept of identity and those that influence an individual’s and a nation’s identity using a variety of modelled thinking strategies (e.g., context clues, concept maps, pictures, cartoons, personal experiences);

ID3.04 – identify different perspectives, stereotypes, and explicit bias when comparing two or more perspectives of Canadian identity (e.g., from Aboriginal and non-Aboriginal, Laurier and Bourassa, Trudeau and Lévesque, Chrétien and Bouchard, from established and recent ethnocultural representatives, from different regions, from different age groups) using a variety of selected critical thinking skills and strategies (e.g., summarizing, comparing and contrasting, seeing causal connections, making inferences, drawing conclusions);

ID3.07 – convey how diverse individuals have contributed to Canada’s identity using a variety of communication strategies;

RE1.01 – explain, using examples from their own lives and from Canadian history, the concept of relationship (e.g., interdependence, independence, dependency, cooperation, conflict, consensus);

RE1.04 – analyse and communicate the impact selected events and agreements have had on internal relationships in Canada, both past and present, that involved conflict and cooperation (e.g., World War I, World War II, War Measures Act, conscription, Winnipeg General Strike, internment of Japanese Canadians, Suffragette movement, Home Children, The Persons Case, October Crisis, Oka, Aboriginal Land Claims, residential schools, cruise missile testing, Trans-Canada Pipeline, St. Lawrence Seaway Project, Olympics, formation of Nunavut, Aboriginal self-government, policies of bilingualism and biculturalism, regional economic disparity, National Energy Policy [NEP], the flag debate, Meech Lake and Charlottetown Accords, Expo '67);

RE2.01 – assess Canada's response to persecution at home (e.g., residential schools, Japanese Canadian internment) and abroad (e.g., Sudan, the Holocaust, Bosnia, Rwanda);

RE3.01 – understand the concept and characteristics of relationships using modelled thinking strategies (e.g., mind maps, concept maps, semantic webs, Venn diagrams, verbal and visual word associations);

RE3.04 – analyse selected internal relationships, both past and present, that involved conflict and cooperation using a guided historical inquiry process (e.g., questioning, focusing, conventional and technological research, recording, analysis, evaluation, transcription);

CH1.01 – explain using examples from their own lives and from Canadian history, the concept and characteristics of change (e.g., difference over time, gradual and/or sudden, cause and effect, challenge to tradition);

CH2.01 – explain the significance, to their lives and the lives of Canadians, of selected Canadian innovators (e.g., Frederick Banting and Charles Best – insulin, Armand Bombardier – snowmobiles, George de Mestral – Velcro, Jacques Plante – fibreglass goalie mask, Guy Laliberté – Cirque du Soleil, Julia Levy – photodynamic therapy, Frank Toskan and Frank Angelo – MAC Cosmetics, James Goslin – Java Script, Rachel Zimmerman – Blissymbolic software, Aboriginal Peoples Television Network [APTN] – broadcasting);

CH2.02 – assess how a major political change (e.g., repatriation of the Constitution; founding and growth of the Bloc Québécois; Indian Act Amendments – Bill C-31, 1985; The First Nations Governance Act, 2002) affected diverse groups in Canada;

CH2.03 – identify connections between selected current events and the characteristics of change;

CH3.01 – understand the concept and characteristics of change using modelled thinking strategies (e.g., timelines, cause-and-effect charts, concept maps, webbing, fishbone maps);

CH3.03 – analyse the impact of technological advancements on social and economic change in Canada using a variety of thinking strategies (e.g., establish chronology, find causal relationships, make inferences, connect text to personal experiences);

CH3.05 – investigate and communicate the impact that Canadian innovators have had on their lives and the lives of Canadians using a variety of forms (e.g., discussions, supported opinion, news reports, posters, visual essays, audio-visual presentations, role plays, interviews);

CH3.06 – assess the effects of political change on diverse groups in Canada and communicate their thinking using provided structures or by developing their own (e.g., compare and contrast, cause-and-effect charts, pro/con charts, plus/minus charts);

CH3.07 – predict changes using a variety of critical-thinking skills (e.g., see causal connections, make inferences, draw conclusions) and communicate the consequences of these changes using a variety of written, oral, and visual forms.

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

Prior Knowledge & Skills

- Experience in developing relevant questions
- Experience in distinguishing between fact and opinion

Planning Notes

- Locate or create a sample concept map.
- Locate primary source material on popular culture in the 1920s.
- Find or prepare information on prohibition that is suited to the students' needs and abilities.
- Create a That was then... This is now... T-chart.
- Select four or five significant Canadians from this time period who struggled for political change, and locate relevant print information for student use.
- Be prepared to help students deal with controversial issues using empathy, open mindedness, sensitivity, and critical-thinking skills.
- Provide information on prohibition.
Note: Guide students in understanding and respecting individual differences and the importance of balance and authentic voice in portrayals, points of view and representations.

Teaching/Learning Strategies

Technological Change

- Invite students to explain what the term *technology* means to them. After students share their ideas, explain that technology is a broad term that includes anything that has been made (invented) by a human being, e.g., an arrowhead, a wheel, a cell phone, an MP3 player.
- Students scan provided resources for inventions that changed the lives of the people living in the 1920s and list them on chart paper, e.g., radio, automobile, telephone, household appliances, insulin, air transport.
- Model how to make a concept map using a short reading that focuses on one of the inventions/innovations of the 1920s.
- Provide students with a list of linking words and phrases to connect concept bubbles, e.g., changed, helped, harmed, influenced, provided, reduced, increased, contributed, improved, caused.
- Working in cooperative groups, students create a concept map that outlines the effects of three or four types of technological innovations on Canadian society in the 1920s. They identify important concepts and supporting ideas before adding the connecting words/phrases.
- Students post their maps and complete a gallery walk to view each other's work.
- Cooperative teams regroup to discuss the question: Which innovation affects you the most today? Suggest criteria for making the judgment, e.g., the innovation makes life easier or more difficult; the innovation makes life more or less enjoyable; the innovation makes people healthier or less healthy; the innovation affects the environment in a positive or negative way; the number of people the innovation affects.
- Lead a whole-class debriefing of the discussions.

Popular Culture

- As students identify categories of popular culture, e.g., music, fashion, slang, dance, movies, cars, record these as headings on a chart. Paired students share examples of teenage popular culture, using the categories provided.

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- Illustrate some aspects of 1920s popular culture by playing jazz music, previewing silent movie clips, showing pictures of flapper fashion, presenting a list of 1920s slang, showing samples of advertisements for cars and clothes.
 - Students complete a That was then...This is now... T-chart comparison of 1920s popular culture and contemporary popular culture.
 - Students review what they have learned about popular culture of the 1920s and read additional information.
 - Explain that they will be creating interview questions for a teenager of the 1920s and that the questions and answers must demonstrate that they understand some aspects of popular culture in the 1920s.
 - The teacher reads aloud the informational resource as students listen and think about possible questions to ask the teenager of the 1920s.
 - Outline the criteria for good questions, i.e., the question cannot be answered by a simple *yes* or *no* response, the questions are open-ended, the questions focus on *why* and *how*, the questions demonstrate an understanding of the topic. Provide several samples of strong interview questions for students to consider.
 - Students reread the text material in pairs. The paired students develop an appropriate character for the interview (a teenager of the 1920s) and create a series of four or five questions to ask the teenager along with his/her responses. The interviewer can be a person from the present or the past. The use of props, costumes, music, and 1920s slang should be encouraged and/or provided for student use.
 - Students practise their interviews. Assess their progress and provide detailed feedback prior to the final performance.
 - Students perform their interviews.
 - Record an interesting question and response from each performance and provide copies to students.
 - Students synthesize the information from the interviews and class discussions by writing a paragraph entitled *That Was Then, This Is Now* that compares popular culture of the past with the present in three areas, e.g., fashion, slang, music, movies.

Prohibition

- Introduce the topic of prohibition in Canadian provinces and the United States.
- Review the difference between a fact and an opinion statement, using examples.
- Students examine information on the topic and jot down notes that correspond to the issues, as they complete an Anticipation Guide on the topic of prohibition (see *Think Literacy: Cross-Curricular Approaches, Grades 7–12*, page 21).
- Students return to the statements and make notes from what they have discovered in their reading that may confirm or change their opinions.
- Debrief the reading and lead a discussion in which students consider how and why the opinions on selected statements may change based on the individual person's background, experiences, values, beliefs, etc.
- Select a current issue for students to analyse and discuss.

Great Canadians of the 1920s

- Ask students for examples of 'great' people from contemporary society and have them list characteristics and traits that seem to be shared by those people. Model the activity by presenting a great person and outline the rationale for the choice to help students develop a criteria as they present their examples.
- Explain that each student is to research one great Canadian from the 1920s in an expert group and then present the struggles and achievements of this person to their home group (*Think Literacy: Cross-Curricular Approaches, Grades 7–12*, p. 171).

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- Select and assign a role to each person in the home group, e.g., Nellie McClung, William Lyon Mackenzie King, F.J. Dixon, F.O. Loft, Emily Murphy, Deskaheh Levi General.
 - Students move into their expert groups to summarize information on their assigned role. In groups they complete focus questions (Appendix 1.5.1: Great Canadians of the 1920s).
 - Students return to their home groups to present their findings.
 - Students complete a place mat activity where they jot their answers to the focus questions individually and then share orally.
 - Students discuss, come to a consensus, and then record in the centre of the place mat answers to the following questions: Which person faced the greatest challenge? Which person was involved in the greatest change for Canada at this time?
 - Students explain their group's discussions in a class debriefing.

Was Canada a Great Place to Live in the 1920s?

- Introduce the whole-class discussion format, a Value Line (*Think Literacy: Cross-Curricular Approaches, Grades 7–12*, p. 182).
- Model how to create a value line based on the question: Was Canada a Great Place to Live in the 1920s? from the viewpoint of a specific segment of society, e.g., flappers, automobile workers, Aboriginal veterans, Winnipeg General Strikers, suffragettes, residential schools and the impact on Aboriginal people.
- Students choose a role, examine suitable information, e.g., print excerpts, and form an opinion from this perspective.
- Students rank themselves by lining up in a single line continuum from 'strongly agree' to 'strongly disagree.' Students talk to each other so that they can discover where they fit on the line.
- In groups of three, students discuss the reasons for their choices.
- Students share information they gathered in the small-group discussions.
- Tell the students that the 1920s has also been called the Roaring Twenties, which seems to denote that it was a wild, party-time decade. Is this a false impression?
- In groups, students share their responses to the question, stating the reasons for their particular and differing perspectives.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Assessment of cooperative group skills (group and whole-class discussions) through teacher observation
- Evaluation of critical-thinking skills – interpreting, summarizing, making judgments (concept map and synthesis paragraph) using a rubric

Resources

Non-print

The Good, Bright Days (1919–1927). National Film Board of Canada, 1960, 29 minutes.

Art2Life: The Canadian Century (Canadian Images of the 20th Century) – <http://www.art2life.ca>

Assembly of First Nations – www.afn.ca

Historica Foundation – www.historica.ca

Images Canada: Picturing Canadian Culture – <http://www.imagescanada.ca/r1-220-e.html>

Library and Archives Canada – <http://www.archives.ca>

Activity 1.6: Canada through Photos 1914–1929

Time: 3 hours

Description

Students use historical inquiry and communication skills to create a photo essay by selecting photographs and writing explanatory paragraphs that synthesize their learning about Canada from 1914–1929.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.01 • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity;

IDV.02 • make connections between a series and a variety of historic and contemporary individuals, issues, and events that have contributed to the emergence of Canadian identity;

IDV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian identity and communicate their understanding in a variety of forms;

REV.01 • describe selected events that characterize internal relationships between individual Canadians, groups of Canadians, the provinces, and the federal government;

REV.02 • make connections among selected historical examples of Canada’s past, contemporary global relationships, and their everyday lives;

REV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian relationships and communicate their understanding in a variety of forms;

CHV.01 • explain how and why selected economic, political, and technological changes have affected Canadians;

CHV.02 • connect learning about significant change throughout Canadian history to current changes in Canadian society;

CHV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore change in Canadian society and communicate their understanding in a variety of forms.

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada’s official languages;

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE5g - achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others.

Prior Knowledge & Skills

- Writing explanatory paragraphs
- Conducting research using electronic and text sources
- Referencing electronic and text sources

Planning Notes

- Locate appropriate electronic and print resources from which students can select photographs.
- Book time in a computer lab and/or library.
- Identify and bookmark appropriate websites. Review school board policies regarding responsible use of the Internet, including strategies to evaluate the relevancy and legitimacy of sites.
- Plan an opportunity for a photo gallery display of student work. Invite community members, parents/guardians, other students, etc.
- Create a Works Cited format page that students can model for this assignment.
- Introduce the culminating task for the course, The Canadian History Hall of Fame, and explain how the skills they are practising in each unit will help them in the final assignment for the course.

Teaching/Learning Strategies

- Students develop criteria for selecting people/groups/events and innovations that are significant to Canadian history.
- Prompt students to use the terms *change*, *relationship*, and/or *identity* in their brainstorming of criteria, e.g., the person helped to change Canada in a positive way; the event shows the relationship between the U.S. and Canada at the time; the invention contributed to Canadian identity.
- Debrief the criteria in a whole-class discussion and record key criteria on the board for students to copy into their notes.
- Discuss the assignment (Appendix 1.6.1: Photo Essay Assignment) and the evaluation tool (Appendix 1.6.3: Holistic Rubric for Photo Essay).
- Students research, select photographs, and complete written explanations.
- Students display their photo essays and invite others to view their products at a gallery opening.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Teacher and peer/self-assessment of ability to follow a process (photo essay) using Appendix 1.6.2: Checklist for Photo Essay
- Evaluation of the students' understanding of the significance of selected Canadian people, events, and innovations from 1914–1929 and their use of historical inquiry and communication skills (photo essay), using a rubric

Resources

Non-print

Assembly of First Nations – <http://www.afn.ca/>

Canadian Broadcasting Corporation – <http://www.cbc.ca>

Canadian Images of the 20th Century – <http://www.art2life.ca>

Historica Foundation – www.historica.ca

Images Canada: Picturing Canadian Culture – <http://www.imagescanada.ca/r1-220-e.html>

Picturing Canadian Culture – <http://www.imagescanada.ca/r1-220-e.html>

Appendix 1.2.1: War Fever!

In the middle column, write a definition for each term.

In the column on the right, explain how this factor helped increase War Fever across Europe and in Canada.

Cause of War	What does this term mean?	How did this factor contribute to War Fever?
Nationalism		
Imperialism		
Militarism		
Absolute Monarchism		
Alliance System		

Appendix 1.4.1: The Watsons at War

Emily Watson wearily slumped onto a hard wooden bench in the lunch room and took a long drink from the cup of water beside her. She was exhausted and her back and feet ached. In fact, she told herself, she had never been this tired in her entire life. This was the first time that the 38-year-old Toronto mother of three had ever worked outside the home. After 20 years of caring for a husband and three young children, Emily suddenly found herself working in a noisy, grimy factory called Dominion Munitions. For 12 hours a day, and with only three short breaks, Emily loaded ball-bearing weights into artillery shells – shells that would be used against the German and Austrian armies in battles that were happening 5,000 kilometres away.

It was 1916, and Canada was at war. For the past 2 years, Emily and her family had found their lives turned upside down. Before the war started, she had been happily at home, cooking meals and keeping the family's small, second-story walkup clean and tidy while her husband, John, went off each day to work as an electrician. In rapid succession, she had given birth to sons John Jr. (known as Wee Johnny) and Matthew, and daughter Dora. When the war started, John felt it was his duty to join the army to help preserve and protect the British Empire. He was sent to Great Britain, then ultimately to northwestern France, where he now served in the front-line trenches with the 22nd Highland Regiment.

With John gone off to fight, money became scarce around the Watson household. One day, Emily's neighbour Vivian told her that the munitions factory down the street needed workers and they were especially interested in hiring women. Vivian said the factory was looking for women because they were good at doing the precise and exacting tasks that the job required. Feeling that she had nothing to lose and everything to gain (imagine, the factory was paying 20 cents an hour!) she applied, and to her surprise, was hired on the spot for an assessment period. She proved to be especially good at the kind of tasks that were required for assembling artillery shells and was soon working all the hours that she could stand.

Now Emily was exhausted, but she was also happy. Not only was she earning the money that the family so desperately needed, but she also felt she was 'doing her bit' to aid Canada and 'the mother country' in the fight.

If Emily's life had changed dramatically, so too had the lives of every other member of her family. John Jr., now 15, found his school year cut short. Students at his school were being allowed to leave school early so that they could put in volunteer hours with nearby farmers. Wee Johnny had finished school in April this year and had spent his summer days sowing, planting, and feeding animals on a farm in the north end of the city. This helped assure that there would be all that much more food to send to the soldiers and civilians overseas.

Appendix 1.4.1: The Watsons at War (continued)

Matthew, too, was expected to do his bit for the war effort. Wee Johnny's younger brother spent his spare hours travelling through the neighbourhood looking for scrap materials that would be useful for the war effort. Bottles, old newspapers, bits of scrap metal, and even old soup bones (which could be used to make glue) were collected and sold for recycling. Any money that Matthew made from his scavenging efforts was used to buy Thrift Stamps. These stamps, which sold for 25 cents, were stuck onto a special collector card. When Matthew had amassed \$4.00 worth of Thrift Stamps on the card, he could trade it in for a War Savings Stamp. This stamp could be traded in after the war for \$5.00. At just 12 years old, Matthew was investing in his country's war effort.

Even though Dora was the youngest in the family, she was able to help her family during the war on the home front. The Watsons had planted a small Victory Garden in the yard at the back of the house. Eight-year-old Dora pulled weeds from in between the carrots and cucumber plants that Emily had planted in the few square metres available to her. Sometimes, if Emily wasn't too tired from her long days in the munitions factory, she would teach Dora how to roll bandages that would be sent to the soldiers serving on the Western Front. Although she never mentioned it to Dora, she silently prayed that none of the bandages would be needed for her husband, John, bravely fighting so many kilometres away.

Appendix 1.4.2: Case Studies – Conscription Crisis of 1917

1. Marcel St. Laurent is 21 years old. He lives on his family's farm along the banks of the Saguenay River. His family grows corn, tomatoes, and other market vegetables, much of which is sold to a local cannery. Marcel lives with his father and mother. Marcel's father is 68 years old but lost his leg in a farming mishap several years ago, and is now unable to perform many of the more physically demanding farm duties. The family used to have a hired hand named Jean-Claude, but Jean-Claude joined the army in 1915, and the family has been unable to find a replacement. Thus, all of the heavy work around the farm has now become Marcel's responsibility. In December of 1917, Marcel received a notice from the government indicating that he was to report for military duty at the end of the month.
2. Tony Banks is a 33-year-old tool-and-die maker who lives in Toronto with his wife and three young children. Before the war, he had been employed by a company that manufactured the newly invented electrical washing machines that were becoming popular among the city's well-to-do. But once the war started, he was hired by a company that manufactured artillery shells for the British and American armies. Because of the very high demand for the weapons, Tony worked 7 days a week, 12 hours a day. Although he spent little time with his wife and children, the wages were good, and he knew that the war couldn't last forever, so why not make as much as he could while the opportunity presented itself? In January 1918, Tony received a notice from the government that he was to report to Fort York for military training. He was being conscripted into the army.
3. Paul Dennis is a 20-year-old student at Queen's University in Kingston, Ontario. He is studying history and philosophy. Paul's studies of events such as The War of 1812 and the American Civil War have convinced him that war is a useless pursuit in which old men make decisions and young men die carrying them out. Paul sees no reason why a young British or Canadian soldier should be firing at an equally young German or Austrian soldier. While his friends urged support for the British cause (some of them had already joined the army voluntarily) Paul argues passionately that the war is pointless, that nothing will change once it is over, and that the money spent fighting the war would be better spent on caring for Canada's elderly or down-and-out citizens. In February of 1918, Paul received a telegram informing him that he was to report to Fort Henry for a medical exam, the first step in his possible conscription into the army.
4. William Evers is a single, 25-year-old living in Saskatoon. Presently, he is employed as a bookseller. William is a devout Catholic who thinks that one day he may join the priesthood. While William believes in the British Empire, and that German aggression has led to the problems that Europe is currently facing, he does not think that large-scale warfare is the answer. William passionately believes in the Biblical edict "Thou Shalt Not Kill," and that only God has the right to take away the life of a human being. In December of 1917, William received notification that he was being drafted into the army, but he will appeal the notice on the grounds that he is a conscientious objector.

Appendix 1.4.3: The Nobility Squares Off

Sir Basil Dumpty-Pugh was a member of Britain's House of Lords. He made the following comments, which were reported in the British newspaper *The Times*, in 1920.

Is the Treaty of Versailles fair? Well, bloody hell, of course it's fair. If the marauding Hun hadn't attacked Belgium in 1914, none of this would have happened. And certainly there was more to it than that anyway. That fool Kaiser was a mad man, a lunatic, a warmonger of the first degree. He had been threatening war with Britain and France for years. His ridiculous tirades were reported in his country's very own newspapers. Typical Bloody Hun!

And then, they thought they could push their way around Africa and the Pacific as if they owned the place. Everybody knows that Great Britain had the legal and God-given right to most of Africa long before Kaiser Bill had even set his eyes on an atlas.

And look how they hoarded weapons before the war. Thanks to our spies, ahem, sources in Germany, we knew full well of their plans to challenge our naval superiority. What right did they think they had to control the sea lanes? Let's face it, their militaristic policies paved the way to the Great War, and if we don't limit their capacity to re-arm, we'll be at war again within twenty years. You mark my words. The Hun is a savage creature who simply lives for war.

A war-like race like that deserves all of the punishment that we can rightfully deliver. They caused the War, they should therefore pay for it. And by restricting the size of their navy, army and air force, and by restricting their ability to make weapons of mass destruction, we are in effect protecting the rest of the world from ever having to worry about the Hun menace again!

Count Hans von Schtuppen was a distant relative of the Kaiser, and the Baron of Schleswig-Holstein. He made the following comments to the newspaper *Der Berliner* in 1920 regarding the Treaty of Versailles.

The Treaty of Versailles is ridiculous, an insult, a slap in the face to the good burghers of Germany. To claim that Germany was solely responsible for starting the war is absurd. If blame should be laid anywhere, it should be with the upstart Serbians, who actively supported with weapons and finances, the heinous assassination of our peace-loving brother Franz Ferdinand, the Prince of the Hapsburgs. It was our right and our duty to protect our Germanic Austrian brothers, which we did. What right Britain and Russia had to step in to protect the cowardly French and the war-mongering Serbs, I just do not know. They should have kept their big nose noses out of it in the first place.

And these conditions that have been placed upon us are absurd. If the truth is to be known, Germany did not lose this war, it was betrayed by a few cowards at the front. We should have gone on fighting, because now we have been left in a position in which we are surrounded by enemies against whom we have no way to protect ourselves. We cannot even begin to rebuild our economy because the Imperialist British have taken away our colonies, and the frightened French (who would never have won this war alone) are crippling our steel-making capabilities by removing our own coal resources from the German Saar region. How do they even expect us to pay those insane reparations? How can we be expected to feed our ordinary citizens when we have to use all of our financial resources to pay off British and Canadian munitions manufacturers?

It makes you wonder, where has God gone? Why has He deserted us? It almost makes you wonder if He was ever really on our side at all.

Appendix 1.5.1: Great Canadians of the 1920s

You are to research a ‘great’ Canadian as part of your home group. In your expert group you will collaboratively answer the following questions about your great Canadian based on the readings provided. Take notes and discuss answers fully as you will be responsible for sharing this information once you return to your home group.

Name of your Great Canadian: _____

Great Canadian’s Job: _____

1. What change did he/she want for Canada?
2. Who helped the great Canadian and why did other people want to help her or him?
3. Who would not help the great Canadian or tried to stop her or him, and why?
4. How did he/she try to bring about this change?
5. Was he/she successful?
6. Why or why not?

Appendix 1.6.1: Photo Essay Assignment – Canada from 1914–1929

Name: _____ Date: _____

The Task

You have been hired to create a photo essay on the topic of Canada from 1914–1929. A photo essay combines photographs and/or illustrations with brief written explanations that describe what or who is in them and why they show people/things of significance to Canadian history.

Choose four images from this time period of Canadian history that represent significant (based on your criteria) people, groups, events, and an innovation, e.g., invention, military technology, fashion, music, movie, sport, based on the criteria we have developed together in class.

Finding and Referencing Your Photos

Use a minimum of two electronic sources and one print source. You may already have an image in your personal photo portfolio that you would like to use. Record the names of the resources you use on a Works Cited page.

Choosing Your Four Photos

One photograph/illustration must be a person or a group of people. One must show an event. One must be an innovation. One can be anyone or anything of your choice.

Explaining Your Choice

Write a paragraph for each image that explains to the viewer why you chose it.

Creating a Title

Create a title for your photo essay that summarizes what you feel happened in Canada from 1914–1929, e.g., *Canada Roars, Canada Bleeds... Then Parties, or Growing Pains*.

Displaying Your Work

Mount your photos/illustrations on paper with your written paragraphs beneath. Add a title. Display your work for other people to view in a gallery opening.

Appendix 1.6.2: Checklist for Photo Essay – Canada 1914–1929

Name: _____ Date: _____

Peer Assessor: _____

	Yes	No
1. I have included one photograph/illustration of an important person or group in Canadian history.		
2. I have one image of a significant event in Canadian history.		
3. I have one image of an important innovation developed in Canada during the time period 1914–1929.		
4. I have chosen one additional image that shows someone or something significant to Canada from 1914–1929.		
5. I have written a paragraph for each image that identifies what is in it and why it was important to Canada.		
6. I have proofread my written work.		
7. I have had another person proofread my written work.		
8. I have mounted my photographs/pictures on coloured paper.		
9. I have chosen a title that reflects what happened to Canada from 1914–1929.		
10. I have completed a Works Cited page that shows that I have used two electronic resources and one print resource.		

What I liked about this photo essay:

What could be improved:

Teacher comments:

Appendix 1.6.3: Holistic Rubric for Photo Essay

What will be marked?

Your choice of people/groups, events, innovation
Your choice of images (photos/pictures/illustrations)
The layout of my photo essay
Your paragraphs (content and style)

What does this demonstrate?

Knowledge and Understanding
Thinking, Application
Communication
Thinking, Communication

What does a **Level 4** photo essay look like?

Your choice of Canadian people, events, and innovations shows you have a thorough understanding of their significance in Canadian history from 1914–1929.

Your choice of images shows you made extensive use of research and inquiry skills.

You show an in-depth understanding of how the layout of a photo essay can make it appealing to a viewer.

Your paragraphs are accurate and insightful.

What does a **Level 3** photo essay look like?

Your choice of Canadian people, events, and innovations shows you have considerable understanding of their significance in Canadian history from 1914–1929.

Your choice of images shows you made good use of research and inquiry skills.

You show considerable understanding of how the layout of a photo essay can make it appealing to a viewer.

Your paragraphs are accurate and include detailed information.

What does a **Level 2** photo essay look like?

Your choice of Canadian people, events, and innovations shows you have some understanding of their significance in Canadian history from 1914–1929.

Your choice of images shows you made some use of research and inquiry skills.

You show some understanding of how the layout of a photo essay can make it appealing to a viewer.

Your paragraphs are somewhat accurate and include some detailed information.

What does a **Level 1** photo essay look like?

Your choice of Canadian people, events, and innovations shows you are beginning to understand their significance in Canadian history from 1914–1929.

Your choice of images shows you made limited use of research and inquiry skills.

You show limited understanding of how the layout of a photo essay can make it appealing to a viewer.

Your paragraphs are of limited accuracy and include limited information.

Unit 2: Becoming Canadian 1929–1958

Time: 25 hours

Unit Description

Students investigate Canada’s maturation between 1929 and 1958. Students examine major events such as the Great Depression, World War II, and post–World War II realities to gain a better appreciation of Canadian identity and independence. Students further develop visual literacy skills and use a wider range of reading, writing, and recording strategies. The unit culminating task provides information about individuals, events, and innovations that could form part of the course culminating activity.

Unit Synopsis Chart

Activity/Time	Learning Expectations	Achievement Chart Categories	Task
2.1 Personal Identity and a Connection to the Era 1 hour	ID1.01, ID3.01 RE1.01, RE3.01 CH1.01, CH3.01 CGE2c, 2d, 3c, 3e, 4a, 5e, 6c	Thinking, Communication	<ul style="list-style-type: none"> • Students create a personal timeline. • Students organize and record personal information related to identity, relationships, and change.
2.2 Canadians Cope with the Great Depression 5.5 hours	ID1.02, ID1.03, ID2.01, ID3.02 REV.01, REV.02, REV.03, RE1.01, RE1.02, RE1.04, RE2.02 CHV.01, CHV.02, CH1.04, CH2.02 CGE1d, 2b, 2c, 2d, 3d	Knowledge and Understanding, Thinking	<ul style="list-style-type: none"> • Students simulate the Stock Market Crash. • Students organize information on the effects of the Depression and responses to these effects and assess and compare conditions of the 1920s and 1930s and today. • Students investigate the new political parties that were formed after the Depression.
2.3 Nazism and the Holocaust 4 hours	IDV.02, ID1.06, ID3.05 REV.02, REV.03, RE1.05, RE2.01, RE3.05 CHV.01, CH2.03 CGE1d, 1h, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3e, 3f, 5e, 7f	Knowledge and Understanding, Thinking	<ul style="list-style-type: none"> • Students follow Hitler’s rise to power and the persecution that resulted. • Students make conclusions about the Holocaust and how to prevent similar events in the future. • Students compare these acts of genocide with contemporary examples.
2.4 Canadians “Move Out” But Must Fight Again 3 hours	IDV.01, IDV.02, IDV.03, ID1.04, ID1.05 CH2.02 CGE2b, 2c, 2d, 2e, 3b, 5a, 5e	Knowledge and Understanding, Thinking, Communication, Application	<ul style="list-style-type: none"> • Students create a visual organizer to chronicle events leading to Canadian independence. • Students write an opinion about Canada’s entry into World War II.

Activity/Time	Learning Expectations	Achievement Chart Categories	Task
2.5 Total War for Canada 4 hours	IDV.02, ID1.02, ID1.03, ID1.06 REV.02, REV.03, RE1.01, RE1.03, RE1.04, RE1.05, RE2.01, RE2.02 CHV.01, CH1.04 CGE1d, 2a, 2b, 2c, 2d, 3c, 3d, 5a, 7f	Knowledge and Understanding, Thinking, Communication, Application	<ul style="list-style-type: none"> • Students create a news report about how Canada was involved in World War II. • Students view a video and make notes about Canada's involvement in World War II. • Students complete a place mat activity as they study the devastation and destruction caused by the war.
2.6 Booming Fifties 3 hours	ID2.04 RE1.01, RE2.03 CHV.01, CH1.03, CH1.04, CH2.01, CH2.02 CGE1d, 2a, 2b, 2c, 2d, 3c, 3d, 5a, 7f	Knowledge and Understanding, Thinking, Communication	<ul style="list-style-type: none"> • Students explore communication technology and the impact of the automobile on Canadian society as examples of the post-war prosperity.
2.7 Independence and Security 2 hours	IDV.01, IDV.02, IDV.03, ID1.04, ID1.05, ID1.06, ID2.04 RE1.03, RE1.05, RE2.02, RE2.03 CHV.02, CH1.01, CH1.02 CGE2a, 2b, 2c, 2d, 2e, 3c, 5a, 7g	Knowledge and Understanding, Thinking	<ul style="list-style-type: none"> • Students examine the Korean War as an example of international tensions in the 1950s. • Students examine the contributions Canada made in the events after World War II to the end of the 1950s.
2.8 Timeline for Canada 2.5 hours	IDV.01, ID1.05, ID3.01, ID3.07 RE2.02 CGE2a, 2b, 2c, 2d, 3c, 5a, 5e	Knowledge and Understanding, Thinking, Communication, Application	<ul style="list-style-type: none"> • Students construct a group timeline by selecting key events and personalities that contributed to the development of Canadian identity. • Individual students within each group write a short commemorative newspaper article, focusing on a specific individual or event, and include an appropriate photograph.

Unit Notes for Catholic Teachers

This unit deals with a number of social justice issues: economic inequality, political, religious, and racial persecution, and death and destruction due to war. Students may examine the gospels and Catholic Church documents as they relate to these issues.

Unit Resources

Print

Berton, Pierre. *The Great Depression 1929–1939*. Toronto: McClelland & Stewart, 1990.
ISBN 0-7710-1270-5

Bresheeth, H., S. Hood, and L. Jansz. *Introducing the Holocaust*. London: Icon Books Ltd., 1994. ISBN 1874166161

Broadfoot, Barry. *Ten Lost Years: 1929–1939*. Toronto: Doubleday Canada, 1973. ISBN 0-7710-1652-2

Buehl, Doug. *Classroom Strategies for Interactive Learning*. Schofield, Wisconsin: Wisconsin State Reading Association. 1995.

Burke, Jim, et al. *Reader's Handbook: A Student's Guide for Reading and Learning*. Wilmington: Great Source Education Group Inc., 2002. ISBN 0-669-49008-3

Chartock, Roselle and Jack Spencer, eds. *Can It Happen Again? Chronicles of the Holocaust*. New York: Black Dog & Leventhal, 1995. ISBN 1-884822-26-6

Doty, J., G. Cameron, and M. Barton. *Teaching Reading in Social Studies: A Supplement to Teaching Reading in the Content Areas Teacher Manual*. Second edition. Aurora, Colorado: Association for Supervision and Curriculum, 2005. ISBN 1-893476-073

Fine-Meyer, Rose and Stephanie Gibson. *Advertising: Reflections of Culture and Value*. Oakville: Rubicon Education, 2002. ISBN 0-921156-73-17

Kinsella, K. *Reading in the Content Areas: Strategies for Reading Success*. Upper Saddle River, New Jersey: Globe Fearon Co., 1998. ISBN 0-835-95504-4

Mueller, Mary. *Great Research Projects: Step by Step*. Portland: Walch, 2000.

Think Literacy: Cross-Curricular Approaches, Grades 7–12. Toronto: Queen's Printer for Ontario, 2003. ISBN 0-7794-5426-X

Wright, Thomas and Linda Martin. *The Economy: From Farms to Cyberworld*. Oakville: Rubicon Education, 2004. ISBN 0-921156-83-9

Non-print

Building the Future: Canada in the 1950's (2 VHS video set). A-V Discovery Ltd., 2002, 50 minutes.

Canada: A People's History. CBC, 2000–2002, 60–120 minutes each episode.

Life Under Adolf Hitler: A Totalitarian Regime. History Films Pty. Ltd., 1999, 24 minutes.

Sunshine and Eclipse (1927–1934). National Film Board of Canada, 1960, 25 minutes.

World War 2 – Canada's Role. Classroom Video (CLV), 1992, 34 minutes.

The Alberta Native Friendship Centres Association – <http://www.albertafriendshipcentres.ca/>

Art2Life: The Canadian Century (Canadian Images of the 20th Century) – <http://www.art2life.ca>

The Big 6 (Information Literacy for the Information Age) – www.big6.com

Great Depression of Canada (Yukon Education Student Network)

– <http://www.yesnet.yk.ca/schools/projects/canadianhistory/depression/depression.html>

National Geographic | New Suburb?: Sprawl vs. “Smart Growth”

– <http://www.nationalgeographic.com/earthpulse/sprawl/gallery1.html>

The Nizkor Project (Holocaust Educational Resource) – <http://www.nizkor.org/>

United States Holocaust Memorial Museum – <http://www.ushmm.org/>

Activity 2.1: Personal Identity and a Connection to the Era

Time: 1 hour

Description

The focus is self-reflection and establishing a context for students to see that Canada's increasing maturity during this period of history parallels an individual's increasing independence as he/she matures. Students reflect on the most significant relationships and changes in their lives. They also reflect on their degree of independence and future changes that will allow them to gain further independence. Students construct a personal timeline of major changes, relationships, and steps toward independence.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.01 • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity;

REV.02 • make connections among selected historical examples of Canada's past, contemporary global relationships, and their everyday lives;

CHV.02 • connect learning about significant change throughout Canadian history to current changes in Canadian society.

Specific Expectations

ID1.01 – compare how a person's sense of identity develops (e.g., through personal and family history, ethnocultural background, location in time and place, values, interests, and accomplishments) to the development of a nation's identity (e.g., through history of events and peoples, values and policies, economic base, allies and trading partners, geography, and quality of life);

ID3.01 – understand the concept of identity and those that influence an individual's and a nation's identity using a variety of modelled thinking strategies (e.g., context clues, concept maps, pictures, cartoons, personal experiences);

RE1.01 – explain, using examples from their own lives and from Canadian history, the concept of relationship (e.g., interdependence, independence, dependency, cooperation, conflict, consensus);

RE3.01 – understand the concept and characteristics of relationships using modelled thinking strategies (e.g., mind maps, concept maps, semantic webs, Venn diagrams, verbal and visual word associations);

CH1.01 – explain using examples from their own lives and from Canadian history, the concept and characteristics of change (e.g., difference over time, gradual and/or sudden, cause and effect, challenge to tradition);

CH3.01 – understand the concept and characteristics of change using modelled thinking strategies (e.g., timelines, cause-and-effect charts, concept maps, webbing, fishbone maps).

Ontario Catholic School Graduate Expectations

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE5e - respects the rights, responsibilities and contributions of self and others;

CGE6c - values and honours the important role of the family in society.

Prior Knowledge & Skills

- Ability to read and fill out forms
- Ability to listen and follow simple instructions
- Experience with concept webs

Planning Notes

- Prepare a form that requires students to reflect on significant changes, relationships, and their degree of independence (see Appendix 2.1.1: Relationships, Change, and Identity).
- Prepare your own personal timeline to model for the students.
Note: Teachers should be sensitive to the personal nature of the experience, and support students in avoiding disclosure and discussion of sensitive issues.

Teaching/Learning Strategies

- Provide or generate an appropriate definition of independence. Add it to the class word wall.
- Work with the class to prepare a concept web that includes interdependency and dependency.
- Students complete a rapid writing exercise during which they reflect on their degree of independence at this point in their life (*Think Literacy: Cross-Curricular Approaches, Grades 7–12*, pp. 98–99).
- Students complete the following sentence stems: “I am independent because I...”; or “I am dependent because I...”; or “I am becoming more independent because I...” as a diagnostic. Students should be informed that this piece of writing will be collected.
- Model a personal timeline that focuses on key relationships, key changes, and significant changes achieving independence. Focus the timeline on the stage of life from ages 8–20. Introduce the concept of scale on the timeline as a connection to mathematical literacy skills.
- Review the terminology: *dependency*, *independence*, *interdependence*, *gradual change*, and *sudden change*. Students complete Appendix 2.1.1: Relationships, Change, and Identity, as a foundation for generating their own personal timeline.
- Students create a timeline that includes 12 events. Provide a guideline for how the timeline events should be chosen, e.g., two events that relate to significant relationships in their lives; two events should relate to significant ‘external’ changes (moving, family change, injury, local event, etc...) in their lives; two events that relate to personal changes (interests, hobbies, accomplishments, values, etc...); two events that relate to significant Canadian events that impacted them; and four events that represent their increasing independence.
- Collect and assess the timelines for completeness, inclusion of required information, use of proper format, clarity of writing, and use of scale.
- Students complete a second rapid writing task focused on personal independence, considering the statement, *As I grow older, I am becoming more independent*.
- Introduce the unit culminating activity.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Diagnostic assessment of literacy skills (rapid writing) using a checklist
- Assessment of visual communication skills (timelines) using a checklist

Resources

Print

Burke, Jim, et al. *Reader’s Handbook: A Student Guide for Reading and Learning*. Wilmington: Houghton Mifflin Company, 2002. ISBN 0-669-49008-3

Doty, J., G. Cameron, and M. Barton. *Teaching Reading in Social Studies: A Supplement to Teaching Reading in the Content Areas Teacher Manual*. Second edition. Aurora, Colorado: Association for Supervision and Curriculum, 2005. ISBN 1-893476-073

Think Literacy: Cross-Curricular Approaches, Grades 7–12. Toronto: Queen’s Printer for Ontario, 2003. ISBN 0-7794-5426-X

Activity 2.2: Canadians Cope with the Great Depression

Time: 5.5 hours

Description

The focus is the impact of the economic breakdown of the Great Depression on Canada and its citizens and on the rise of new political parties. Students continue to develop reading and writing skills and mathematical literacy skills through two simulations that address the economic consequences on individual Canadians.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships, and How Change Affects Us

Overall Expectations

REV.01 • describe selected events that characterize internal relationships between individual Canadians, groups of Canadians, the provinces, and the federal government;

REV.02 • make connections among selected historical examples of Canada’s past, contemporary global relationships, and their everyday lives;

REV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian relationships and communicate their understanding in a variety of forms;

CHV.01 • explain how and why selected economic, political, and technological changes have affected Canadians;

CHV.02 • connect learning about significant change throughout Canadian history to current changes in Canadian society.

Specific Expectations

ID1.02 – describe ways in which Aboriginal peoples’ roles and identities within Canada are defined (e.g., Nisga’a Treaty, Tommy Prince, Phil Fontaine, Georges Erasmus, Susan Aglukark, James Bartleman, formation of Nunavut, Buffy Ste. Marie, Chief Dan George, Mary Two-Axe Early, Drew Hayden Taylor);

ID1.03 – describe ways in which French Canadians’ roles and identities within Canada are defined (e.g., la survivance, maître chez nous, je me souviens, Bloc Québécois, Franco-Ontarians, Regulation 17, Franco-Manitobans);

ID2.01 – connect diverse individuals from Canada’s past to present day people who have contributed to Canada’s identity in selected fields (e.g., Frederick Banting to John Polanyi, Nellie McClung to Louise Arbour, Stephen Leacock to Michael Ondaatje, J.S. Woodsworth to David Suzuki, Wilfrid Laurier to Pierre Trudeau, Foster Hewitt to Don Cherry, Lionel Conacher to Wayne Gretzky, Emily Carr to Alex Colville, Mary Pickford to Shania Twain, Arthur Currie to Lewis Mackenzie);

ID3.02 – analyse Aboriginal peoples’ roles and identities in Canada using a variety of modelled reading and oral communication strategies (e.g., K-W-L [what I know, what I want to find out, what I learned], directed reading/thinking activity, graphic organizers, jigsaw, place mat, four corners);

RE1.01 – explain, using examples from their own lives and from Canadian history, the concept of relationship (e.g., interdependence, independence, dependency, cooperation, conflict, consensus);

RE1.02 – summarize key events in the evolving relationship between Quebec and the rest of Canada (e.g., Quiet Revolution, 1960-1966; FLQ Crisis; Parti Québécois election victory, 1976; two sovereignty referendums, 1980 and 1995);

RE1.04 – analyse and communicate the impact selected events and agreements have had on internal relationships in Canada, both past and present, that involved conflict and cooperation (e.g., World War I, World War II, War Measures Act, conscription, Winnipeg General Strike, internment of Japanese Canadians, Suffragette movement, Home Children, The Persons Case, October Crisis, Oka, Aboriginal Land Claims, residential schools, cruise missile testing, Trans-Canada Pipeline, St. Lawrence Seaway Project, Olympics, formation of Nunavut, Aboriginal self-government, policies of bilingualism and biculturalism, regional economic disparity, National Energy Policy [NEP], the flag debate, Meech Lake and Charlottetown Accords, Expo '67);

RE2.02 – identify and assess how historical events relate to their lives (e.g., international conflicts and immigration, women's rights, workers' rights, Canadian Radio and Television Commission [CRTC] and Canadian content);

CH1.04 – compare economic conditions at different times in Canadian history (e.g., The Great Depression; the post-war years; the 1980s) and their impact on the workplace, political movements, and the daily lives of Canadians (e.g., statistical representations for unemployment, rise of unions, use of credit, cost of living).

CH2.02 – assess how a major political change (e.g., repatriation of the Constitution; founding and growth of the Bloc Québécois; Indian Act Amendments – Bill C-31, 1985; The First Nations Governance Act, 2002) affected diverse groups in Canada.

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE3d - makes decisions in light of gospel values with an informed moral conscience.

Prior Knowledge & Skills

- Awareness of the relative prosperity of the 1920s
- Basic numeracy skills (addition, subtraction, multiplication)

Planning Notes

- Provide calculators, computer calculators, or spreadsheets.
- Collect food coupons and flyers from local stores.
- To simplify the number of necessary calculations, modify the stock market simulation to use only one round of changes in stock prices.
- Access a copy of a stock market section from a newspaper to show how the stock market operates.
- Provide appropriate readings on the causes of the Depression.

Teaching/Learning Strategies

a) Economic Effects

- Briefly review the 1920s using a place mat strategy.
- Working in small groups, students generate responses to the following proposition: During the 1920s, ordinary Canadians had a good lifestyle.
- Share the group responses as a class and generate a class response.

-
- Introduce the students to the concept of the stock market: What is it? How do people buy/sell stocks? Why do people buy stocks?
 - Assist students in completing Appendix 2.2.1: Understanding the Stock Market Using the Frayer Model to help them understand this relatively complicated concept.
 - Students complete a stock market simulation to see how the stock market operates (see Appendix 2.2.2: Stock Market Simulation). Sample fictional prices for the stocks are included in Appendix 2.2.3: Stock Market Simulation Stock Price Changes. Reveal the new prices year by year and support the students in completing the simulation.
 - In a teacher-led discussion, students reflect on the impact of the stock market crash, e.g., effect on companies, loss of jobs.
 - Provide a basic overview of the causes and effects of the Depression, using a video clip and/or short reading.
 - Review the distinction between short-/long-term causes and effects.
 - Model how to complete a cause-and-effect chart and to take notes by highlighting sections of the readings.
 - Students create a visual organizer of causes and effects of the Depression on which they record and organize their information.
 - Students use their individual organizers to generate a master organizer for the class.
 - Work with students to complete the economic breakdown simulation so they better understand the implications of the Depression on individual Canadians and their families (see Appendix 2.2.4: Economic Breakdown). Remind them that fixed expenses cannot be altered.
 - Students make connections to life today by answering questions:
 - How would a family’s spending change if an economic depression hit today?
 - Where and why would a family cut its spending?
 - How would a family’s lifestyle change in terms of food? clothing? entertainment? transportation? communication services?
 - Based on the food budget allocated, students determine the amount of money available for groceries per week. Using coupons, they determine a 7-day menu for the family.
 - Discuss their responses as a class or have students submit them for assessment.

b) Political Effects

- Select an appropriate reading that discusses responses to the Depression from governments and groups, e.g., labour, relief camp workers, charities, churches, Aboriginal people, to focus on various responses to the depression.
- Model the reading and note-making process for a couple of paragraphs and then have students complete one independently. Clarify and define any language that is unfamiliar to the students. Review these paragraphs and make class notes.
- Students compare their notes with the class notes. (See *Think Literacy: Cross-Curricular Approaches, Grades 7–12 Making Notes* p. 60)
- Place significant events and personalities related to the Depression on the Canada Is... bulletin board.
- Complete a Then (1930s) and Now (today) chart with the following headings: Unemployment Rate, Government Financial Supports, Government Support Programs, and Private Sector Supports (see Appendix 2.2.5).
- Help students see that Canada’s experience during the Great Depression resulted in the beginnings of social support programs and the significant change in the roles of governments in Canada over the course of the past century.

-
- In groups, students investigate new Canadian political parties of the 1930s (see Appendix 2.2.6). A speaker for each group reports orally to the class. As each speaker presents, students complete the appropriate column.
 - Lead a discussion about the information the students recorded, embellishing and clarifying as needed.
 - Students draw a conclusion about the political parties of the 1930s and respond to the question on their worksheet.
 - Add to the Canada Is... bulletin board.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Assessment of contributions to discussions and group dynamics (place mat) using observation.
- Assessment of understanding of the topic and related concepts (stock market) using anecdotal feedback.
- Assessment of understanding of the gravity of the economic situation and its repercussions (oral response to questions) using anecdotal feedback.
- Evaluation of understanding of the relationship between economic decline and the rise of new political parties, and expression and organization of student thinking (Appendix 2.2.6) using a checklist.

Resources

Print

Berton, Pierre. *The Great Depression*. Toronto: McClelland & Stewart, 1990.

Doty, J., G. Cameron, and M. Barton. *Teaching Reading in Social Studies: A Supplement to Teaching Reading in the Content Areas Teacher Manual*. Second edition. Aurora, Colorado: Association for Supervision and Curriculum, 2005. ISBN 1-893476-073

Fine-Meyer, Rose and Stephanie Gibson. *Advertising: Reflections of Culture and Values*. Oakville: Rubicon Education, 2002. ISBN 0-921156-73-17

Think Literacy: Cross-Curricular Approaches, Grades 7–12. Toronto: Queen's Printer for Ontario, 2003. ISBN 0-7794-5426-X

Wright, Thomas and Linda Martin. *The Economy: From Farms to Cyberworld*. Oakville: Rubicon Education, 2004. ISBN 0-921156-83-9

Non-print

Canada: A People's History. Series 3, Episodes 12 and 13, CBC.

Sunshine and Eclipse (1927–1934). National Film Board of Canada, 1960, 25 minutes.

Great Depression of Canada

– <http://www.yesnet.yk.ca/schools/projects/canadianhistory/depression/depression.html>

Activity 2.3: Nazism and the Holocaust

Time: 4 hours

Description

Students explore how adversity can cause unpredicted responses in people. They reflect on their own lives and consider why they respond to given situations and how that response often varies. Students examine the rise of Nazism in Germany. Students focus on the realities of the Holocaust through a simulation with parallels to the anti-Semitism experienced by the Jews of Europe prior to World War II. Students examine the significant events of the Holocaust and Canada's responses to this event during its various stages. Students apply these thinking processes to realize that the erosion of peace in the 1930s was not a unique event but rather the end result of a series of human responses to extraordinary circumstances.

Strand(s) & Learning Expectations

Strands: Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.02 • make connections between a series and a variety of historic and contemporary individuals, issues, and events that have contributed to the emergence of Canadian identity;

REV.02 • make connections among selected historical examples of Canada's past, contemporary global relationships, and their everyday lives;

REV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian relationships and communicate their understanding in a variety of forms;

CHV.01 • explain how and why selected economic, political, and technological changes have affected Canadians.

Specific Expectations

ID1.06 – illustrate significant periods and events in the ongoing development of Canada's diversity (e.g., major periods and origins of immigration; the growth of Canada's cultural mosaic; ongoing extension of citizenship rights; periods of legal discrimination against visible minorities; Charter of Rights and Freedoms, 1982; Multicultural Act, 1988);

ID3.05 – identify periods and events in the ongoing development of Canada's diversity (e.g., major periods and origins of immigration; the growth of Canada's cultural mosaic; ongoing extension of citizenship rights; periods of legal discrimination against visible minorities; Charter of Rights and Freedoms, 1982; Multicultural Act, 1988) and the impact of selected groups on the sense of identity in Canada, using a variety of visual literacy strategies;

RE1.05 – analyse and communicate the impact selected events and agreements have had on Canadian global relationships, both past and present, that involved conflict and cooperation (e.g., League of Nations, Lend-Lease Agreement, Hyde Park Declaration, Korean War, international peacekeeping, North American Free Trade Agreement [NAFTA], Multilateral Agreement on Investment [MAI], Summit of the Americas, General Agreement on Tariffs and Trades [GATT] and anti-globalization protests, la Francophonie, Commonwealth of Nations, North Atlantic Treaty Organization [NATO], North American Air Defense Command [NORAD], international disaster relief, Canadian Refugee Policy, World Trade Organization [WTO]);

RE2.01 – assess Canada's response to persecution at home (e.g., residential schools, Japanese Canadian internment) and abroad (e.g., Sudan, the Holocaust, Bosnia, Rwanda);

RE3.05 – assess Canada's response to persecution by developing and/or using provided criteria and communicate the results of their thinking (e.g., pro/con charts, plus/minus charts, I read/I think/Therefore, Both Sides Now);

CH2.03 – identify connections between selected current events and the characteristics of change.

Catholic Graduate School Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE1h - respects the faith traditions, world religions and the life-journeys of all people of good will;

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

CGE3b - creates, adapts, evaluates new ideas in light of the common good;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;

CGE5e - respects the rights, responsibilities and contributions of self and others;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Prior Knowledge & Skills

- Questioning skills
- Basic understanding of use of timeline
- Awareness of how Canadians coped with the depression
- Basic understanding of a timeline chronicling related events

Planning Notes

- Before introducing the Holocaust, consider the depth of thought that the students require to understand the circumstances of Hitler's rise to power. Also, be prepared to deal with sensitivities that might surface from students of various cultures whose families may have been affected during World War II or students who may themselves have had recent similar experiences.
- Access copies of the Nuremberg Laws.
- Book a television and VCR/DVD player.
- Provide a photograph of Hitler speaking to a crowd.
- Provide tips for making notes (*Think Literacy*, History, Grade 7, p. 24).
- Provide appropriate visuals chronicling events from the Holocaust (see Resources).

Teaching/Learning Strategies

a) Rise of Hitler

- Students analyse a photograph of Adolf Hitler speaking to a crowd using Appendix 2.3.1: Focus Questions for Photograph Analysis and share their thoughts in small groups, discussing how someone like Adolf Hitler could rise to power. Groups share with the whole class.
- Students make notes as they watch a video chronicling Hitler's rise and the march to war. They organize the information in a chart with one side titled: I Read/I Saw and the other side titled: Now I Think and the bottom titled: Therefore.
- Guide students' reading about the march to war as Hitler rose to power in the 1930s, explaining the legacy of Versailles. Refer to the concepts studied in Unit 1 and the Treaty of Versailles.

-
- Discuss the policy of appeasement and ask students to ponder how they would handle a similar situation. Ask: Were the efforts of world leaders understandable or not?
 - Model an example of a timeline and ask the students to include the steps of Hitler's rise to power.

b) The Holocaust

- Lead a class brainstorm to create a set of laws that they could apply to their own lives to help them understand the comprehensive nature of such restrictions. Discuss possible approaches to enforcement of these laws and possible reactions from the public.
- Groups share their responses with the class.
- In a teacher-led discussion, students examine the Nuremburg Laws and assess their impact on Jewish life.
- Show a short video clip that provides an overview of the Holocaust or invite a speaker from the community who can offer personal experience with the Holocaust.
- Students complete a Think/Pair/Share exercise outlining their reaction to the clip and their previous knowledge of the Holocaust, and share their ideas with the class. (See *Think Literacy: Cross-Curricular Approaches, Grades 7–12* pp. 152–153)
- Discuss some of the significant events of the Holocaust and Canadian related events during the period (see Appendix 2.3.2: Holocaust Timeline).
- In pairs, students complete a Think/Pair/Share focused on the questions:
 - What could Canada have done differently in reaction to the Holocaust?
 - Why could events like the Holocaust happen again?
- Individually, the students draw conclusions about the Holocaust by completing an I read/I think/Therefore organizer focused on the Holocaust. They present recommendations for avoiding similar events in the future.
- With the class, draw parallels between events during the Holocaust and more contemporary examples of genocide or ethnic cleansing.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Assessment of group dynamics and teamwork skills (simulation) using observation.
- Evaluation of understanding of the impact of the Holocaust and thinking skills – summarizing and drawing conclusions (Think/Pair/Share) using a rubric

Resources

Print

Bresheeth, H., S. Hood, and L. Jansz. *Introducing the Holocaust*. London: Icon Books Ltd., 1994. ISBN 1874166161

Chartock, Roselle and Jack Spencer, eds. *Can It Happen Again? Chronicles of the Holocaust*. New York: Black Dog & Leventhal, 1995. ISBN 1-884822-26-6

Non-Print

Life Under Adolf Hitler: A Totalitarian Regime. History Films Pty. Ltd., 1999, 24 minutes.

The Nizkor Project (Holocaust Educational Resource) – <http://www.nizkor.org/>

United States Holocaust Memorial Museum – <http://www.ushmm.org/>

Activity 2.4: Canadians “Move Out” But Must Fight Again

Time: 3 hours

Description

Students examine a series of events in the 1920s and 30s and Canada’s entry into World War II as an example of our nation’s move toward establishing independence. Students use a visual organizer to record data, make judgements, and write a supported opinion piece.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.01 • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity;

IDV.02 • make connections between a series and a variety of historic and contemporary individuals, issues, and events that have contributed to the emergence of Canadian identity;

IDV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian identity and communicate their understanding in a variety of forms;

REV.01 • describe selected events that characterize internal relationships between individual Canadians, groups of Canadians, the provinces, and the federal government;

REV.02 • make connections among selected historical examples of Canada’s past, contemporary global relationships, and their everyday lives;

REV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian relationships and communicate their understanding in a variety of forms;

CHV.02 • connect learning about significant change throughout Canadian history to current changes in Canadian society.

Specific Expectations

ID1.04 – describe ways in which select groups promote and preserve Canadian identity (e.g., religious, ethnocultural, governmental, museums, foundations, publishers);

ID1.05 – show significant steps in Canada’s evolving political identity to nationhood (e.g., Treaty of Versailles; Statute of Westminster; Canada Act, 1982);

RE1.01 – explain, using examples from their own lives and from Canadian history, the concept of relationship (e.g., interdependence, independence, dependency, cooperation, conflict, consensus);

RE1.04 – analyse and communicate the impact selected events and agreements have had on internal relationships in Canada, both past and present, that involved conflict and cooperation (e.g., World War I, World War II, War Measures Act, conscription, Winnipeg General Strike, internment of Japanese Canadians, Suffragette movement, Home Children, The Persons Case, October Crisis, Oka, Aboriginal Land Claims, residential schools, cruise missile testing, Trans-Canada Pipeline, St. Lawrence Seaway Project, Olympics, formation of Nunavut, Aboriginal self-government, policies of bilingualism and biculturalism, regional economic disparity, National Energy Policy [NEP], the flag debate, Meech Lake and Charlottetown Accords, Expo ’67);

CH2.02 – assess how a major political change (e.g., repatriation of the Constitution; founding and growth of the Bloc Québécois; Indian Act Amendments – Bill C-31, 1985; The First Nations Governance Act, 2002) affected diverse groups in Canada.

Ontario Catholic Graduate School Expectations

CGE2b - reads, understands and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada’s official languages;

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;

CGE3b - creates, adapts, evaluates new ideas in light of the common good;
CGE5a - works effectively as an interdependent team member;
CGE5e - respects the rights, responsibilities and contributions of self and others.

Prior Knowledge & Skills

- Ability to connect their personal identity and growing independence to what was happening in Canada's growth and independence
- Knowledge of the realities of war from the study of World War I
- Experience with visual organizers, group collaboration, and gathering evidence

Planning Notes

- Book computer labs.

Teaching/Learning Strategies

a) Canada's Growing Independence

- Review how students' personal identity is part of their desire for independence.
- In discussion, compare this with a young Canada in a similar situation early in the 20th century. Use a few significant examples (see Appendix 2.4.1: A Chronology of Growing Independence Between the Wars).
- Have students further research the key features of one or more of these events.
- With the students, develop the framework for a visual organizer to record the data from their research, e.g., using the headings Example, Description, Evidence of Independence
- Students complete the organizer with a partner and share their findings as a whole group.

b) Canada's Entry into World War II

- Pose the question: What comes with independence and rights? and help the students realize that *responsibility* is the expected answer.
- Recall what they learned about the fading peace of the 1930s.
- Tell students that on September 3, 1939, Britain declared war on Germany as a result of the German invasion of Poland.
- Students write their opinion as to what Canada's next step should be on the bottom of their visual organizer.
- After students write individual responses, provide the actual response of the Canadian Parliament in an independent declaration of war on September 10, 1939.
- Focus this discussion about Canada's independence on the obligation Canada faced as a result of the World War II.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Assessment of research and analysis skills (organizer) using anecdotal feedback

Resources

Print

Buehl, Doug. *Classroom Strategies for Interactive Learning*. Schofield, Wisconsin: Wisconsin State Reading Association. 1995.

Mueller, Mary. *Great Research Projects: Step by Step*. Portland: Walch, 2000.

Non-print

The Alberta Native Friendship Centres Association – <http://www.albertafriendshipcentres.ca/>

The Big 6 (Information Literacy for the Information Age) – www.big6.com

Historica – <http://www.histori.ca/>

Images Canada: Picturing Canadian Culture – <http://www.imagescanada.ca/r1-220-e.html>

Library and Archives Canada – <http://www.archives.ca>

Veterans Affairs Canada – <http://www.vac-acc.gc.ca/>

Activity 2.5: Total War for Canada

Time: 4 hours

Description

Students broaden their perspective of World War II as they investigate, using the Internet and a variety of sources, the experience of their young country in trying to cope with the demands of war. They reflect on the resulting devastation and destruction of the war. Students summarize and make conclusions about the impact of the war on Canada.

Strand(s) & Learning Expectations

Strands: Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.02 • make connections between a series and a variety of historic and contemporary individuals, issues, and events that have contributed to the emergence of Canadian identity;

REV.02 • make connections among selected historical examples of Canada's past, contemporary global relationships, and their everyday lives;

REV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian relationships and communicate their understanding in a variety of forms;

CHV.01 • explain how and why selected economic, political, and technological changes have affected Canadians.

Specific Expectations

ID1.02 – describe ways in which Aboriginal peoples' roles and identities within Canada are defined (e.g., Nisga'a Treaty, Tommy Prince, Phil Fontaine, Georges Erasmus, Susan Aglukark, James Bartleman, formation of Nunavut, Buffy Ste. Marie, Chief Dan George, Mary Two-Axe Early, Drew Hayden Taylor);

ID1.03 – describe ways in which French Canadians' roles and identities within Canada are defined (e.g., la survivance, maître chez nous, je me souviens, Bloc Québécois, Franco-Ontarians, Regulation 17, Franco-Manitobans);

ID1.06 – illustrate significant periods and events in the ongoing development of Canada's diversity (e.g., major periods and origins of immigration; the growth of Canada's cultural mosaic; ongoing extension of citizenship rights; periods of legal discrimination against visible minorities; Charter of Rights and Freedoms, 1982; Multicultural Act, 1988);

RE1.01 – explain, using examples from their own lives and from Canadian history, the concept of relationship (e.g., interdependence, independence, dependency, cooperation, conflict, consensus);

RE1.03 – summarize key events that characterize the evolving relationship between Canada and the United States (e.g., World War II; Pearson's response to American bombing of North Vietnam; Acid Rain; foreign ownership; The Auto Pact; North American Free Trade Agreement [NAFTA]; World Cup of Hockey; Gulf War, 1990-1991; September 11, 2001 [9/11]; war in Iraq; war on terror; softwood lumber disputes; BSE/Mad Cow Disease);

RE1.04 – analyse and communicate the impact selected events and agreements have had on internal relationships in Canada, both past and present, that involved conflict and cooperation (e.g., World War I, World War II, War Measures Act, conscription, Winnipeg General Strike, internment of Japanese Canadians, Suffragette movement, Home Children, The Persons Case, October Crisis, Oka, Aboriginal Land Claims, residential schools, cruise missile testing, Trans-Canada Pipeline, St. Lawrence Seaway Project, Olympics, formation of Nunavut, Aboriginal self-government, policies of bilingualism and biculturalism, regional economic disparity, National Energy Policy [NEP], the flag debate, Meech Lake and Charlottetown Accords, Expo '67);

RE1.05 – analyse and communicate the impact selected events and agreements have had on Canadian global relationships, both past and present, that involved conflict and cooperation (e.g., League of Nations, Lend-Lease Agreement, Hyde Park Declaration, Korean War, international peacekeeping, North American Free Trade Agreement [NAFTA], Multilateral Agreement on Investment [MAI], Summit of the Americas, General Agreement on Tariffs and Trades [GATT] and anti-globalization protests, la Francophonie, Commonwealth of Nations, North Atlantic Treaty Organization [NATO], North American Air Defense Command [NORAD], international disaster relief, Canadian Refugee Policy, World Trade Organization [WTO]);

RE2.01 – assess Canada's response to persecution at home (e.g., residential schools, Japanese Canadian internment) and abroad (e.g., Sudan, the Holocaust, Bosnia, Rwanda);

RE2.02 – identify and assess how historical events relate to their lives (e.g., international conflicts and immigration, women's rights, workers' rights, Canadian Radio and Television Commission [CRTC] and Canadian content);

CH1.04 – compare economic conditions at different times in Canadian history (e.g., The Great Depression; the post-war years; the 1980s) and their impact on the workplace, political movements, and the daily lives of Canadians (e.g., statistical representations for unemployment, rise of unions, use of credit, cost of living).

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3d - makes decisions in light of gospel values with an informed moral conscience;

CGE5a - works effectively as an interdependent team member;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Prior Knowledge & Skills

- Ability to relate back to their lives and how they are facing and responding to challenges
- Ability to connect back to the study of Canadian experiences during the war

Planning Notes

- Book television and VCR/DVD.
- Provide a structure for note taking (see Activity 2.3).
- Reserve time in the school library for class research.
- To help students understand the enormity of the loss of life and destruction, provide some examples.

-
- Provide a list of ways in which Canada was involved: Hong Kong, Dieppe, Battle of Britain, Italian Campaign, D-Day, Liberation of the Netherlands, The Royal Canadian Navy and the merchant ships, and the Royal Canadian Air Force and Canada's servicewomen (CWAC, WRENS, and RCAF'S Women's Division [WD]s).

Teaching/Learning Strategies

- Students view an appropriate video about Canada's total involvement in World War II, making point-form notes.
- Students research the Internet, books, and encyclopedias for information on specific ways in which Canada was involved.
- Students work in groups of four or five in-role as a team of foreign correspondents. Using the assigned list, each member of the team investigates one area of involvement overseas and reports back to Canadians at home (see Appendix 2.5.1: Writing a News Report).
- Students write a news report to be included in a team report sent back to Canada.
- Collate the reports into a newsletter to be shared with the class.
- Students read passages about Canadians' involvement on the home front, e.g., propaganda, rationing, conscription, the contribution of women, and Japanese Canadian internment.
- Explain the end of World War II. As students learn about how the fighting finally stopped, they should focus their attention on the devastation and destruction of the war.
- Using the dropping of the atomic bombs on Hiroshima and Nagasaki as an example, students focus on two questions as they complete a place mat activity. In a group, they compile an organizer to summarize the impact of World War II on Canadians. The organizer should be divided into three columns including Social, Political, and Economic Changes.
- Students determine, by examining each of the areas of significance already studied and their earlier notes, how the impact of World War II affected Canada. They also draw upon their learning about the persecution of the Jewish people and the Holocaust.
Note: Be open to the possibility that students of various cultural and racial backgrounds may raise other events and issues that have relevance in the history of their own communities.
- Students write a brief paragraph detailing their conclusions.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Evaluation of understanding of key historical facts and ability to communicate them coherently and accurately (news report) using a rubric
- Evaluation of understanding of the impact of Canada's involvement (organizer/paragraph) using a rubric

Resources

Non-print

Minoru: Memory of Exile. National Film Board of Canada, 1992, 19 minutes.

World War 2 – Canada's Role. Classroom Video, 1992, 34 minutes.

Historica (Foundation) – www.histori.ca

Library and Archives Canada – <http://www.archives.ca>

Activity 2.6: Booming Fifties

Time: 3 hours

Description

Social, political, and economic changes were abundant in the fifties. Students examine how Canadians adjusted to the post-war era and technology. They demonstrate their understanding of the impact of these changes.

Strand(s) & Learning Expectations

Strands: Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

CHV.01 • explain how and why selected economic, political, and technological changes have affected Canadians.

Specific Expectations

ID2.04 – assess American influence (e.g., consumerism, entertainment, sports, economy) on Canada and Canadians using a variety of selected sources (e.g., magazines, television, print media, movies);

RE1.01 – explain, using examples from their own lives and from Canadian history, the concept of relationship (e.g., interdependence, independence, dependency, cooperation, conflict, consensus);

CH1.03 – connect examples of scientific and technological advancements in Canada to social and economic change (e.g., transportation, workplace, energy production, health care, media, telecommunications, robotics/automation, information technology, leisure and recreation);

CH1.04 – compare economic conditions at different times in Canadian history (e.g., The Great Depression; the post-war years; the 1980s) and their impact on the workplace, political movements, and the daily lives of Canadians (e.g., statistical representations for unemployment, rise of unions, use of credit, cost of living);

CH2.01 – explain the significance, to their lives and the lives of Canadians, of selected Canadian innovators (e.g., Frederick Banting and Charles Best – insulin, Armand Bombardier – snowmobiles, George de Mestral – Velcro, Jacques Plante – fibreglass goalie mask, Guy Laliberté – Cirque du Soleil, Julia Levy – photodynamic therapy, Frank Toskan and Frank Angelo – MAC Cosmetics, James Goslin – Java Script, Rachel Zimmerman – Blissymbolic software, Aboriginal Peoples Television Network [APTN] – broadcasting).

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3d - makes decisions in light of gospel values with an informed moral conscience;

CGE5a - works effectively as an interdependent team member;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Prior Knowledge & Skills

- Organizational and writing skills
- Knowledge of war and its aftermath
- Awareness of the changes in the economy and technology experienced by Canadians in the 1920s

Planning Notes

- Book the computer lab, a television, VCR/DVD, CD player and/or record player.
- Locate music from the 1950s.

Teaching/Learning Strategies

- Students explore the increasing prosperity and consumption that occurred in Canada after World War II, with a focus on the changing technology, e.g., the automobile and communication technology, as catalysts for change.
- Students view a video that provides an overview of the many changes of the fifties and make point-form notes.
- Students listen to several songs from the fifties and in small groups discuss how the songs are different from today's music and what they can learn about the fifties from the lyrics. They compare a favourite song of their choosing to a song of the 50s (Appendix 2.6.1: Songs Then and Now).
- As an extension, students can explore the impact of radio and television shows on Canadian society.
- Students investigate the changes that occurred because of the automobile, e.g., suburbs grew up and the face of Canadian settlement changed.
- Students list the changes brought about as a result of the inclusion of the automobile in the lives of average Canadians.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Evaluation of understanding of post-war changes in Canada (impact of music and automobile) using a marking scheme.

Resources

Non-print

Building the Future: Canada in the 1950's (2 VHS video set). A-V Discovery Ltd., 2002, 50 minutes.

Korea: The Forgotten War (Canadian Broadcasting Corporation)

– <http://tv.cbc.ca/national/pgminfo/korea/>

National Geographic | New Suburb?: Sprawl vs. “Smart Growth”

– <http://www.nationalgeographic.com/earthpulse/sprawl/gallery1.html>

Activity 2.7: Independence and Security

Time: 2 hours

Description

Students look at how in the midst of all the changes, Canadians were living with the tensions of the Cold War. Students focus on Canada's coming of age and achieving a place on the international scene.

Students research events of the post-war era. They apply their understanding of Canada's accomplishments in its efforts to gain independence and security by developing criteria and categorizing key points.

Strand(s) & Learning Expectations

Strands: Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.01 • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity;

IDV.02 • make connections between a series and a variety of historic and contemporary individuals, issues, and events that have contributed to the emergence of Canadian identity;

IDV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian identity and communicate their understanding in a variety of forms;

CHV.02 • connect learning about significant change throughout Canadian history to current changes in Canadian society.

Specific Expectations

ID1.04 – describe ways in which select groups promote and preserve Canadian identity (e.g., religious, ethnocultural, governmental, museums, foundations, publishers);

ID1.05 – show significant steps in Canada’s evolving political identity to nationhood (e.g., Treaty of Versailles; Statute of Westminster; Canada Act, 1982);

ID1.06 – illustrate significant periods and events in the ongoing development of Canada’s diversity (e.g., major periods and origins of immigration; the growth of Canada’s cultural mosaic; ongoing extension of citizenship rights; periods of legal discrimination against visible minorities; Charter of Rights and Freedoms, 1982; Multicultural Act, 1988);

ID2.04 – assess American influence (e.g., consumerism, entertainment, sports, economy) on Canada and Canadians using a variety of selected sources (e.g., magazines, television, print media, movies);

RE1.03 – summarize key events that characterize the evolving relationship between Canada and the United States (e.g., World War II; Pearson’s response to American bombing of North Vietnam; Acid Rain; foreign ownership; The Auto Pact; North American Free Trade Agreement [NAFTA]; World Cup of Hockey; Gulf War, 1990-1991; September 11, 2001 [9/11]; war in Iraq; war on terror; softwood lumber disputes; BSE/Mad Cow Disease);

RE1.05 – analyse and communicate the impact selected events and agreements have had on Canadian global relationships, both past and present, that involved conflict and cooperation (e.g., League of Nations, Lend-Lease Agreement, Hyde Park Declaration, Korean War, international peacekeeping, North American Free Trade Agreement [NAFTA], Multilateral Agreement on Investment [MAI], Summit of the Americas, General Agreement on Tariffs and Trades [GATT] and anti-globalization protests, la Francophonie, Commonwealth of Nations, North Atlantic Treaty Organization [NATO], North American Air Defense Command [NORAD], international disaster relief, Canadian Refugee Policy, World Trade Organization [WTO]);

RE2.02 – identify and assess how historical events relate to their lives (e.g., international conflicts and immigration, women’s rights, workers’ rights, Canadian Radio and Television Commission [CRTC] and Canadian content);

RE2.03 – show how Canada’s international position on an issue (e.g., peace and security, environment, human rights, Land Mine Treaty) has influenced an international policy;

CH1.01 – explain using examples from their own lives and from Canadian history, the concept and characteristics of change (e.g., difference over time, gradual and/or sudden, cause and effect, challenge to tradition);

CH1.02 – categorize major changes in Canadian history as social, economic, and/or political change.

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada’s official languages;

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE5a - works effectively as an interdependent team member;

CGE7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Prior Knowledge & Skills

- Understanding of Canada's involvement in World War II

Planning Notes

- Provide an organizer to help students in their research of a person or event.

Teaching/Learning Strategies

a) The Cold War

- Using Canada's involvement with the Korean War as a tangible example of the Cold War, students view a video that provides an overview of Canada's involvement.
- Students list all of the comparisons they notice that can be made with the experiences of Canadian soldiers in the trenches during World War I.

b) Contributions to Independence

- Students refer to their lists regarding Canada's Growing Independence in the 1920s and 1930s.
- In small groups, students expand the list of Canada's accomplishments to reach independence.
- Group members research the events of the post-war era up to the end of the 1950s, focusing on one of the following: the sharply increased U.S. influence and Canadian response; our new role in the United Nations and John Humphrey's contribution to the Universal Declaration of Human Rights; the Suez Crisis and Lester Pearson's role; Canada joining NATO and NORAD; the mega-projects; the Massey Commission; the creation of the National Film Board and the Canadian Broadcasting Corporation.
- As they research, students record key points on large sticky notes.
- With the students, develop criteria for categorizing the sticky notes, focusing on independence and security.
- Each group posts their sticky notes under the appropriate category listed on a large sheet of paper.
- Post the groups' categorizations on the Canada Is... bulletin board and groups can do a walk-about to see what others have come up with.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Assessment of research skills (key event) using checklist

Resources

Print

Bondy, Robert and William Mattys. *Years of Promise: Canada 1945–1963*. Scarborough: Prentice-Hall, 1980.

Non-Print

Canada: A People's History. CBC, Series 4, Volume 15.

Canadians in the Global Community: War, Peace, and Security (Kit and Teacher's Guide). CRB Foundation, 1997.

Activity 2.8: Timeline for Canada

Time: 2.5 hours

Description

Students immerse themselves in Canada's development of independence and national identity before and after World War II. In groups, students construct a timeline by selecting key events and personalities that contributed to the development of Canada as a nation. Individual students within each group write a short commemorative front-page newspaper article, with an appropriate photograph, focusing on a specific individual or event. The collection of newspaper articles constitutes the group's timeline.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships

Overall Expectations

IDV.01 • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity.

Specific Expectations

ID1.05 – show significant steps in Canada's evolving political identity to nationhood (e.g., Treaty of Versailles; Statute of Westminster; Canada Act, 1982);

ID3.01 – understand the concept of identity and those that influence an individual's and a nation's identity using a variety of modelled thinking strategies (e.g., context clues, concept maps, pictures, cartoons, personal experiences);

ID3.07 – convey how diverse individuals have contributed to Canada's identity using a variety of communication strategies;

RE2.02 – identify and assess how historical events relate to their lives (e.g., international conflicts and immigration, women's rights, workers' rights, Canadian Radio and Television Commission [CRTC] and Canadian content).

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE5a - works effectively as an interdependent team member;

CGE5e - respects the rights, responsibilities and contributions of self and others.

Prior Knowledge & Skills

- Experience with creating a timeline of events
- Familiarity with newspaper format and style – particularly a front page story accompanied by a photograph

Planning Notes

- Provide examples of front-page newspaper stories accompanied by photographs.
- Have available the personal timelines generated in Activity 2.1.
- Provide suitable print and non-print resources.

Teaching/Learning Strategies

- In small groups (four or five), students generate a historical timeline, focusing on Canada's maturation between 1929 and 1958.
- As a class, generate a list of possible personalities and events related to this topic to help answer the question, What people or specific events helped Canada mature between 1929 and 1958?
- Each student in the group chooses a different person or event to develop a front-page newspaper article.
- Review the components of a front-page newspaper story. Students access visual materials for appropriate photographs to accompany their articles.
- Groups create their timelines using the collection of articles.
- Post the group timelines on the Canada Is... bulletin board.

Assessment and Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Evaluation of key learning from unit (timeline and news report) using a rubric.

Appendix 2.1.1: Relationships, Change, and Identity

Name: _____

Complete the following template. Use this information to complete your personal timeline.

<p>Significant Individuals in your life: Classify your relationship with each individual as dependent, interdependent, or independent</p> <ul style="list-style-type: none">•••••••	<p>Personal Interests: (<i>hobbies, sports, activities, leisure</i>)</p> <ul style="list-style-type: none">•••••••
<p>Significant External Changes in your life: (<i>moving, family change</i>) Classify the change as sudden or gradual.</p> <ul style="list-style-type: none">•••••••	<p>Significant Personal Changes: (<i>interests, beliefs, accomplishments</i>) Classify the change as sudden or gradual.</p> <ul style="list-style-type: none">•••••••
<p>Events that represent your degree of dependence or independence (<i>allowance, curfew, meal choices and preparation, friends, pets, chores, use of free time, television choices, music choices, etc...</i>)</p> <ul style="list-style-type: none">••••••••	<ul style="list-style-type: none">••••••••

Appendix 2.2.1: Understanding the Stock Market Using the Frayer Model

The Stock Market

<p>Definition (<i>in your own words</i>): What is the stock market?</p>	<p>Characteristics of the stock market (<i>in your own words</i>): What do I know about the stock market?</p>
<p>How does the stock market operate? (<i>class response</i>)</p>	<p>Examples of companies that don't trade on the stock market:</p>

Appendix 2.2.2: Stock Market Simulation

You borrowed \$1000 from the bank to invest in the stock market. You must spend a minimum of \$900.

Purchase three stocks at the beginning of the activity and hold on to them for several years.

Follow the instructions carefully and be careful with your calculations. You may need a calculator for this activity.

Available Stocks and 1928 Prices

The Modern Motor Co.	\$20
Static Radios	\$10
Home Telephone	\$2
Transcontinental Railway	\$4
Bathtub Distillers	\$1
Family Retail	\$5

- What stocks will you purchase? You may only buy stocks from 3 companies and you must spend at least \$900.

- Why did you choose these stocks? Explain.

Stock	Number Purchased (#)	1928 Value (# × 1928 Price)	1929 Price	1929 Value (# × 1929 Price)	1930 Price	1930 Value (# × 1930 Price)
1.						
2.						
3.						

- Did you make money or did you lose money? (1930 value – 1928 value)

If this had been real money you spent on the stock market, what impact would the events of late 1929 and the early 1930s on the stock market have had on your life? After three years, you owe the bank the initial \$1000 and another \$331 in interest (10% per year).

Appendix 2.2.3: Stock Market Simulation Stock Price Changes (Teacher)

Stock	1928 Price	1929 Price	1930 Price
The Modern Motor Co.	\$20	\$35	\$12
Static Radios	\$10	\$15	\$5
Home Telephone	\$2	\$10	\$3
Transcontinental Railway	\$4	\$5	\$1
Bathtub Distillers	\$1	\$0.50	\$0.10
Family Retail	\$5	\$10	\$4

Teacher Note: This activity can be modified to include more years and price variations. Or you could change the prices provided to make the impact of the crash more clear.

Appendix 2.2.4: Economic Breakdown

This chart outlines what the Canuk family spends on different expenses and the impact of an economic downturn on their family income.

The average income in the Great Depression fell by approximately 40%.

If a family experienced an economic breakdown as severe as the Great Depression, how would they be able to cope?

Item Required Spending	Expense or Income (E or I)	Current Yearly Amounts	Economic Breakdown Yearly Amounts (-40% of income)
Family Earnings	I	\$60 000	\$36 000 (fixed)
Taxes and Deductions	E	\$25 000	\$16 000 (fixed)
Property Taxes	E	\$2000	\$2000 (fixed)
Utilities (heating, water, electricity)	E	\$2500	\$2500 (fixed)
Mortgage Payments or Rent	E	\$8500	\$8500 (fixed)
Services (phone, TV, Internet)	E	\$1200	\$1200 Will they make cuts?
Insurance (life, car, home)	E	\$2500	\$2500 Can they make changes?
Auto Maintenance and/or Payments	E	\$4000	\$4000 Will they reduce their use of their car or sell it?
Groceries	E	\$4000	Some flexibility

Other Expenses		\$10 300 left over	After subtracting fixed expenses, they have \$7000*
New Clothes			
Family Vacation			
Snack Food or Eating Out			
Gifts and Donations			
Pet Expenses			
Entertainment (movies, music, games, etc.)			
Home Repairs			
Savings			

*Remember they only have \$7000 and have **not paid** for services (phone, television, Internet), insurance (home and car are required), auto payments/maintenance, or their groceries! They also have **not paid** for any of the other expenses. How does the family cope with this situation? How would they spend the money? Complete the chart.

Appendix 2.2.5: Social Supports for Canadians – Then (1930s) vs. Now (today)

Area of Comparison	Then (1930s)	Now (Today)
Unemployment Rate		
Government Financial Supports		
Government Support Programs		
Private Sector Supports (charities, churches, unions)		
Advocates for the Poor or Marginalized (groups/individuals)		

Appendix 2.2.6: Comparing New Political Parties of the 1930s

Party Name	1930s Political Parties in Canada				
	Cooperative Commonwealth Federation (CCF)	Union Nationale	Communist Party	Social Credit	Reconstruction Party
Where did it originate?					
When?					
Leader					
What promises did they offer?					
Type of government					
What happened to them in the end?					

What made the people turn to new political parties during the 1930s?

Appendix 2.3.2: Holocaust Timeline

1933	Hitler appointed Chancellor of Germany (January 30) First concentration camp opens at Dachau (March 22) Jews excluded from government employment (April) Public burning of books written by Jews and opponents of the Nazi leadership (May 10)
1934	Hitler declares himself Fuehrer of the German State (August 2) Arrests and detention of homosexuals begin in Germany (October)
1935	Jehovah Witnesses banned from government jobs and many are arrested First of the Nuremburg Laws, depriving Jews of citizenship is introduced (September 15)
1936	Arrests and detention of German Gypsies begins (July)
1937	Prime Minister Mackenzie King meets with Hitler and comments, “[Hitler] smiled very pleasantly and indeed had a sort of appealing and affectionate look in his eyes. My sizing up of the man as I sat and talked with him was that he was the sort who truly loves his fellow man...” (June 27)
1938	Prime Minister Mackenzie King comments in his diary: “We must...seek to keep this part of the Continent free from unrest and from too great an intermixture of foreign strains of blood. Nothing can be gained by creating an internal problem in an effort to meet an international one.” (March) All Jews are required to carry special identification papers (July 23) <i>Kristallnacht</i> , a nationwide persecution of Jews; 30 000 Jews sent to concentration camps (November 9)
1939	Jewish refugees from Europe aboard the ship the <i>SS St. Louis</i> are denied entry into Canada, the U.S., and Cuba, and are forced to return to Europe (May–June) Germany invades Poland; World War II begins (September 1) Nazi leadership authorizes a euthanasia program to kill mentally and physically handicapped people (October) Polish Jews are required to wear the Star of David on their clothing (November 23)
1940	Nazi leadership orders the establishment of Auschwitz concentration camp (April 27)
1941	Germany invades the USSR (June 22) Special ‘SS’ units begin mass murder of Jews, Gypsies, and Communist leaders in the USSR (June 23) Almost 34 000 Jews are killed by ‘SS’ units in 24 hours at Babi Yar in the Ukraine (September)
1942	Wannsee Conference leads to formal coordination of the extermination of Europe’s Jews (January 20)

Appendix 2.3.2: Holocaust Timeline (continued)

1943	Jews in the Warsaw Ghetto resist deportation to camps by fighting back against the Nazis (April/May) Nazi leadership orders the ‘liquidation’ of all ghettos in Poland and USSR (July 21) United Nations War Crimes Commission established (October 20)
1944	Canadian, British, and U.S. troops invade northern France (June 6) Prisoners at Auschwitz-Birkenau blow up one of the gas chambers (October 7)
1945	Nazis evacuate camps in Poland and begin the ‘death marches’ westward to Germany (January) Hitler commits suicide (April 30) Nazi Germany surrenders (May 7) Nuremberg War Crimes Trials begin to investigate Nazi crimes (November 20)
1948	State of Israel is established (May 14) Universal Declaration of Human Rights established by the United Nations, proclaiming the rights of all citizens (December 10)

Related Events in Canada

1933–1945	Canada accepts less than 5000 Jewish refugees from Europe. In contrast, the U.S. admits 200 000, England 70 000, Argentina 50 000, and Bolivia 14 000, among others.
1962–1967	Canada’s immigration policy changes. Education and skills become the focus for admission to Canada. The point system is adopted.
1982	Canadian Charter of Rights and Freedoms establishes the rights and freedoms of all Canadians. (April 17)
2003–2004	Hate crime legislation is approved in Canada; prohibiting the promotion of hate or advocacy of genocide against people on the basis of their colour, religion, race, ethnic origin, or sexual orientation.

Appendix 2.4.1: A Chronology of Growing Independence Between the Wars

1922 – Chanak Crisis

Prime Minister Mackenzie King informed Britain that if a decision was made to send troops to Chanak, Canadian Parliament would make the decision.

1923 – Halibut Treaty

For the first time a Canadian official signed an international agreement. The Canadian Minister of Fisheries signed a treaty about fishing rights with the United States.

1926 – Imperial Conference

The Balfour Report stated that Canada was a self-governing country having status equal to Britain.

1927 – Diplomatic Post

Canada appointed its first ambassador to a foreign country – the United States.

1931 – Statute of Westminster

This statute gave legal status to the Balfour Report of 1926. It stated that Britain could no longer pass laws binding to Canada. Britain also could no longer disallow laws passed by Canada.

Appendix 2.5.1: Writing a News Report

You are a news reporter who is assigned the task of writing a news report on:

To gather the information you need to write your story, complete the following 5Ws chart. (Use your imagination to assist you in filling in some of the details).

Who?

What?

When?

Where?

Why?

Appendix 2.6.1: Songs Then and Now

Title of Song/ Time period		
What is similar?		
What is different?		
What do you like the most?		
What do you like the least?		
What does the song tell you about the time in which it was written?		
Any other thoughts you may have about the music:		

Unit 3: A Country to Call Our Own 1958–1982

Time: 30 hours

Unit Description

During the turbulent years of the 1960s and 1970s, Canada took many steps towards maturity. Creating a more inclusive immigration policy, promoting Canadian arts and letters, and repatriation of the Constitution in 1982 are examples of how Canada's identity as a middle power in the world was becoming evident. It was also a time of social change in the nation. The women's movement, the rise of the baby-boom generation, Quebec separatism, the birth of environmentalism, dealing with the realities of the Cold War as a nation between the two superpowers, Aboriginal rights, technological advances in micro-technology, the energy crisis, and inflation were all signs of the times.

Students apply critical-thinking skills such as inferencing, interpreting, and making judgements as they examine this period in Canadian history. They practise these skills in preparation for completing the course culminating task.

Unit Synopsis Chart

Activity/Time	Learning Expectations	Assessment Category	Tasks
3.1 Demography and Technological Change 3 hours	IDV.01, ID1.06, ID3.01, ID3.05 REV.01 CHV.01, CH1.02, CH1.03, CH3.02, CH3.03 CGE1h, 2b, 2c, 3b, 4a, 4g, 7f	Knowledge and Understanding Thinking	<ul style="list-style-type: none">• Students interpret statistical information, conduct oral interviews, and convey findings.• Students gather data and present it in a graph.• Students examine the effects of technology and state the pros and cons.
3.2 A Time of Protest, A Time of Change 3 hours	IDV.02, ID1.06, ID3.01, ID3.02 REV.01, RE1.02 CHV.03, CH1.02, CH3.04 CGE1d, 2b, 3c, 4a, 4b, 5a, 7f	Knowledge and Understanding, Thinking, Communication, Application	<ul style="list-style-type: none">• Students examine and discuss protest movements and their effect on Canadian society. They explain their reasoning in a mock interview.
3.3 Economics: Moving and Making Canada 3 hours	IDV.01, ID3.01 REV.01, RE1.04 CHV.01, CH1.03, CH1.04, CH3.02, CH3.03, CH3.04 CGE2b, 2e, 3f, 4a, 4b, 5a	Knowledge and Understanding, Thinking, Communication, Application	<ul style="list-style-type: none">• Students produce a cause-and-effect organizer about mega-projects and produce a public service announcement promoting the benefits of one mega-project for Canada.

Activity/Time	Learning Expectations	Assessment Category	Tasks
3.4 Canada's Constitution 6 hours	IDV.03, ID1.02, ID1.03, ID1.05, ID1.06, ID3.01, ID3.02, ID3.03, ID3.05, ID3.06 REV.03, RE1.02, RE3.02 CHV.03, CH2.02 CGE1d, 2b, 3c, 3f, 7f	Knowledge and Understanding, Communication, Application	<ul style="list-style-type: none"> • Students examine one of the rights and freedoms from the Charter and make a poster showing three examples. • Students make connections to the impact of the Charter today by presenting three fully explained examples to support their point of view. • Students write Trudeau a letter, as if they were Lévesque or an Aboriginal leader, outlining their reasons for opposing the Charter.
3.5 Canada and the United States 6 hours	IDV.01, IDV.03, ID2.01, ID2.04, ID3.07, ID3.08 REV.02, RE1.03, RE2.02, RE2.03, RE3.03, RE3.04 CHV.01, CHV.02, CH1.03, CH2.02, CH2.03 CGE1d, 2e, 3c, 3e, 5e	Knowledge and Understanding, Thinking, Communication, Application	<ul style="list-style-type: none"> • Students examine American influence on Canada's culture and produce a collage. • Students produce a pro/con chart as they investigate trade relationships between Canada and the U.S. • Students prepare an oral argument about the influence of American politics.
3.6 Canada and the World 1958–1982 4 hours	IDV.01, ID2.01, ID3.07 REV.02, RE1.03, RE1.05, RE2.01, RE2.02, RE2.03, RE3.04, RE3.07 CHV.02, CH2.03 CGE1h, 2c, 3f, 7f	Knowledge and Understanding, Thinking, Communication	<ul style="list-style-type: none"> • Students read about Canada's international relationships during the Cold War and the role Canadians have played on the world stage. They investigate Canada's role in various organizations and events and produce a data sheet.
3.7 People and Events that Impacted on Canadian Society 1958–1982 5 hours	IDV.01, ID1.01, ID3.04 REV.02, RE1.01 CHV.03, CH2.01, CH3.05 CGE2b, 2c, 2d, 3a, 4a, 7g	Knowledge and Understanding, Thinking, Communication, Application	<ul style="list-style-type: none"> • Students reflect on the Canadian personalities and events that shaped our nation in this time period and compare and contrast their historical significance. They develop a profile for the person or event.

Unit Notes for Catholic Teachers

This unit addresses the themes of respect and acceptance of differences among new Canadians involved in the immigration boom of the 1960s and 1970s. The positive contributions of these new citizens should be acknowledged while the Catholic Church's teachings concerning racism and prejudice are reinforced. As the negotiations for the Constitution are studied, students should be aware of the Catholic Church's recognition and encouragement of the rights of diverse groups to justice and equity.

Unit Resources

Print

Alfred, Taiaiake. *Peace, Power, Righteousness: An Indigenous Manifesto*. Don Mills: Oxford University Press, 1999. ISBN 0-19-541216-8

Beveridge, Cathy. *Cultures in Transition*. Toronto: McGraw-Hill Ryerson, 1995. ISBN 0075516926

Bothwell, Robert and J. Granatstein. *Our Century: The Canadian Journey*. Toronto: McArthur & Company, 2000. ISBN 1-55278-161-5

Bothwell, Robert. *The Big Chill: Canada and the Cold War*. Concord: Irwin Publishing, 1998. ISBN 0-7725-2518-8

Brooks, Tim and Earle Marsh. *The Complete Directory to Prime Time Network and Cable TV Shows, 1946–Present*. New York: Ballantine Books, 1999. ISBN 0345455428

Canadian Global Almanac Research Team. *The Canadian Global Almanac*. John Wiley & Sons Canada, Ltd., 2005. ISBN 0-470-83523-0

Fife, Connie, ed. *The Colour of Resistance: A Contemporary Collection of Writing by Aboriginal Women*. Toronto: Sister Vision Press, 1993. ISBN 0-920813-62-3

Francis, Daniel. *The Imaginary Indian: The Image of the Indian in Canadian Culture*. Vancouver: Arsenal Pulp Press, 1992. ISBN 0-88978-251-2

Granatstein, J.L. and Norman Hillmer. *Prime Ministers: Ranking Canada's Leaders*. Toronto: HarperCollins Publishers Ltd., 1999. ISBN 0-00-638563-X

Jaine, Linda and Drew H. Taylor, eds. *Voices: Being Native in Canada*. Saskatoon: University Extension Press, 1995. ISBN 0-88880-326-5

Kenter, Peter. *TV North: Everything You Wanted to Know About Canadian Television*. Vancouver/Toronto: Whitecap Books, 2001. ISBN 155285146X

Maich, Steve. "Is America Going Broke?" *Maclean's*, V.118, No. 10 (March 2, 2005) 18–29.

Milne, David. *The Canadian Constitution*. Halifax: Formac, 1991. ISBN 1-55028-341-3

Rawlinson, H. Graham and J.L. Granatstein. *The Canadian 100: The 100 Most Influential Canadians of the Twentieth Century*. Toronto: McArthur & Company, 1997. ISBN 1-55278-005-8

Wowk, Jerry and T. Jason, eds. *Multiculturalism*. Toronto: McGraw-Hill Ryerson Ltd., 1993. ISBN 0075514508

Non-print

Building the Future: Canada in the 1950's (2 VHS video set). A-V Discovery Ltd., 2002, 50 minutes.

If You Love This Planet. National Film Board of Canada, 1982, 26 minutes.

In Bed with an Elephant. National Film Board of Canada, 1986, 60 minutes.

Our Constitution: The Law of the Land. National Film Board of Canada, 1990, 28 minutes.

This Is Only a Test. National Film Board of Canada, 1984, 24 minutes.

Vietnam: Canada's Unknown War. National Film Board of Canada, 2003, 60 minutes.

A Guide to Women in Canadian History – www.heroines.ca

Animated population pyramids: Learning with Canadian information 2002
– <http://www.statcan.ca/english/edu/learning/2002/pyramids.htm>

Canada's immigration patterns, 1955 to Present – <http://estat.statcan.ca/content/english/over.shtml>

Canadian Charter of Rights and Freedoms – <http://laws.justice.gc.ca/en/charter/>

The Canadian Encyclopedia – www.thecanadianencyclopedia.com

Canadian International Development Agency (CIDA) – <http://www.acdi-cida.gc.ca/index-e.htm>

CBC Archives (Canada–Soviet Hockey Series, 1972)
– http://archives.cbc.ca/ACT-1-41-318/sports/summit_series/educational_activities/

CBC Archives (Conflict and War) – http://archives.cbc.ca/IDT-1-71/conflict_war/

CBC Archives (Constitutional Shortcomings)
– http://archives.cbc.ca/IDC-1-73-1092-6045/politics_economy/Patriation/clip9

CBC Archives (The Hollywood Brain Drain)
– http://archives.cbc.ca/IDC-1-68-1406-9005/arts_entertainment/film_industry/clip8

CBC Archives (Trans-Canada Highway: Bridging the Distance)
– http://archives.cbc.ca/IDD-1-73-678/politics_economy/trans_canada/

Commonwealth – <http://www.thecommonwealth.org/HomePage.asp?NodeID=20593>

Francophonie – <http://agence.francophonie.org>

Instructional Strategies Online. What is Jigsaw?
– <http://olc.spsd.sk.ca/DE/PD/instr/strats/jigsaw/index.html>

Norad – <http://www.norad.mil/index.cfm?fuseaction=home.welcome>

North Atlantic Treaty Organization (NATO) – <http://www.nato.int/>

Saint Lawrence Seaway – <http://www.infoplease.com/ce6/world/A0843098.html>

Statistics Canada – www.statcan.ca

TeachNet-lab.org (Unit: Producing Commercials for Videotaping, Grades 6–12)
– <http://www.teachnet-lab.org/is24/vnacionales/commercials.htm#4>

United Nations – <http://www.un.org>

Activity 3.1: Demography and Technological Change

Time: 3 hours

Description

Students learn how the baby-boom era, new immigration to Canada, and new technologies such as television, the microwave, and medical technologies transformed Canadian society. Students interpret statistical information, use an interactive website, conduct oral interviews, and convey their findings in oral and written form.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.01 • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity;

REV.01 • describe selected events that characterize internal relationships between individual Canadians, groups of Canadians, the provinces, and the federal government;

CHV.01 • explain how and why selected economic, political, and technological changes have affected Canadians.

Specific Expectations

ID1.06 – illustrate significant periods and events in the ongoing development of Canada’s diversity (e.g., major periods and origins of immigration; the growth of Canada’s cultural mosaic; ongoing extension of citizenship rights; periods of legal discrimination against visible minorities; Charter of Rights and Freedoms, 1982; Multicultural Act, 1988);

ID3.01 – understand the concept of identity and those that influence an individual’s and a nation’s identity using a variety of modelled thinking strategies (e.g., context clues, concept maps, pictures, cartoons, personal experiences);

ID3.05 – identify periods and events in the ongoing development of Canada’s diversity (e.g., major periods and origins of immigration; the growth of Canada’s cultural mosaic; ongoing extension of citizenship rights; periods of legal discrimination against visible minorities; Charter of Rights and Freedoms, 1982; Multicultural Act, 1988) and the impact of selected groups on the sense of identity in Canada, using a variety of visual literacy strategies;

CH1.02 – categorize major changes in Canadian history as social, economic, and/or political change;

CH1.03 – connect examples of scientific and technological advancements in Canada to social and economic change (e.g., transportation, workplace, energy production, health care, media, telecommunications, robotics/automation, information technology, leisure and recreation);

CH3.02 – categorize change in Canadian history as social, economic, and/or political, using a variety of visual literacy strategies (e.g., graphs, charts, tables, Venn diagrams, illustrations and photographs, posters, collages);

CH3.03 – analyse the impact of technological advancements on social and economic change in Canada using a variety of thinking strategies (e.g., establish chronology, find causal relationships, make inferences, connect text to personal experiences).

Ontario Catholic School Graduate Expectations

CGE1h - respects the faith traditions, world religions and the life-journeys of all people of good will;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE3b - creates, adapts, evaluates new ideas in light of the common good;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Prior Knowledge & Skills

- Basic graphing skills and how to interpret numerical data and charts
- Experience with Internet research
- Some experience with interviewing

Planning Notes

- Review numeracy and graphing skills, as required.
- Use new vocabulary in the context of discussions and activities and post these words on the word wall.
- Bookmark the websites that students are to access.
- Review school and Board policy regarding safe use of the Internet.
- Identify a number of people whom the students could interview about their life (see Baby Boomers below).
- Appendix 3.1.1 provides graphical statistics for birth rates taken from a series of vital statistics from Statistics Canada.
- To access the information from E-STAT for Education, your school must be a registered subscriber.

Teaching/Learning Strategies

a) Baby Boomers

- Students follow the baby boom generation from 1958 to 1982 in order to understand the new demographic nature of Canada in this time period.
- Define the terms *demography*, *immigration*, and *baby boom* and post them on the word wall.
- Illustrate for the students how births increased in Canada during the period 1947 to 1966, using a statistical graph (Appendix 3.1.1: The Rise of the Baby Boom).
- Students choose a person they know who was born in Canada during the years of the baby boom and in an interview find out about the kinds of goods and services he/she consumed during various life stages.
- Individually, students make a concept map showing life stages and five goods or services the person would have used during each stage (Appendix 3.1.2: Concept Map of Baby Boomer's Life Stages).

b) Immigration

- Students engage with an interactive website on immigration statistics to investigate the effects of the 1962 Immigration Act and the subsequent new immigration.
- Divide the class into five working groups and assign one immigration group to each student group:
 - a) Total Europe
 - b) Total Asia
 - c) United States
 - d) West Indies
 - e) All other countries
- Students gather data on their assigned group and make a colour bar graph on chart paper that is taped to the wall. The *x*-axis represents the years while the *y*-axis represents the number of immigrants from a particular location (see Appendix 3.1.3: Immigration Demographic Worksheet).
- Students discuss the data using the guide questions on Appendix 3.1.3 and individually interpret and record their responses.

c) Technology

- Students read about the new and expanding technology during this time period including television, VCR, personal computer, computerized assembly lines, commercial jets, aero-space science, nuclear power, photocopiers, microwave ovens, medical technologies, etc.
- In a teacher-led discussion, help students further their understanding of the details and effects of these technologies on people's lives.
- With student input, create a chart showing the pros and cons of this new technology for the time period.
- Students complete a quiz to demonstrate their understanding of the concepts presented in the activity.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Assessment of critical-thinking skills using teacher conference:
 - analytical skills (concept map)
 - data interpretation skills (graph)
- Evaluation of understanding of terms and concepts for completeness and accuracy (quiz) using a marking scheme

Resources

Print

Beveridge, Cathy. *Cultures in Transition*. Toronto: McGraw-Hill Ryerson Ltd., 1995. ISBN 0075516926

Canadian Global Almanac Research Team. *The Canadian Global Almanac*. John Wiley & Sons Canada, Ltd., 2005. ISBN 0-470-83523-0

Wowk, Jerry and T. Jason. *Multiculturalism*. Toronto: McGraw-Hill Ryerson Ltd., 1993. ISBN 0075514508

Non-print

Animated population pyramids: Learning with Canadian information 2002.

– <http://www.statcan.ca/english/edu/learning/2002/pyramids.htm>

Canada Year Book (statistics source) – <http://www.statcan.ca>

Canada's immigration patterns, 1955 to Present.

– <http://estat.statcan.ca/content/english/over.shtml>

Activity 3.2: A Time of Protest, A Time of Change

Time: 3 hours

Description

The 1960s and 1970s was a time when youth, women, labour, Aboriginal peoples, Quebec separatists, environmentalists, and visible minorities were protesting the privilege of the dominant culture in Canadian society. There was a spirit of change in Canada.

Students read about these social movements and their effects, engage in fact finding, and demonstrate their understanding of the significance of protest movements in affecting change in Canada by completing a data organizer.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.02 • make connections between a series and a variety of historic and contemporary individuals, issues, and events that have contributed to the emergence of Canadian identity;

REV.01 • describe selected events that characterize internal relationships between individual Canadians, groups of Canadians, the provinces, and the federal government;

CHV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore change in Canadian society and communicate their understanding in a variety of forms.

Specific Expectations

ID1.06 – illustrate significant periods and events in the ongoing development of Canada’s diversity (e.g., major periods and origins of immigration; the growth of Canada’s cultural mosaic; ongoing extension of citizenship rights; periods of legal discrimination against visible minorities; Charter of Rights and Freedoms, 1982; Multicultural Act, 1988);

ID3.01 – understand the concept of identity and those that influence an individual’s and a nation’s identity using a variety of modelled thinking strategies (e.g., context clues, concept maps, pictures, cartoons, personal experiences);

ID3.02 – analyse Aboriginal peoples’ roles and identities in Canada using a variety of modelled reading and oral communication strategies (e.g., K-W-L [what I know, what I want to find out, what I learned], directed reading/thinking activity, graphic organizers, jigsaw, place mat, four corners);

RE1.02 – summarize key events in the evolving relationship between Quebec and the rest of Canada (e.g., Quiet Revolution, 1960-1966; FLQ Crisis; Parti Québécois election victory, 1976; two sovereignty referendums, 1980 and 1995);

CH1.02 – categorize major changes in Canadian history as social, economic, and/or political change;

CH3.04 – interpret data and assess economic conditions at different times by developing and/or using provided criteria and communicate the impact of these economic conditions on Canadians (e.g., data charts, tables, letter-in-role, opinion pieces, role playing, discussion webs).

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE2b - reads, understands, and uses written materials effectively;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b - demonstrates flexibility and adaptability;

CGE5a - works effectively as an interdependent team member;

CGE7f - respects and affirms the diversity and interdependence of the world’s peoples and cultures.

Prior Knowledge & Skills

- An appreciation for the role that social protest movements have in changing social norms, attitudes, and power relationships in society (Unit 1, Activity 1.5).
- Summarizing skills

Planning Notes

- Arrange the classroom furniture in seven group clusters.
- Collect and mount posters of social protest.
- Prepare questions to use during the mock television interview that will elicit what the movement is about, and challenge students to justify the existence of the social movements.

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- Identify topics that require sensitivity and model empathy and tolerance for the students. (See LDCC Canadian History (CHC2L), Grade 10 Antidiscrimination Education p. 12.)
 - Create a cause-and-effect chart to use during class discussion.

Teaching/Learning Strategies

- Review the role of cause and effect in the study of history by referring to causes of historical events that were introduced in Unit 1.
- Explain that people's rights in society are gained through work and struggle. Help students recall, from Unit 1, the feminist struggles to gain the vote, the fight for legal personhood, and Aboriginal people's struggles for basic human rights as examples of this.
- In a class discussion, identify the work that was done to gain the vote and legal personhood for women and Aboriginal people in Canada and the resulting social and legal effects.
- Students listen to protest music from the time period and note the issues raised in the songs and the attitude of the artists to the issues.
- Explain the task (see Appendix 3.2.1: 1960s/1970s Social Movement Organizer) and how students will be evaluated.
- Working in seven collaborative groups (indicated by the protest movements on the organizer), students designate a member to read a short passage out loud (or read it quietly themselves) about the nature of their social movement and its effects on Canadian society.
- Students record point-form information that explains the nature of their movement and its effects on Canadian society, making sure to include important dates, names, and events. They record this information in the appropriate category on their organizer.
- Each group chooses a spokesperson who presents the information to the class during a mock television interview conducted by the teacher. Group members can help the spokesperson respond.
- During the interview process, students individually record the key points about each movement on their organizer (Appendix 3.2.1).
- Based on their interview responses, lead a class discussion to clarify and verify the information presented on each topic. Students add to their organizer and submit it for evaluation.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Evaluation of ability to clearly communicate understanding of key concepts and to apply reasoning skills (interview/organizer) using a marking scheme.

Resources

Print

Alfred, Taiaiake. *Peace, Power Righteousness: An Indigenous Manifesto*. Don Mills: Oxford University Press, 1999. ISBN 0-19-541216-8

Fife, Connie (ed.). *The Colour of Resistance: A Contemporary Collection of Writing by Aboriginal Women*. Toronto: Sister Vision Press, 1993. ISBN 0-920813-62-3

Francis, Daniel. *The Imaginary Indian: The Image of the Indian in Canadian Culture*. Vancouver: Arsenal Pulp Press, 1993. ISBN 0-88978-251-2

Jaine, Linda and Drew H. Taylor. *Voices: Being Native in Canada*. Saskatoon: University Extension Press, 1995. ISBN 0-88880-326-5

Canadian Heritage Collection: Labour and Social Reform. Oakville: Rubicon Publishing Inc., 2002. ISBN 0-921156-86-3

Non-print

Assembly of First Nations – <http://www.afn.ca/>

Links to Aboriginal Resources – <http://www.bloorstreet.com/300block/abor1.htm>

Activity 3.3: Economics: Moving and Making Canada

Time: 3 hours

Description

By the late 1950s the federal government embarked on a number of construction mega-projects to transform the ways in which Canada moved natural resources and people. The Trans-Canada Pipeline united Canada by transporting natural gas from west to east. The Trans-Canada Highway linked Canada from east to west by road. The St. Lawrence Seaway made it possible for ocean-going vessels to transport goods into and out of the central heartland of Canada.

Students analyse and interpret information as they read about these mega-projects and produce a historical significance organizer. They demonstrate their understanding of the economic impact of these projects by creating a public service announcement to promote the benefits of one of these mega-projects for Canada.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.01 • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity;

REV.01 • describe selected events that characterize internal relationships between individual Canadians, groups of Canadians, the provinces, and the federal government;

CHV.01 • explain how and why selected economic, political, and technological changes have affected Canadians.

Specific Expectations

ID3.01 – understand the concept of identity and those that influence an individual's and a nation's identity using a variety of modelled thinking strategies (e.g., context clues, concept maps, pictures, cartoons, personal experiences);

RE1.04 – analyse and communicate the impact selected events and agreements have had on internal relationships in Canada, both past and present, that involved conflict and cooperation (e.g., World War I, World War II, War Measures Act, conscription, Winnipeg General Strike, internment of Japanese Canadians, Suffragette movement, Home Children, The Persons Case, October Crisis, Oka, Aboriginal Land Claims, residential schools, cruise missile testing, Trans-Canada Pipeline, St. Lawrence Seaway Project, Olympics, formation of Nunavut, Aboriginal self-government, policies of bilingualism and biculturalism, regional economic disparity, National Energy Policy [NEP], the flag debate, Meech Lake and Charlottetown Accords, Expo '67);

CH1.03 – connect examples of scientific and technological advancements in Canada to social and economic change (e.g., transportation, workplace, energy production, health care, media, telecommunications, robotics/automation, information technology, leisure and recreation);

CH1.04 – compare economic conditions at different times in Canadian history (e.g., The Great Depression; the post-war years; the 1980s) and their impact on the workplace, political movements, and the daily lives of Canadians (e.g., statistical representations for unemployment, rise of unions, use of credit, cost of living);

CH3.02 – categorize change in Canadian history as social, economic, and/or political, using a variety of visual literacy strategies (e.g., graphs, charts, tables, Venn diagrams, illustrations and photographs, posters, collages);

CH3.03 – analyse the impact of technological advancements on social and economic change in Canada using a variety of thinking strategies (e.g., establish chronology, find causal relationships, make inferences, connect text to personal experiences);

CH3.04 – interpret data and assess economic conditions at different times by developing and/or using provided criteria and communicate the impact of these economic conditions on Canadians (e.g., data charts, tables, letter-in-role, opinion pieces, role playing, discussion webs).

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;

CGE3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b - demonstrates flexibility and adaptability;

CGE5a - works effectively as an interdependent team member.

Prior Knowledge & Skills

- Summarizing skills
- Familiarity with video technology

Planning Notes

- Book one or more video cameras and space for recording.
- Preview and bookmark relevant websites and restrict students to those sites.
- Provide a step-by-step process for students to follow in creating their video (see Resources – *Building the Future: Canada in the 1950's*).

Teaching/Learning Strategies

- Explain the task and the organizer (Appendix 3.3.1: The Historical Significance of Construction Mega-projects: 1958–1982).
- Students investigate the construction mega-projects of this time period: Trans-Canada Highway, Trans-Canada Pipeline, and Saint Lawrence Seaway to gather details of the project and its historical significance and complete the historical significance organizer.
- Based on the students' findings, lead a class discussion to clarify the ways in which these projects transformed Canada, focusing on their economic impact. Students add to their organizers during the discussion.
- In pairs, students prepare a script that highlights three positive attributes of the project (see Appendix 3.3.1) and produce a 30-second videotaped public service announcement promoting the worthiness of the project to Canadian citizens.
- Each student submits a completed organizer, a script, and the videotaped announcement for evaluation.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Evaluation of understanding of the topic, application of thinking skills (analysis, interpreting, and synthesis), and ability to communicate and apply the key information clearly and succinctly (organizer/videotaped announcement) using a rubric.

Resources

Non-print

Building the Future: Canada in the 1950's (2 VHS video set). A-V Discovery Ltd., 2002, 50 minutes.

The Canadian Encyclopedia. *Mega-projects*

– <http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Param=J1ARTJ0005212>

CBC Television Archives. Trans-Canada Highway: Bridging the Distance

– http://archives.cbc.ca/IDD-1-73-678/politics_economy/trans_canada/

Heritage Minutes Project – <http://www.gecdsb.on.ca/cait/winger/History/history.htm>

Saint Lawrence Seaway

– <http://www.infoplease.com/ce6/world/A0843098.html>

Activity 3.4: Canada's Constitution

Time: 6 hours

Description

In 1982, Prime Minister Pierre Elliott Trudeau was successful in repatriating Canada's constitution – bringing it home from Britain. The first part of this law was the Charter of Rights and Freedoms, a preamble that became the basis for Canadian law. That year, all provinces and territories, except for Quebec, agreed to sign on.

Students learn about the history of the Constitution, examine one of the rights and freedoms in the Charter of Rights and Freedoms in depth, and make a poster that depicts three examples of applying this right or freedom. Students read about the problems Quebec, under René Lévesque, had with signing the Constitution and about Aboriginal opposition to the Constitution. They write Trudeau a letter outlining Lévesque's or an Aboriginal leader's reasons for opposing the constitution. During this task, students assess, interpret, and communicate their understanding of the Charter and its impact on Canadian society.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian identity and communicate their understanding in a variety of forms;

REV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian relationships and communicate their understanding in a variety of forms;

CHV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore change in Canadian society and communicate their understanding in a variety of forms.

Specific Expectations

ID1.02 – describe ways in which Aboriginal peoples’ roles and identities within Canada are defined (e.g., Nisga’a Treaty, Tommy Prince, Phil Fontaine, Georges Erasmus, Susan Aglukark, James Bartleman, formation of Nunavut, Buffy Ste. Marie, Chief Dan George, Mary Two-Axe Early, Drew Hayden Taylor);

ID1.03 – describe ways in which French Canadians’ roles and identities within Canada are defined (e.g., la survivance, maître chez nous, je me souviens, Bloc Québécois, Franco-Ontarians, Regulation 17, Franco-Manitobans);

ID1.05 – show significant steps in Canada’s evolving political identity to nationhood (e.g., Treaty of Versailles; Statute of Westminster; Canada Act, 1982);

ID1.06 – illustrate significant periods and events in the ongoing development of Canada’s diversity (e.g., major periods and origins of immigration; the growth of Canada’s cultural mosaic; ongoing extension of citizenship rights; periods of legal discrimination against visible minorities; Charter of Rights and Freedoms, 1982; Multicultural Act, 1988);

ID3.01 – understand the concept of identity and those that influence an individual’s and a nation’s identity using a variety of modelled thinking strategies (e.g., context clues, concept maps, pictures, cartoons, personal experiences);

ID3.02 – analyse Aboriginal peoples’ roles and identities in Canada using a variety of modelled reading and oral communication strategies (e.g., K-W-L [what I know, what I want to find out, what I learned], directed reading/thinking activity, graphic organizers, jigsaw, place mat, four corners);

ID3.03 – analyse French Canadians’ roles and identities in Canada using a variety of modelled reading and oral communication strategies (e.g., anticipation guide, K-W-L, discussion webs, four corners, place mat);

ID3.05 – identify periods and events in the ongoing development of Canada’s diversity (e.g., major periods and origins of immigration; the growth of Canada’s cultural mosaic; ongoing extension of citizenship rights; periods of legal discrimination against visible minorities; Charter of Rights and Freedoms, 1982; Multicultural Act, 1988) and the impact of selected groups on the sense of identity in Canada, using a variety of visual literacy strategies;

ID3.06 – investigate the relationship of political identity to nationhood by developing and/or using provided criteria and communicate the results of their inquiry (e.g., cause-and-conflict charts, flow charts, Venn diagrams, semantic webs);

RE1.02 – summarize key events in the evolving relationship between Quebec and the rest of Canada (e.g., Quiet Revolution, 1960-1966; FLQ Crisis; Parti Québécois election victory, 1976; two sovereignty referendums, 1980 and 1995);

RE3.02 – summarize key events in the evolving relationship between Quebec and the rest of Canada using a variety of modelled reading and viewing strategies (e.g., directed reading/thinking activity, note making, story mapping, group summarizing, think-aloud, questioning);

CH2.02 – assess how a major political change (e.g., repatriation of the Constitution; founding and growth of the Bloc Québécois; Indian Act Amendments – Bill C-31, 1985; The First Nations Governance Act, 2002) affected diverse groups in Canada.

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE2b - reads, understands, and uses written materials effectively;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;

CGE7f - respects and affirms the diversity and interdependence of the world’s peoples and cultures.

Prior Knowledge & Skills

- A general understanding of the British North American Act (Grade 8 History)
- A basic understanding of how laws are made in Canadian society

Planning Notes

- Book a DVD player or VHS machine to show the video.
- Display the students' posters on the Canada Is... bulletin board.
- Prepare a list of issues or events for students' investigation.

Teaching/Learning Strategies

a) The Birth of the Constitution

- Students watch a brief video on the emergence of Canada's 1982 Constitution. Following this, explain that the first part of this law is the Charter of Rights and Freedoms, a document which is the standard by which Canadian laws are made.
- Model the activity by paraphrasing one of the rights and indicating the impact of this right on Canadian lives.
- Assign one right or freedom to each pair of students. They examine the Charter and state in their own words what this right or freedom means.
- They research to find three examples of how this right or freedom affects Canadians' everyday lives and add the information to their individual organizers (Appendix 3.4.1: The Charter of Rights and Freedoms Affects Us).
- Invite pairs of students to share their ideas with the class.
- During this sharing time and in a follow-up teacher-led discussion, students complete their point-form notes (Appendix 3.4.1).
- Students create a colour poster to illustrate one of the rights or freedoms and three of its applications in Canadian society.

b) The Impact of the Constitution

- Students read the story of the Kitchen Compromise and the reasons why René Lévesque refused to sign the Constitution on behalf of Quebec and why there was opposition by Aboriginal people.
- Lead a discussion to clarify the narratives.
- From the perspective of René Lévesque or an Aboriginal leader, students write Prime Minister Pierre Trudeau a letter, giving three historically accurate reasons why this person refused to support the Constitution.

c) The Effectiveness of the Constitution

- To make connections with its impact on Canadians today, briefly review the key clauses of the Charter of Rights and Freedoms.
- Students choose an issue or event and investigate how effective the Charter of Rights and Freedoms was in protecting the Canadians involved.
- They categorize their information under the headings:
 - Charter Right Challenged
 - Viewpoint of Challenger
 - Viewpoint of Defendant
 - Supreme Court Decision
- Students analyse the information and provide three fully explained examples to support their point of view.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Evaluate, using a rubric:
 - understanding of key concepts (organizer)
 - thinking skills: analysis, making connections, inferencing, reasoning (chart)
 - communication and application skills (poster/letter)

Resources

Print

Milne, David. *The Canadian Constitution*. Halifax. Formac. 1991. ISBN 1-55028-341-3

Non-print

Our Constitution: The Law of the Land. National Film Board of Canada, 1990, 28 minutes.

CBC Archives (Constitutional Shortcomings)

– http://archives.cbc.ca/IDC-1-73-1092-6045/politics_economy/Patriation/clip9

Government of Canada (Canadian Charter of Rights and Freedoms)

– <http://laws.justice.gc.ca/en/charter/>

Activity 3.5: Canada and the United States

Time: 6 hours

Description

Students examine the relationship between Canada and the United States between 1958–1982, with a focus on cultural, economic, and political dimensions of the relationship. They assess both sides in this relationship by using a variety of sources and resources. Students provide evidence to justify their conclusions, using a variety of oral, visual, and written communication strategies.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.01 • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity;

IDV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian identity and communicate their understanding in a variety of forms;

REV.02 • make connections among selected historical examples of Canada’s past, contemporary global relationships, and their everyday lives;

CHV.01 • explain how and why selected economic, political, and technological changes have affected Canadians;

CHV.02 • connect learning about significant change throughout Canadian history to current changes in Canadian society.

Specific Expectations

ID2.01 – connect diverse individuals from Canada’s past to present day people who have contributed to Canada’s identity in selected fields (e.g., Frederick Banting to John Polanyi, Nellie McClung to Louise Arbour, Stephen Leacock to Michael Ondaatje, J.S. Woodsworth to David Suzuki, Wilfrid Laurier to Pierre Trudeau, Foster Hewitt to Don Cherry, Lionel Conacher to Wayne Gretzky, Emily Carr to Alex Colville, Mary Pickford to Shania Twain, Arthur Currie to Lewis Mackenzie);

ID2.04 – assess American influence (e.g., consumerism, entertainment, sports, economy) on Canada and Canadians using a variety of selected sources (e.g., magazines, television, print media, movies);

ID3.07 – convey how diverse individuals have contributed to Canada’s identity using a variety of communication strategies;

ID3.08 – assess American influences in Canada by developing and/or using provided criteria and communicate the results of their thinking (e.g., pro/con charts, data charts and graphs, plus/minus charts, flow charts, I read/I think/Therefore);

RE1.03 – summarize key events that characterize the evolving relationship between Canada and the United States (e.g., World War II; Pearson’s response to American bombing of North Vietnam; Acid Rain; foreign ownership; The Auto Pact; North American Free Trade Agreement [NAFTA]; World Cup of Hockey; Gulf War, 1990-1991; September 11, 2001 [9/11]; war in Iraq; war on terror; softwood lumber disputes; BSE/Mad Cow Disease);

RE2.02 – identify and assess how historical events relate to their lives (e.g., international conflicts and immigration, women’s rights, workers’ rights, Canadian Radio and Television Commission [CRTC] and Canadian content);

RE2.03 – show how Canada’s international position on an issue (e.g., peace and security, environment, human rights, Land Mine Treaty) has influenced an international policy;

RE3.03 – categorize the evolving relationship between Canada and the United States using a variety of visual literacy strategies (e.g., graphs and charts, illustrations and photographs, attribute webs, semantic maps, diagrams);

CH1.03 – connect examples of scientific and technological advancements in Canada to social and economic change (e.g., transportation, workplace, energy production, health care, media, telecommunications, robotics/automation, information technology, leisure and recreation);

CH2.02 – assess how a major political change (e.g., repatriation of the Constitution; founding and growth of the Bloc Québécois; Indian Act Amendments – Bill C-31, 1985; The First Nations Governance Act, 2002) affected diverse groups in Canada;

CH2.03 – identify connections between selected current events and the characteristics of change.

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE5e - respects the rights, responsibilities and contributions of self and others.

Prior Knowledge & Skills

- Comparing and contrasting skills
- A basic understanding of the impact of and respect for differing points of view

Planning Notes

- An appreciation of the impact of culture, economics, and politics on the evolution of Canada
- When using media resources, be aware of copyright laws and that appropriate licensing for public use is required. Preview any source before showing to students to ensure its appropriateness.
- Identify and bookmark websites where students can find information on how American culture influenced Canada in the '60s and '70s.

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- Collect material that illustrates American economic and cultural influence on Canadian society today (fashion, entertainment, and sports magazines; newspapers – advertisements, entertainment and travel sections; store flyers; product coupons/vouchers; television guides; store catalogues; etc.).
 - Ask students to bring their favourite CDs, magazines, snack food wrappers, and memorabilia from the '60s and '70s that can be photocopied, photographed, or replicated.
 - Provide a large envelope for each group to use during the scavenger hunt.
 - Be aware of the potential for this task to be perceived as anti-American and focus students on the positive steps Canada takes to maintain its identity and independence from American influence.
 - Access a VCR or DVD player, and book computer time.

Teaching/Learning Strategies

a) Popular Culture

- Pose the question, How has American culture influenced Canadian identity? as the focus for a scavenger hunt.
- Make accessible the collection of visual and print material that includes the contribution from students. Include the websites for accessing information from the '60s and '70s.
- Hand out Appendix 3.5.1: Challenge to Canadian Identity to each student and an envelope to each group and explain the task.
- In their groups, students share the resources and individually complete the activity sheet as they put examples into their group envelopes.
- Students use the contents of their group's envelope to make a group collage illustrating the influence of American culture on Canadian identity.
- Students individually answer the three questions on the activity sheet as they assess their findings.
- Use the question posed at the beginning of the activity, How has American culture influenced Canadian identity? to engage the students in discussing their findings and in drawing conclusions.
- Post their collage on the Canada Is... bulletin board.

b) Economic Relationship

- Survey the students about American companies in their communities.
- Pose the question: What effect do American companies and their products have on our Canadian identity?
- Students give their opinions supported by reasons.
- Explain the history of our trade relationship with the United States between 1958–1982, highlighting the branch plant phenomenon, the Auto Pact, and Canada's energy policies.
- Students create a pro/con list of this close economic relationship.
- Students make connections as they respond to the questions: Are there any parallels to what is happening in Canada today? Approximately 80% of our exports go to the United States and their country is significantly in debt. What happens to Canada if the American economy moves into a recession or depression?

c) Political Relationship

- Students view film segments on the Cuban Missile Crisis and the Vietnam War.
- In this context of the Cold War, students examine readings from different perspectives (e.g., American draft dodgers, Pearson's reaction to the bombing of North Vietnam, Canadian anti-nuke activists) and present the bias in brief summaries of their assigned readings.

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- Guide students in identifying any similarities:
 - between Canada’s reaction to the bombing of North Vietnam and the American invasion of Iraq;
 - between the Canadian government’s rejection of the Bomarc Missiles and its current stance on Missile Defense.
 - Students investigate the political differences and similarities between Canada and the United States during the Cold War.
 - Highlight the positions of the leaders of the two countries on a variety of issues as a means of personalizing the information for the students (Diefenbaker–Kennedy; Pearson–Johnson, Trudeau–Nixon, Trudeau–Ford, Trudeau–Carter, Trudeau–Reagan).
 - Students choose one issue and prepare a brief oral argument that states the facts surrounding the issue and how it impacted on Canada’s identity and our relationship with the United States. They must include evidence to support their argument.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Evaluate understanding of key concepts, thinking skills – analysis, inferencing, making judgements, drawing conclusions, and visual communication skills (collage, pro/con chart, argument) using a rubric.

Resources

Print

Bain, C., et al. *Making History: The Story of Canada in the Twentieth Century*. Toronto: Prentice Hall, 2000. ISBN 0-13-083287-1

Bothwell, Robert. *The Big Chill: Canada and the Cold War*. Concord: Irwin Publishing, 1998. ISBN 0-7725-2518-8

Brooks, Tim and Marsh, Earle. *The Complete Directory to Prime Time Network and Cable TV Shows 1946–Present*. New York: Ballantine Books, 1999. ISBN 0345455428

Cruyton, J. Bradley and W. Douglas Wilson. *Spotlight Canada*. Fourth edition. Don Mills: Oxford University Press, 2000. ISBN 0-19-541500-0

Fielding, J., et al. *Canada: Our Century, Our Story*. Scarborough: Nelson, 2000. ISBN 0176200010

Granatstein, J.L. and Hillmer, Norman. *Prime Ministers: Ranking Canada’s Leaders*. Toronto: HarperCollins Publishers Ltd., 1999. ISBN 0-00-638563-X

Granatstein, J.L. and Rawlinson, H. Graham. *The Canadian 100: The 100 Most Influential Canadians of the 20th Century*. Toronto: McArthur & Company, 1997. ISBN 1-55278-005-8

Kenter, Peter. *TV North: Everything You Wanted to Know About Canadian Television*. Vancouver/Toronto: Whitecap Books, 2001. ISBN 155285146X

Maich, Steve. “Is America Going Broke?” *Maclean’s*, V.118, No. 10 (March 2, 2005) 18–29.

Non-print

If You Love This Planet. National Film Board of Canada, 1982, 26 minutes.

In Bed with an Elephant. National Film Board of Canada, 1986, 60 minutes.

This Is Only a Test. National Film Board of Canada, 1984, 24 minutes.

Vietnam: Canada’s Unknown War. National Film Board of Canada, 2003, 60 minutes.

Activity 3.6: Canada and the World 1958–1982

Time: 4 hours

Description

Students investigate Canada's international relationships and its place on the world stage between 1958–1982, focusing on the political dimensions of those relationships in the context of the Cold War and Canada's alliances. Students identify the various international organizations of which Canada was a member of and how membership in those organizations helped shape our role as a middle power in the world. As students prepare a datasheet highlighting Canada's role in these international organizations or events, they practise how to summarize and make generalizations from information.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.01 • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity;

REV.02 • make connections among selected historical examples of Canada's past, contemporary global relationships, and their everyday lives;

CHV.02 • connect learning about significant change throughout Canadian history to current changes in Canadian society.

Specific Expectations

ID2.01 – connect diverse individuals from Canada's past to present day people who have contributed to Canada's identity in selected fields (e.g., Frederick Banting to John Polanyi, Nellie McClung to Louise Arbour, Stephen Leacock to Michael Ondaatje, J.S. Woodsworth to David Suzuki, Wilfrid Laurier to Pierre Trudeau, Foster Hewitt to Don Cherry, Lionel Conacher to Wayne Gretzky, Emily Carr to Alex Colville, Mary Pickford to Shania Twain, Arthur Currie to Lewis Mackenzie);

ID3.07 – convey how diverse individuals have contributed to Canada's identity using a variety of communication strategies;

RE1.03 – summarize key events that characterize the evolving relationship between Canada and the United States (e.g., World War II; Pearson's response to American bombing of North Vietnam; Acid Rain; foreign ownership; The Auto Pact; North American Free Trade Agreement [NAFTA]; World Cup of Hockey; Gulf War, 1990-1991; September 11, 2001 [9/11]; war in Iraq; war on terror; softwood lumber disputes; BSE/Mad Cow Disease);

RE1.05 – analyse and communicate the impact selected events and agreements have had on Canadian global relationships, both past and present, that involved conflict and cooperation (e.g., League of Nations, Lend-Lease Agreement, Hyde Park Declaration, Korean War, international peacekeeping, North American Free Trade Agreement [NAFTA], Multilateral Agreement on Investment [MAI], Summit of the Americas, General Agreement on Tariffs and Trades [GATT] and anti-globalization protests, la Francophonie, Commonwealth of Nations, North Atlantic Treaty Organization [NATO], North American Air Defense Command [NORAD], international disaster relief, Canadian Refugee Policy, World Trade Organization [WTO]);

RE2.01 – assess Canada's response to persecution at home (e.g., residential schools, Japanese Canadian internment) and abroad (e.g., Sudan, the Holocaust, Bosnia, Rwanda);

RE2.02 – identify and assess how historical events relate to their lives (e.g., international conflicts and immigration, women’s rights, workers’ rights, Canadian Radio and Television Commission [CRTC] and Canadian content);

RE2.03 – show how Canada’s international position on an issue (e.g., peace and security, environment, human rights, Land Mine Treaty) has influenced an international policy;

RE3.04 – analyse selected internal relationships, both past and present, that involved conflict and cooperation using a guided historical inquiry process (e.g., questioning, focusing, conventional and technological research, recording, analysis, evaluation, transcription);

RE3.07 – convey how Canada’s international position has influenced an international policy using a variety of written, visual, and oral strategies (e.g., supported opinion pieces, summary paragraphs, mind maps, flow charts, discussion webs, role playing);

CH2.03 – identify connections between selected current events and the characteristics of change.

Ontario Catholic School Graduate Expectations

CGE1h - respects the faith traditions, world religions and the life-journeys of all people of good will;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;

CGE7f - respects and affirms the diversity and interdependence of the world’s peoples and cultures.

Prior Knowledge & Skills

- Summarizing skills

Planning Notes

- When using media resources, be aware of copyright laws and that appropriate licensing for public use is required. Preview any source before showing it to students to ensure its appropriateness.
- Select clips (approximately 10 minutes) of the Canada-Russia 1972 Hockey Series to show.
- Access a VCR or DVD player.

Teaching/Learning Strategies

- Students view documentary footage of the 1972 Summit Series between Canada and the Soviet Union.
- Provide a primary source from a newspaper or magazine of the time that highlights the intense nationalist sentiments prevalent at the time. Use this information as a basis for a teacher-led discussion on the political and ideological differences between Soviet Communism and Western Capitalist states.
- Students investigate Canada’s international commitments, both political and cultural (NORAD, United Nations, NATO, la francophonie, Commonwealth of Nations, Expo ’67, Montreal Olympics 1976, etc.) to respond to the question: What are the functions of the various groups and what role has Canada played in them during this time period?
- Students research one organization or event and prepare a datasheet of Canada’s role. (See Appendix 3.6.1: International Organization Data Sheet.)
- Post these datasheets on the Canada Is... bulletin board and have students do a gallery walk.
- Debrief with the class, making generalizations about Canada’s contribution.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Assess thinking and communication skills (datasheet) using an observation checklist.

Resources

Print

Bain, C., et al. *Making History: The Story of Canada in the Twentieth Century*. Toronto: Prentice Hall, 2000. ISBN 0-13-083287-1

Bothwell, Robert. *The Big Chill: Canada and the Cold War*. Concord: Irwin Publishing, 1998. ISBN 0-7725-2518-8

Cruxton, J. Bradley and W. Douglas Wilson. *Spotlight Canada*. Fourth edition. Don Mills: Oxford University Press, 2000. ISBN 0-19-541500-0

Fielding, J., et al. *Canada: Our Century, Our Story*. Scarborough: Nelson, 2000. ISBN 0176200010

Non-print

Canadian International Development Agency (CIDA) – <http://www.acdi-cida.gc.ca/index-e.htm>

CBC Archives (Conflict and War) – http://archives.cbc.ca/IDT-1-71/conflict_war/

CBC Archives (The Hollywood Brain Drain)
– http://archives.cbc.ca/IDC-1-68-1406-9005/arts_entertainment/film_industry/clip8

CBC Archives (Canada-Soviet Hockey Series, 1972)
– http://archives.cbc.ca/ACT-1-41-318/sports/summit_series/educational_activities/

Commonwealth – <http://www.thecommonwealth.org/HomePage.asp?NodeID=20593>

Francophonie – <http://agence.francophonie.org>

Norad – <http://www.norad.mil/index.cfm?fuseaction=home.welcome>

North Atlantic Treaty Organization (NATO) – <http://www.nato.int/>

United Nations – <http://www.un.org>

Activity 3.7: People and Events that Impacted on Canadian Society 1958–1982

Time: 5 hours

Description

Students investigate the Canadian personalities and events that shaped our nation in this time period and choose one of each that contributed to Canada's identity. Students present their research for one of their choices as a profile of the person or event. Students have opportunities to practise the investigative, thinking, and communication skills that they will apply to the course culminating task.

Strands & Learning Expectations

Strand(s): Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.01 • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity;

REV.02 • make connections among selected historical examples of Canada's past, contemporary global relationships, and their everyday lives;

CHV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore change in Canadian society and communicate their understanding in a variety of forms.

Specific Expectations

ID1.01 – compare how a person’s sense of identity develops (e.g., through personal and family history, ethnocultural background, location in time and place, values, interests, and accomplishments) to the development of a nation’s identity (e.g., through history of events and peoples, values and policies, economic base, allies and trading partners, geography, and quality of life);

ID3.04 – identify different perspectives, stereotypes, and explicit bias when comparing two or more perspectives of Canadian identity (e.g., from Aboriginal and non-Aboriginal, Laurier and Bourassa, Trudeau and Lévesque, Chrétien and Bouchard, from established and recent ethnocultural representatives, from different regions, from different age groups) using a variety of selected critical thinking skills and strategies (e.g., summarizing, comparing and contrasting, seeing causal connections, making inferences, drawing conclusions);

CH2.01 – explain the significance, to their lives and the lives of Canadians, of selected Canadian innovators (e.g., Frederick Banting and Charles Best – insulin, Armand Bombardier – snowmobiles, George de Mestral – Velcro, Jacques Plante – fibreglass goalie mask, Guy Laliberté – Cirque du Soleil, Julia Levy – photodynamic therapy, Frank Toskan and Frank Angelo – MAC Cosmetics, James Goslin – Java Script, Rachel Zimmerman – Blissymbolic software, Aboriginal Peoples Television Network [APTN] – broadcasting);

CH3.05 – investigate and communicate the impact that Canadian innovators have had on their lives and the lives of Canadians using a variety of forms (e.g., discussions, supported opinion, news reports, posters, visual essays, audio-visual presentations, role plays, interviews);

RE1.01 – explain, using examples from their own lives and from Canadian history, the concept of relationship (e.g., interdependence, independence, dependency, cooperation, conflict, consensus).

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently in one or both of Canada’s official languages;

CGE3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE7g - respects and understands the history, cultural heritage and pluralism of today’s contemporary society.

Prior Knowledge & Skills

- Comparing and contrasting skills
- Ability to gather and synthesize data

Planning Notes

- Some students may benefit from videotaping their presentation rather than doing it live before the class. Play their video for the group and evaluate it for its content as you would the other students’ live presentations.

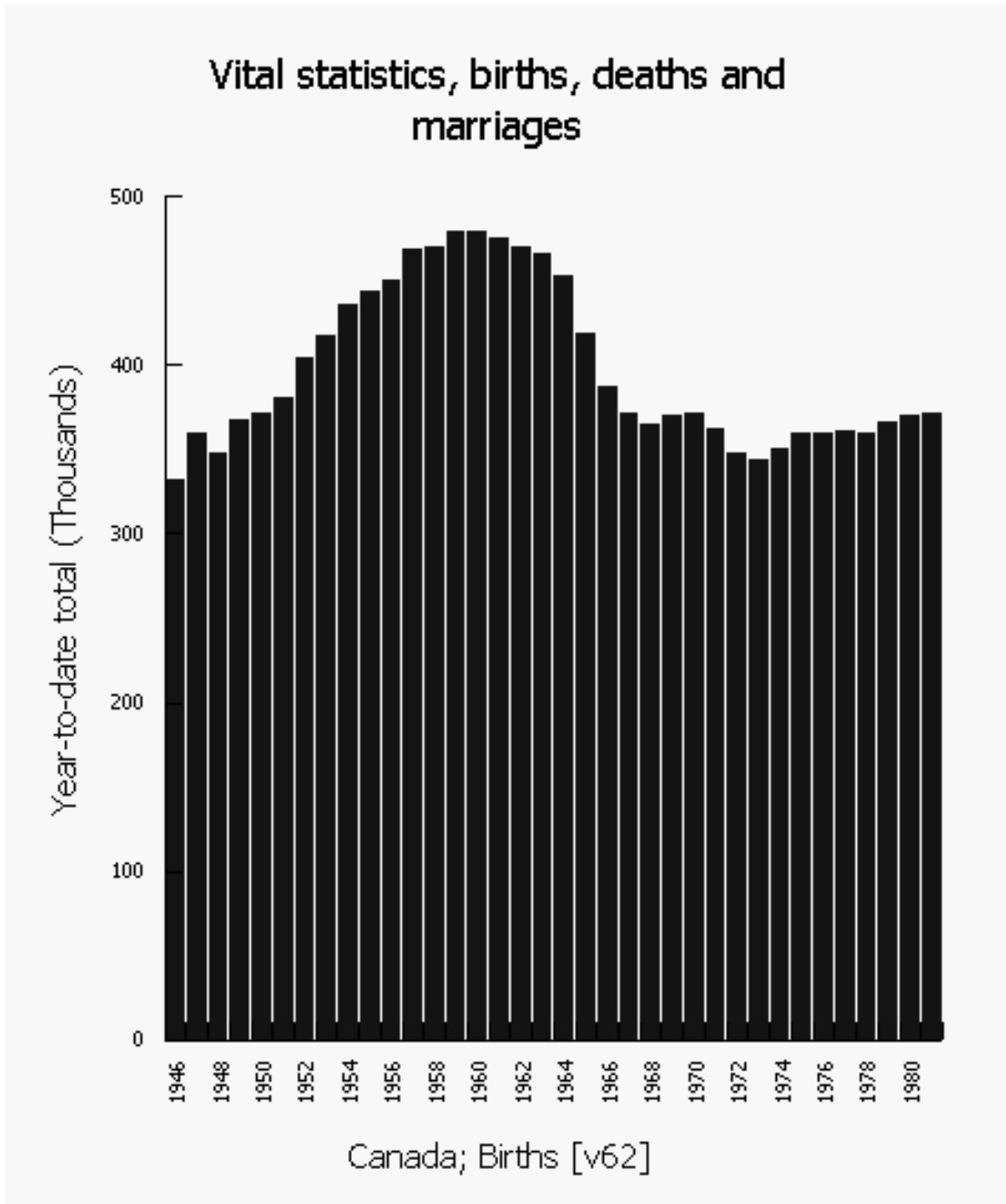
Teaching/Learning Strategies

- Students review the Canadian personalities and events studied in this unit, choose one of each to research in greater depth, and prepare a written profile for each, identifying:
 - how the person or event altered Canada’s relationships internally or internationally;
 - changes that resulted to Canadian society;
 - the place/position in Canada’s identity.(See Appendices 3.7.1: Profile (Person or Group) and 3.7.2: Profile (Event))
- Students choose one of the profiles to submit for evaluation.

Assessment & Evaluation of Student Achievement

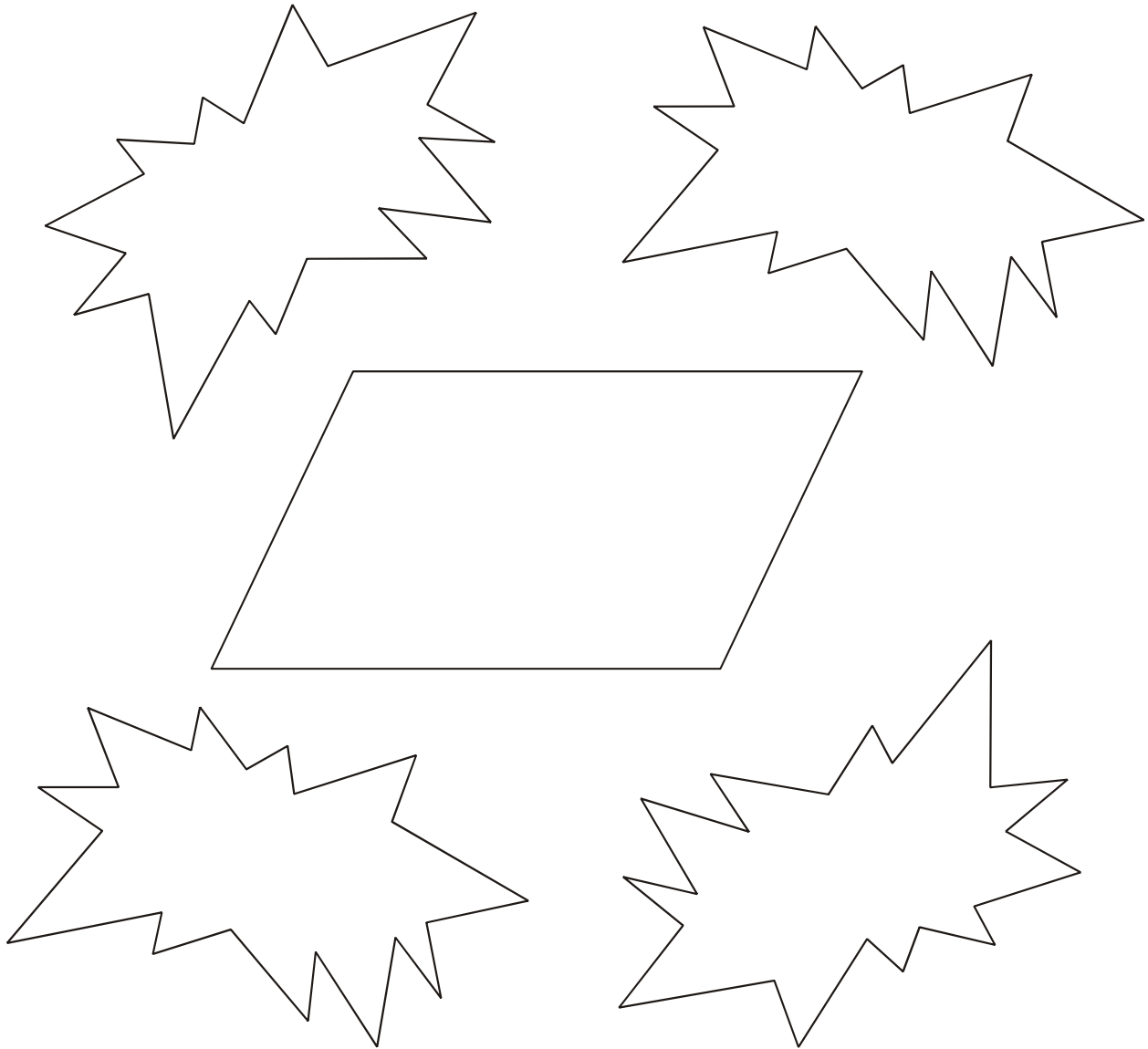
- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Evaluation of thinking skills – analysis, making judgements, drawing conclusions, and their ability to convey ideas accurately and clearly (profile) using a marking scheme.

Appendix 3.1.1: The Rise of the Baby Boom



Source: Statistics Canada

Appendix 3.1.2: Concept Map of Baby Boomer's Life Stages



Appendix 3.1.3: Immigration Demographics Worksheet

Step 1: Gathering Data

Go to the following website: <http://estat.statcan.ca/content/english/over.shtml>

Print your table.

Put your name and the date on this page.

	Instructions	✓
1	In the E-STAT Table of contents, select Data .	
2	Under the heading People, select population and demography .	
3	Under CANSIM, select population characteristics .	
4	At the Search results, select Table 051-0006 — Immigrants to Canada, by country of last permanent residence, quarterly (persons) .	
5	At the Subset selection under Geography (1 item), select Canada .	
6	Under Last permanent residence (25 items), select the following depending on your assigned group: a) Total Europe , b) Total Asia , c) United States , d) West Indies , e) All Other Countries .	
7	From the drop-down menu labelled <i>From</i> : select 1958 and To: 1984	
8	Click Retrieve as a Table.	
9	From the drop-down menu labelled <i>The Frequency of the Output Data</i> : select converted to annual sum .	
10	In the yellow box click Go .	

Step 2: Making the Bar Graph

1.	In your small group use the lined side of a chart paper to make a bar graph.	
2.	Create your <i>x</i> - and <i>y</i> -axis. Label the <i>y</i> -axis: 1000s of immigrants. Use increments of 10 up to 160. Label the <i>x</i> -axis as years from 1958 to 1984.	
3.	Plot your data on the graph using alternating colours for your bars.	
4.	Title your graph. Put your name on the page.	

Step 3: Interpreting the Findings

Use your research data to discuss the following questions in your group:

- What immigrant group dominated Canadian immigration before 1962?
- What groups started to come and increased in numbers after 1962?
- How did the new immigration law change these patterns?

Individually write your response to the questions and submit them with your data printout.

Appendix 3.2.1: 1960s/1970s Social Movement Organizer

Complete this organizer during today’s mock interview. Provide detailed evidence including names, dates, events, figures, etc. You should have at least three pieces of evidence in each box.

	Describe the movement	What changes resulted from it
Youth	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
Women	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
Labour	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
Aboriginal peoples	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
Quebec separatists	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
Environmentalists	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
Visible minorities	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Add, delete, or change any information after the class discussion.

Submit your organizer to the teacher.

**Appendix 3.3.1: The Historical Significance of Construction Mega-projects,
1958–1982**

	Describe the Project	Identify Significant Changes that Resulted
Trans-Canada Highway	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
Trans-Canada Pipeline	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
St. Lawrence Seaway	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •

Add, delete, or change information after the class discussion.

Choose one of these mega-projects and work with a partner to prepare and produce a 30-second videotaped public announcement about the project.

Appendix 3.4.1: The Charter of Rights and Freedoms Affects Us

Organizer

Category	Specific Right or Freedom	Ways the Charter Affects Canadians
Fundamental Freedoms	•	• • •
Democratic Rights	•	• • •
Mobility Rights	•	• • •
Legal Rights	•	• • •
Equality Rights	•	• • •
Official Languages of Canada	•	• • •
Minority Language Education Rights	•	• • •

Explain one positive aspect of the Charter of Rights and Freedoms.

Explain one negative aspect of the Charter of Rights and Freedoms.

Charter Poster

Create a **colour poster** that shows one specific right or freedom from the Charter and three ways it affects Canadians.

Use images, but no words, except for your title at the top.

Appendix 3.5.1: Challenge to Canadian Identity

Complete the scavenger hunt.

When you find the example you are looking for, place the item in your group's envelope. It may not be possible to cut out the example, so think of another way to include an example in your envelope, e.g., a hand-drawn picture, a photograph, a title or a line from an article, a song advertisement.

Each person in your group is to complete his/her own record sheet.

Find examples of...	Record the examples you found	Check this box if the example is American	Check this box if the example is Canadian	Check this box if you are unsure
3 movies	1.			
	2.			
	3.			
3 television shows	1.			
	2.			
	3.			
2 songs or music groups	1.			
	2.			
3 brands of clothing	1.			
	2.			
	3.			
2 athletes	1.			
	2.			
3 snacks you enjoy	1.			
	2.			
	3.			
3 magazines	1.			
	2.			
	3.			
2 vacation locations	1.			
	2.			
2 people in the news	1.			
	2.			
2 retail stores	1.			
	2.			
Totals	25 Examples	_____	_____	_____

Add up the totals in each column to determine how many of your selections are American and how many are Canadian. If you have any that you are unsure of, see if you can find the answer and then adjust your totals.

Appendix 3.6.1: International Organization Data Sheet

Organization:
Purpose of organization:
History of Canada's membership:
Canada's role in the organization:
Benefits to Canada from membership:
Possible negative impacts to Canada from membership:
Notable Canadian contributions to the organization:
Relevance of Canada's membership today:
Recommendations regarding Canada's continued support:

Appendix 3.7.1: Profile (Person or Group)

Name of person or group:

Date of significant achievements:

Classification of achievements (political, social, or economic):

Where the achievements took place:

Specific details of this person or group's achievements:

Why these achievements were important for Canada and Canadian identity:

How this person or group altered Canada's relationships:

Appendix 3.7.2: Profile (Event)

Title of event:

Date of event:

Classification of event (political, social, or economic):

Who was involved:

Where the event took place:

What happened:

Why this event happened:

Why this event was important for Canada and Canadian identity:

How this event altered Canada's relationships:

What changes resulted to Canadian society:

Unit 4: Being Canadian

Time: 25 hours

Unit Description

Students explore contemporary Canada from a variety of perspectives – the physical, political, social, economic, and personal components that merge to form a Canadian identity. Students examine how individual and group identities are protected in Canada, specifically by analysing Aboriginal issues and Quebec’s place in Canada. As students investigate the many ways Canada celebrates its identity and its successes, they have opportunities to make connections to previous units where they studied national and international relationships and the changes Canada has experienced. For the course culminating activity, students choose a person or event that best represents their understanding of what it means to be a Canadian for a Canadian Hall of Fame display.

Unit Synopsis Chart

Activity/Time	Learning Expectations	Achievement Chart Categories	Tasks
4.1 How Heritage/Culture Contribute to Canada’s Identity 4 hours	IDV.03, ID1.01, ID3.01, ID3.04 REV.02, REV.03, RE3.06 CH2.03 CGE2a, 2b, 2c, 2d, 3c, 5e	Thinking, Communication, Application	<ul style="list-style-type: none">• Students practise their oral presentation skills by exhibiting an artifact that illustrates their heritage.• Students make connections between their heritage and people and events in Canadian history.
4.2 Quebec and Canada’s Evolving Identity 4 hours	IDV.02, ID2.03 REV.01, RE1.02, RE1.04 CH2.02, CH2.04, CH3.07 CGE 2b, 2d, 3c	Knowledge and Understanding, Thinking, Communication	<ul style="list-style-type: none">• Students investigate both sides of the issue of Quebec separation and present a supported opinion.
4.3 Aboriginal People and Canada’s Evolving Identity 3 hours	IDV.02, IDV.03, ID1.02, ID2.02, ID3.02 REV.01, RE1.04 CHV.02, CH2.02, CH2.03 CGE2a, 2b, 2c, 2d, 3a, 3b, 3c, 4a, 5e, 5g, 7g	Knowledge and Understanding, Thinking, Application, Communication	<ul style="list-style-type: none">• Students assess actions of key players in the Oka confrontation and present an oral defence.
4.4 Contributions to Canadian Identity 3 hours	IDV.01, IDV.02, ID3.01, ID3.07 REV.02, RE2.02 CHV.02, CH2.01 CGE2b, 2d, 3c, 5e	Thinking, Communication	<ul style="list-style-type: none">• Students use an organizer to collect biographical data on selected Canadians.• Students act in role to present this person’s autobiography.

Activity/Time	Learning Expectations	Achievement Chart Categories	Tasks
4.5 Celebrating Canada 4 hours	IDV.01, IDV.03, ID1.04, ID2.02 REV.03, RE3.01 CGE2b, 2d, 3c, 5a, 7b	Thinking, Communication	<ul style="list-style-type: none"> • Students investigate the contributions of various institutions/awards/festivals and create a poster advertisement.
4.6 Canadian History Hall of Fame Course Culminating Activity 7 hours	IDV.01, IDV.02, IDV.03, ID2.01, ID3.01, ID3.05, ID3.07 REV.01, REV.02, REV.03 CHV.01, CHV.02, CHV.03, CH1.02, CH2.01, CH3.05 CGE1d, 2b, 2c, 2d, 3b, 3c, 7g	Knowledge and Understanding, Thinking, Application, Communication	<ul style="list-style-type: none"> • Students develop criteria for assessing the impact a specific person, group, or event has on Canada. • Students use research skills to gather information from a variety of sources. • Students use oral and visual communications skills to convey information and support their decisions.

Unit Notes for Catholic Teachers

This unit focuses on the rights and aspirations of individuals and groups: Aboriginal rights, the cultural aspirations of French-speaking Quebecers, the relationship between Canada and the United States. The Catholic Church recognizes that individual growth and dignity occurs in relationships to others and to the community. The gospel stories of Jesus with the lady at the well and the good Samaritan provide a context when discussing the issues of respect for individuals and communities.

Unit Resources

Print

Ahluwalia, Raj. *We Interrupt This Program: The News Broadcasts that Kept Us Tuned In*. Toronto: Winding Star Press, 2002. ISBN 1-55366-300-4

Archbold, Rick. *Canada: Our History*. Toronto: Doubleday, 2000. ISBN 0-385-25971-9

Bardswich, Miriam and Gerry Campbell. *Popular Culture*. Oakville: Rubicon Education, 2003. ISBN 0-921156-88-X

Barnes, D., P. Flaherty, S. Smitko, and E. Salomons. *Quebec: The Referendum*. Toronto: CBC Educational Sales, 1995.

Barr, Janis, et al. *Twentieth Century Canada*. Calgary: Weigl Educational Publishers Ltd., 1996. ISBN 0-919879-71-3

Busby, Brian. *Question and Answer Encyclopedia: Canada*. United Kingdom. Parragon Publishing, 2003. ISBN 1-40541-728-5

Conacher, Duff. *More Canada Firsts*. Toronto: McClelland & Stewart, 1999. ISBN 0-7710-2244-1

De Brou, Dave and Bill Waiser. *Documenting Canada*. Saskatoon: Fifth House Publishers, 1992. ISBN 0-920079-94-6

Finkel, Alvin and Margaret Conrad. *History of the Canadian Peoples: 1867 to the Present*, Volume II. Toronto: Pearson Educational Canada Inc., 2001. ISBN 0-201-72582-7

Gibson, Stephanie. *Influential and Intriguing Canadians*. Oakville: Rubicon Education, 2003. ISBN 0-921156-76-6

Heritage Canada. *40th National Flag Day of Canada*. Her Majesty the Queen in Right of Canada, 2004. ISBN 0-662-384024

Johnston, Barabara. *Outstanding Ontarians: Making a Difference in Agriculture and Food Production*. Ontario Agri-Food Education Inc.

Kearney, Mark and Randy Ray. *I Know that Name!: The People Behind Canada's Best-Known Brand Names from Elizabeth Arden to Walter Zeller*. Toronto: Hounslow Press, 2002. ISBN 1-55002-407-8

Leskun, Charles and Tim Tobin. *Nationalism and French Canada*. Oakville: Rubicon Education, 2003. ISBN 0-921156-81-2

Nader, Ralph. *Canada Firsts*. Toronto: McClelland & Stewart, 1992. ISBN 0-7710-6713-5

Pevere, Geoff and Greig Dymond. *Mondo Canuck: A Canadian Pop Culture Odyssey*. Scarborough: Prentice Hall Canada Inc., 1996. ISBN 0-13-263088-5

Reed, Kevin. *Aboriginal Peoples: Building for the Future*. Don Mills: Oxford University Press Canada, 1998. ISBN 19-541280X

Sauvé, Virginia and Monique Sauvé. *Gateway to Canada*. Toronto: Oxford University Press Canada, 1997. ISBN 0-19-541152-8

Seidlitz, Lauri. *Canada Through the Decades: The 1990s*. Calgary: Weigl Educational Publishers Limited, 2000. ISBN 1-896990-38-X

Smart, Stephen B. and Michael Coyle, eds. *Aboriginal Issues Today: A Legal and Business Guide*. North Vancouver: Self-Counsel Press, 1997. ISBN 1-55180-035-7

Non-print

Brave New World: Canada 1989–1995. Epoch Multimedia Inc., 2002, 30 minutes.

Canada: A People's History. CBC, 2000–2002, 60–120 minutes each episode.

The Canadian History Series 1939–2000. Epoch Multimedia Inc., 2000–2002, 30 minutes.

The Canadian History Series 1945–1995. Episode 5. “The gilded eighties, Canada 1981–1988.” Epoch Multimedia Inc., 1999–2000, 30 minutes.

Assembly of First Nations – <http://www.afn.ca/>

Calgary Stampede – <http://www.stampede.coolattractions.com/>

The Canada Council for the Arts – www.canadacouncil.ca/

Canada's Walk of Fame – <http://www.canadaswalkoffame.com>

Canadian Aboriginal Festival – <http://www.canab.com/>

Canadian Association for the Advancement of Women and Sport and Physical Activity – <http://www.caaws.ca/>

Canadian Football Hall of Fame & Museum – <http://www.footballhof.com/>

Canadian National Exhibition – <http://mmi.theex.com/>

Canadian Space Agency – www.space.gc.ca

Carnaval de Québec – <http://www.carnaval.qc.ca/>

CBC Archives (Canada-U.S. Free Trade Agreement)
– http://archives.cbc.ca/IDD-1-73-536/politics_economy/free_trade/

CBC Archives: Conflict and War (The Oka confrontation)
– http://archives.cbc.ca/IDD-1-71-99/conflict_war/oka/

CBC’s “The Greatest Canadian” – <http://www.cbc.ca/greatest/>

Famous Canadians – <http://www.canadians.ca/>

Famous Canadians Theme Page – <http://www.cln.org/themes/famous.html/>

Governor General of Canada Honours: Caring Canadian Award
– http://www.gg.ca/honours/caring_e.asp

Governor General of Canada Honours: Decorations for Bravery
– http://www.gg.ca/honours/bravery_e.asp

Governor General of Canada Honours: Order of Canada – http://www.gg.ca/honours/order_e.asp

Governor General of Canada Honours: The Academic Medal
– http://www.gg.ca/honours/academic_e.asp

Historica: Peace and Conflict (The Oka confrontation)
– <http://www.historica.ca/peace/page.do?pageID=343>

Hockey Hall of Fame – <http://www.hhof.com/index.htm>

Images Canada: Picturing Canadian Culture – <http://www.imagescanada.ca/r1-220-e.html>

Juno Awards – <http://www.juno-awards.ca/>

Kanesatake.com: The Summer of 1990 – <http://www.kanesatake.com/heritage/crisis/july11.html>

National Aboriginal Achievement Foundation – <http://www.naaf.ca>

The Peacetree Centre – <http://www.peacetree.com/akwesasne/wamoac3b.htm>

Travel Canada: Culture in Quebec –
http://www.travelcanada.ca/tc_redesign/app/en/ca/destinations.do?provinceId=12&catId=14&path=en_cnd\Destinations\Culture\culture_Quebec_intro

Well Known People Who Happen to Be Canadian
– <http://particle.physics.ucdavis.edu/Canadians/>

Activity 4.1: How Heritage/Culture Contribute to Canada's Identity

Time: 4 hours

Description

Students choose or create an artifact that represents their personal heritage and describe how it explains their unique identity as a way of sharing their culture and heritage with the class. Students come to understand that diverse groups contribute to the development of the multicultural Canadian identity. By making connections to people, groups, and events from a heritage/cultural perspective, they use the critical-thinking skills needed for success in the course culminating activity.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian identity and communicate their understanding in a variety of forms;

REV.02 • make connections among selected historical examples of Canada's past, contemporary global relationships, and their everyday lives;

REV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian relationships and communicate their understanding in a variety of forms;

CHV.02 • connect learning about significant change throughout Canadian history to current changes in Canadian society.

Specific Expectations

ID1.01 – compare how a person's sense of identity develops (e.g., through personal and family history, ethnocultural background, location in time and place, values, interests, and accomplishments) to the development of a nation's identity (e.g., through history of events and peoples, values and policies, economic base, allies and trading partners, geography, and quality of life);

ID3.01 – understand the concept of identity and those that influence an individual's and a nation's identity using a variety of modelled thinking strategies (e.g., context clues, concept maps, pictures, cartoons, personal experiences);

ID3.04 – identify different perspectives, stereotypes, and explicit bias when comparing two or more perspectives of Canadian identity (e.g., from Aboriginal and non-Aboriginal, Laurier and Bourassa, Trudeau and Lévesque, Chrétien and Bouchard, from established and recent ethnocultural representatives, from different regions, from different age groups) using a variety of selected critical thinking skills and strategies (e.g., summarizing, comparing and contrasting, seeing causal connections, making inferences, drawing conclusions);

RE3.06 – make connections between historical events and their lives using modelled critical thinking strategies (e.g., find causal relationships, make inferences, connect text to personal experiences);

CH2.03 – identify connections between selected current events and the characteristics of change.

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE5e - respects the rights, responsibilities and contributions of self and others.

Prior Knowledge & Skills

- Ability to orally communicate ideas and opinions
- Ability to select and summarize relevant information

Planning Notes

- Collect quotes about Canada's multicultural identity and prepare definitions for multiculturalism, mosaic, culture, heritage, etc.
- Teachers should be sensitive to the personal nature of the experience and support students in avoiding disclosure and discussion of sensitive issues.
- Ask students to bring artifacts that best illustrate their heritage. Provide criteria to guide them in making a selection.
- Bring in a personal artifact to share with the class.

Teaching/Learning Strategies

- Introduce relevant terms and discuss their meanings. Add these terms to the word wall.
- Use selected quotes about multiculturalism in Canada to generate discussion and develop an understanding of Canada's diversity.
- Model the activity by presenting and connecting your artifact to your personal heritage.
- Students complete the My Heritage activity sheet as they prepare for their oral presentation (see Appendix 4.1.1).
- Students take turns presenting their artifact either to a partner, to a group, or individually to the class.
- Lead a discussion about the multicultural makeup of Canada, using the diverse nature of the classroom as a comparative model, if appropriate.
- Students work in small groups that reflect their heritage or culture and find information about a person, group of people, and/or event from that culture that has helped shape Canada's identity.
- Students write a caption for a photograph or illustration that describes the contribution these people or events made.
- Display students' work and invite several students to expand upon their findings.
- In a class discussion, guide them to make connections with shaping Canada's identity.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Evaluation of ability to make comparisons and connections and to communicate their thinking (captioned paragraph), using a rubric

Resources

Print

Ahluwalia, Raj. *We Interrupt This Program*. Toronto: Winding Star Press, 2002. ISBN 1-55366-300-4

Archbold, Rick. *Canada: Our History*. Toronto: Doubleday, 2000. ISBN 0-385-25971-9

Barr, Janis et al. *Twentieth Century Canada*. Calgary: Weigl Educational Publishers Ltd., 1996. ISBN 0-919879-71-3

Busby, Brian. *Question and Answer Encyclopedia: Canada*. United Kingdom: Parragon Publishing, 2003. ISBN 1-40541-728-5

Finkel, Alvin and Margaret Conrad. *History of the Canadian Peoples: 1867 to the Present*, v.2. Toronto: Pearson Educational Canada Inc., 2001. ISBN 0-201-72582-7

Hundey, Ian M. and Michael L. Magarrey. *Canadian History 1900–2000*. Toronto: Irwin Publishing, 2000. ISBN 0-7725-2780-6

McFadden, Fred et al. *Canada, Continuity and Change*. Markham: Fitzhenry & Whiteside, 2000. ISBN 1-55041-475-5

Sauvé, Virginia and Monique Sauvé. *Gateway to Canada*. Toronto: Oxford University Press, 1997. ISBN 0-19-541152-8

Seidlitz, Lauri. *Canada Through the Decades: The 1990s*. Calgary: Weigl Educational Publishers Limited, 2000. ISBN 1-896990-38-X

Non-print

Images Canada: Picturing Canadian Culture – <http://www.imagescanada.ca/r1-220-e.html>

Activity 4.2: Quebec and Canada’s Evolving Identity

Time: 4 hours

Description

Students explore how the issue of Quebec’s separation affects Canada. They examine and assess the response of various groups to the 1995 referendum. Students analyse the results of the referendum and make predictions about how the issue of Quebec sovereignty could affect their lives. During their investigation, they have opportunities to develop empathy for the various perspectives of individuals and groups involved in the decision.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.02 • make connections between a series and a variety of historic and contemporary individuals, issues, and events that have contributed to the emergence of Canadian identity;

REV.01 • describe selected events that characterize internal relationships between individual Canadians, groups of Canadians, the provinces, and the federal government.

Specific Expectations

ID2.03 – identify how French Canadians contribute to Canada’s evolving identity;

RE1.02 – summarize key events in the evolving relationship between Quebec and the rest of Canada (e.g., Quiet Revolution, 1960–1966; FLQ Crisis; Parti Québécois election victory, 1976; two sovereignty referendums, 1980 and 1995);

RE1.04 – analyse and communicate the impact selected events and agreements have had on internal relationships in Canada, both past and present, that involved conflict and cooperation (e.g., World War I, World War II, War Measures Act, conscription, Winnipeg General Strike, internment of Japanese Canadians, Suffragette movement, Home Children, The Persons Case, October Crisis, Oka, Aboriginal Land Claims, residential schools, cruise missile testing, Trans-Canada Pipeline, St. Lawrence Seaway Project, Olympics, formation of Nunavut, Aboriginal self-government, policies of bilingualism and biculturalism, regional economic disparity, National Energy Policy [NEP], the flag debate, Meech Lake and Charlottetown Accords, Expo ’67);

CH2.02 – assess how a major political change (e.g., repatriation of the Constitution; founding and growth of the Bloc Québécois; Indian Act Amendments – Bill C-31, 1985; The First Nations Governance Act, 2002) affected diverse groups in Canada;

CH2.04 – predict a probable change that could alter the lives of Canadians (e.g., Quebec separation, increased Americanization of the economy, further peacekeeping missions) and list the resulting social, economic, and/or political change that might result;

CH3.07 – predict changes using a variety of critical-thinking skills (e.g., see causal connections, make inferences, draw conclusions) and communicate the consequences of these changes using a variety of written, oral, and visual forms.

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems.

Prior Knowledge & Skills

- Basic understanding of the Charter of Rights and Freedoms

Planning Notes

- Provide examples of the distinct cultural nature of Quebec, using a variety of print and non-print sources (language, music, art, festivals).

Teaching/Learning Strategies

- Review the terms *referendum*, *economic*, *political*, and *social*. Add these terms to the word wall.
- In a teacher-led discussion, students describe the unique nature of Quebec, after examining the provided source materials.
- Introduce the 1995 referendum question: Should Quebec separate from Canada?
- Students view a news clip, video, or news report, and print resources that describe the events of the referendum.
- Students assess the various viewpoints and arguments for and against Quebec independence and give their opinion on the issue, with supporting reasons for their stance. (See Appendix 4.2.1.)

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Evaluation of understanding of an issue through analysis, seeing causal connections, and drawing conclusions (Both Sides Now) using a marking scheme

Resources

Print

Leskun, Charles and Tim Tobin. *Nationalism and French Canada*. Oakville: Rubicon Education Inc., 2003. ISBN 0-921156-81-2

Seidlitz, Lauri. *Canada Through the Decades: The 1990s*. Calgary: Weigl Educational Publishers Limited, 2000. ISBN 1-896990-38-X

Non-Print Materials

Brave New World: Canada 1989–1995. Epoch Multimedia Inc., 2002, 30 minutes.

Canada: A People's History. "In An Uncertain World," Episode 17. CBC, 2001.

News in Review. CBC, December 1995, 60 minutes.

Travel Canada: Culture in Quebec –

http://www.travelcanada.ca/tc_redesign/app/en/ca/destinations.do?provinceId=12&catId=14&path=en_cn d\Destinations\Culture\culture_Quebec_intro

Activity 4.3: Aboriginal People and Canada's Evolving Identity

Time: 3 hours

Description

Students examine how the Charter of Rights and Freedoms has affected issues of Aboriginal land claims. They analyse the Oka confrontation as a case study of the political, social, cultural, and economic aspects of land claims issues. Students assess the actions of the key participants in the conflict and present an oral defense for the actions of one of the participants.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.02 • make connections between a series and a variety of historic and contemporary individuals, issues, and events that have contributed to the emergence of Canadian identity;

IDV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian identity and communicate their understanding in a variety of forms;

REV.01 • describe selected events that characterize internal relationships between individual Canadians, groups of Canadians, the provinces, and the federal government;

CHV.02 • connect learning about significant change throughout Canadian history to current changes in Canadian society.

Specific Expectations

ID1.02 – describe ways in which Aboriginal peoples' roles and identities within Canada are defined (e.g., Nisga'a Treaty, Tommy Prince, Phil Fontaine, Georges Erasmus, Susan Aglukark, James Bartleman, formation of Nunavut, Buffy Ste. Marie, Chief Dan George, Mary Two-Axe Early, Drew Hayden Taylor);

ID2.02 – identify how Aboriginal peoples contribute to Canada's evolving identity;

ID3.02 – analyse Aboriginal peoples' roles and identities in Canada using a variety of modelled reading and oral communication strategies (e.g., K-W-L [what I know, what I want to find out, what I learned], directed reading/thinking activity, graphic organizers, jigsaw, place mat, four corners);

RE1.04 – analyse and communicate the impact selected events and agreements have had on internal relationships in Canada, both past and present, that involved conflict and cooperation (e.g., World War I, World War II, War Measures Act, conscription, Winnipeg General Strike, internment of Japanese Canadians, Suffragette movement, Home Children, The Persons Case, October Crisis, Oka, Aboriginal Land Claims, residential schools, cruise missile testing, Trans-Canada Pipeline, St. Lawrence Seaway Project, Olympics, formation of Nunavut, Aboriginal self-government, policies of bilingualism and biculturalism, regional economic disparity, National Energy Policy [NEP], the flag debate, Meech Lake and Charlottetown Accords, Expo '67);

CH2.02 – assess how a major political change (e.g., repatriation of the Constitution; founding and growth of the Bloc Québécois; Indian Act Amendments – Bill C-31, 1985; The First Nations Governance Act, 2002) affected diverse groups in Canada;

CH2.03 – identify connections between selected current events and the characteristics of change.

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

CGE3b - creates, adapts, evaluates new ideas in light of the common good;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;
CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
CGE5e - respects the rights, responsibilities and contributions of self and others;
CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
CGE7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Prior Knowledge & Skills

- Understanding of the concept of fairness
- Analytical and inferencing skills

Planning Notes

- For sensitivity and balance, provide various examples of treaty settlements (Nunavut, James Bay Agreement, Nisga'a Treaty, Gitskan settlement, Ipperwash, and Temagami).
- Select print and video resources on the Oka confrontation.

Teaching/Learning Strategies

- Introduce the issues of self-government, land claims, and Aboriginal rights under the Charter of Rights and Freedoms.
- Explain the differences between specific and comprehensive land claims, using specific examples that examine a variety of land claims issues and settlements (see Planning Notes).
- Students determine the similarities and differences in the issues and the methods of settlement.
- Students read selected print material and/or view a video to investigate the actions of the key players in the Oka confrontation.
- In a teacher-led discussion, the class examines the Oka confrontation as an example of a land claims issue.
- Students record the actions of the key participants and provide a thoughtful analysis of these actions.
- Students focus on one key participant and present an oral defence of this key participant's activities.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Understanding of an issue using analysis, thinking skills, making judgements, drawing conclusions
- Evaluation of analytical skills used in making judgements (Appendix 4.3.1) and communication skills (oral defence) using a rubric.

Resources

Print

Smart, Stephen B. and Michael Coyle. *Aboriginal Issues Today: A Legal and Business Guide*. North Vancouver: Self-Counsel Press, 1997. ISBN 1-55180-035-7

Quinlan, Don. *Aboriginal Peoples: Building for the Future*. Don Mills: Oxford University Press, 1997. ISBN 19-541280X

Non-Print

Canada: A People's History. "In An Uncertain World, Episode 17." CBC, 2001.

News in Review. CBC, September 1990, 60 minutes.

Brave New World: Canada 1989–1995. Epoch Multimedia Inc., 2002, 30 minutes.

Focus North. "Oka." CBC Enterprises, 1990, 30 minutes.

The Oka confrontation – <http://www.histori.ca/peace/page.do?pageID=343>

The Oka confrontation – http://archives.cbc.ca/IDD-1-71-99/conflict_war/oka/

The Peacetree Centre – <http://www.peacetree.com/akwesasne/wamoac3b.htm>

The Summer of 1990 – <http://www.kanesatake.com/heritage/crisis/july11.html>

Activity 4.4: Contributions to Canadian Identity

Time: 3 hours

Description

Students examine the lives of selected individuals from occupations such as sports, music, science, technology, and medicine to understand how diverse individuals contribute to the evolving Canadian identity. They summarize the information they find about the individual's contributions and, in role, make an oral presentation as an autobiography. Students can use these individuals and the events they are involved in to choose a person or event for induction into the Canadian Hall of Fame (Activity 4.6).

Strand(s) & Learning Expectations

Strand(s): Our Identity, How Change Affects Us

Overall Expectations

IDV.01 • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity;

IDV.02 • make connections between a series and a variety of historic and contemporary individuals, issues, and events that have contributed to the emergence of Canadian identity;

CHV.02 • connect learning about significant change throughout Canadian history to current changes in Canadian society;

REV.02 • make connections among selected historical examples of Canada's past, contemporary global relationships, and their everyday lives.

Specific Expectations

ID3.01 – understand the concept of identity and those that influence an individual's and a nation's identity using a variety of modelled thinking strategies (e.g., context clues, concept maps, pictures, cartoons, personal experiences);

ID3.07 – convey how diverse individuals have contributed to Canada's identity using a variety of communication strategies;

CH2.01 – explain the significance, to their lives and the lives of Canadians, of selected Canadian innovators (e.g., Frederick Banting and Charles Best – insulin, Armand Bombardier – snowmobiles, George de Mestral – Velcro, Jacques Plante – fibreglass goalie mask, Guy Laliberté – Cirque du Soleil, Julia Levy – photodynamic therapy, Frank Toskan and Frank Angelo – MAC Cosmetics, James Goslin – Java Script, Rachel Zimmerman – Blissymbolic software, Aboriginal Peoples Television Network [APTN] – broadcasting);

RE2.02 – identify and assess how historical events relate to their lives (e.g., international conflicts and immigration, women’s rights, workers’ rights, Canadian Radio and Television Commission [CRTC] and Canadian content).

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE2d - writes and speaks fluently one or both of Canada’s official languages;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE5e - respects the rights, responsibilities and contributions of self and others.

Prior Knowledge & Skills

- Understanding of the concept of identity
- Use of graphic organizers

Planning Notes

- Locate sources of information on Canadians from selected areas such as science, technology, fashion, entertainment, medicine, politics, and business, who are currently distinguishing themselves.

Teaching/Learning Strategies

- Students use a graphic organizer to generate a list of individuals and events where Canadians are currently distinguishing themselves.
- Lead a class discussion in which students assess how these individuals and their participation in various events affects Canada.
- Explain the Incredible Canadians Oral Presentation assignment (Appendix 4.4.1) and guide students as they complete their investigation.
- Students present this person’s contributions in role as an oral autobiography.
- Add the people and events they were associated with to the Canada Is... bulletin board.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Assessment of oral communication skills (autobiography) through observation

Resources

Print

Conacher, Duff. *More Canada Firsts*. Toronto: McClelland & Stewart Inc., 1999. ISBN 0-7710-2244-1

Finkel, Alvin and Margaret Conrad. *History of the Canadian Peoples: 1867 to the Present*, v.2. Toronto: Pearson Educational Canada Inc., 2001. ISBN 0-201-72582-7

Gibson, Stephanie Kim. *Influential and Intriguing Canadians*. Oakville: Rubicon Education Inc., 2003. ISBN 0-921156-76-6

Johnston, Barabara. *Outstanding Ontarians: Making a Difference in Agriculture and Food Production*. Ontario Agri-Food Education Inc.

Nader, Ralph. *Canada Firsts*. Toronto: McClelland & Stewart Inc., 1992. ISBN 0-7710-6713-5

Seidlitz, Lauri. *Canada Through the Decades: The 1990s*. Calgary: Weigl Educational Publishers Limited, 2000. ISBN 1-896990-38-X

Activity 4.5: Celebrating Canada

Time: 4 hours

Description

Students research how selected festivals and organizations promote, celebrate, and preserve Canadian identity. Students create an advertisement to promote the festival or organization they have chosen and present it to the class. During this activity, students apply the research and presentation skills that they will use for the culminating activity.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships

Overall Expectations

IDV.01 • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity;

IDV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian identity and communicate their understanding in a variety of forms;

REV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian relationships and communicate their understanding in a variety of forms.

Specific Expectations

ID1.04 – describe ways in which select groups promote and preserve Canadian identity (e.g., religious, ethnocultural, governmental, museums, foundations, publishers);

ID2.02 – identify how Aboriginal peoples contribute to Canada’s evolving identity;

RE3.01 – understand the concept and characteristics of relationships using modelled thinking strategies (e.g., mind maps, concept maps, semantic webs, Venn diagrams, verbal and visual word associations).

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE2d - writes and speaks fluently one or both of Canada’s official languages;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE5a - works effectively as an interdependent team member;

CGE7b - accepts accountability for one’s own actions.

Prior Knowledge & Skills

- Characteristics of a print advertisement (poster)
- Computer researching skills

Planning Notes

- Collect examples of advertisement from a variety of sources (magazine, newspaper, poster).
- Arrange class access to computers and printers.
- Provide a list of appropriate websites for student research (see Resources).

Teaching/Learning Strategies

- Students brainstorm different celebrations, festivals, and institutions that celebrate Canadian identity and complete a web organizer.
- Explain the task using Appendix 4.5.1: Celebrating Canada.
- Each student selects one topic from the chart (a historical organization, award organization, or festival) or a topic of their own choice (with teacher’s approval) to investigate.
- Students follow the instructions for Part 1: Research.

-
- Help the students create a planning sheet to record their research, e.g., a web for recording main ideas.
 - Using the advertisements as examples, review the elements of a poster with the class.
 - Students use Part 2 of their handout to guide their planning of the poster.
 - Conference with students after the peer editing stage.
 - Students share their posters and add them to the Canada Is... bulletin board.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Assessment of research skills and communication skills (poster), using a checklist

Resources

Non-print

Historical Organizations

The Canadian Shoe Museum – www.caonoemuseum.net

Canadian Museum of Civilization – <http://www.civilization.ca/cmcc/cmce.asp>

Canadian War Museum – <http://www.warmuseum.ca/cwm/cwme.asp>

Canadian Warplane Heritage Museum – <http://www.warplane.com/>

CBC News Archives – <http://archives.cbc.ca/index.asp?IDLan=1>

Historica – <http://www.historica.ca/>

Library and Archives Canada – <http://www.collectionscanada.ca/>

Veterans Affairs Canada – <http://www.vac-acc.gc.ca/general/>

Award Organizations

Aboriginal Achievement Awards – <http://www.naaf.ca>

Canada's Walk of Fame – <http://www.canadaswalkoffame.com/index.xml>

Canadian Football Hall of Fame & Museum – <http://www.footballhof.com/>

Canadian Golf Hall of Fame – www.cghf.org

Governor General's Academic Medal – http://www.gg.ca/honours/academic_e.asp

Governor General's Caring Canadian Award – http://www.gg.ca/honours/caring_e.asp

Governor General's Decorations For Bravery – http://www.gg.ca/honours/bravery_e.asp

Hockey Hall of Fame – <http://www.hhof.com/index.htm>

Juno Awards – <http://www.juno-awards.ca/>

Order of Canada – http://www.gg.ca/honours/order_e.asp

Festivals and Celebrations

Calgary Stampede – <http://www.stampede.coolattractions.com/>

Canadian Aboriginal Festival – <http://www.canab.com/>

Canadian National Exhibition – <http://mmi.theex.com/>

Carnaval de Québec – <http://www.carnaval.qc.ca/>

East Coast Music Association – www.ecma.ca

Activity 4.6: Canadian History Hall of Fame

Time: 7 hours

Description

Students select a significant person, group, or event from 1914 to the present to nominate to the Canadian Hall of Fame. Ideas for the nomination are generated from the word wall and the Canada Is... bulletin board. Students choose their nominee using selected criteria for entrance into the Canadian Hall of Fame. They explain the reasons why they have chosen their nominee through a visual presentation.

Strand(s) & Learning Expectations

Strand(s): Our Identity, Our Relationships, How Change Affects Us

Overall Expectations

IDV.01 • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity;

IDV.02 • make connections between a series and a variety of historic and contemporary individuals, issues, and events that have contributed to the emergence of Canadian identity;

IDV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian identity and communicate their understanding in a variety of forms;

REV.01 • describe selected events that characterize internal relationships between individual Canadians, groups of Canadians, the provinces, and the federal government;

REV.02 • make connections among selected historical examples of Canada's past, contemporary global relationships, and their everyday lives;

REV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian relationships and communicate their understanding in a variety of forms;

CHV.01 • explain how and why selected economic, political, and technological changes have affected Canadians;

CHV.02 • connect learning about significant change throughout Canadian history to current changes in Canadian society;

CHV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore change in Canadian society and communicate their understanding in a variety of forms.

Specific Expectations

ID2.01 – connect diverse individuals from Canada's past to present day people who have contributed to Canada's identity in selected fields (e.g., Frederick Banting to John Polanyi, Nellie McClung to Louise Arbour, Stephen Leacock to Michael Ondaatje, J.S. Woodsworth to David Suzuki, Wilfrid Laurier to Pierre Trudeau, Foster Hewitt to Don Cherry, Lionel Conacher to Wayne Gretzky, Emily Carr to Alex Colville, Mary Pickford to Shania Twain, Arthur Currie to Lewis Mackenzie);

ID3.01 – understand the concept of identity and those that influence an individual's and a nation's identity using a variety of modelled thinking strategies (e.g., context clues, concept maps, pictures, cartoons, personal experiences);

ID3.05 – identify periods and events in the ongoing development of Canada's diversity (e.g., major periods and origins of immigration; the growth of Canada's cultural mosaic; ongoing extension of citizenship rights; periods of legal discrimination against visible minorities; Charter of Rights and Freedoms, 1982; Multicultural Act, 1988) and the impact of selected groups on the sense of identity in Canada, using a variety of visual literacy strategies;

ID3.07 – convey how diverse individuals have contributed to Canada's identity using a variety of communication strategies;

CH1.02 – categorize major changes in Canadian history as social, economic, and/or political change;

CH2.01 – explain the significance, to their lives and the lives of Canadians, of selected Canadian innovators (e.g., Frederick Banting and Charles Best – insulin, Armand Bombardier – snowmobiles, George de Mestral – Velcro, Jacques Plante – fibreglass goalie mask, Guy Laliberté – Cirque du Soleil, Julia Levy – photodynamic therapy, Frank Toskan and Frank Angelo – MAC Cosmetics, James Goslin – Java Script, Rachel Zimmerman – Blissymbolic software, Aboriginal Peoples Television Network [APTN] – broadcasting);

CH3.05 – investigate and communicate the impact that Canadian innovators have had on their lives and the lives of Canadians using a variety of forms (e.g., discussions, supported opinion, news reports, posters, visual essays, audio-visual presentations, role plays, interviews).

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE3b - creates, adapts, evaluates new ideas in light of the common good;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Prior Knowledge & Skills

- Experience in conducting web searches
- Ability to choose an appropriate format for conveying information

Planning Notes

- Prepare a quiz or game-show questions with answers that are directly taken from the people, groups, or events on the word wall and the Canada Is... bulletin board.
- Create a list of websites and provide selected print material for research.
- Set due dates for each of the steps in the task in order to provide adequate assessment and feedback.
- Plan a forum in which students can display and present their nominees.

Teaching/Learning Strategies

- Lead a class discussion about what makes a person, group, or event important and worthy of national recognition.
- Introduce the idea of a Canadian Hall of Fame and link it to students' previous work on celebrating Canadian identity.
- As a class, generate a set of criteria to use when making their choice for the Canadian Hall of Fame.
- Students complete a quiz or question game as a review of the people, groups, and events studied throughout the course.
- Explain the culminating task handout (Appendix 4.6.1: The Canadian Hall of Fame) and how it will be evaluated (Appendix 4.6.5: The Canadian Hall of Fame Evaluation Rubric).
- Each student chooses a person, group, or event to nominate to the Canadian Hall of Fame.
- Students research their candidates for the Hall of Fame, record their information, e.g., dot jot notes, research template, and fill out the appropriate Nomination Worksheet. (Appendix 4.6.2 or 4.6.3)
- Individually conference with the students to ensure they have completed adequate and accurate research and the format for their visual presentation that allows them to summarize their information in an engaging visual presentation (e.g., trading card, game, electronic presentation).

-
- Students complete the nomination form and submit it with their visual presentation (Appendix 4.6.4).
 - Students display and/or present their nominee in the teacher-selected forum.

Assessment & Evaluation of Student Achievement

- Ongoing assessment of literacy skills – reading and viewing, writing, and oral language
- Evaluation of understanding of the key concepts and skills developed throughout the course (nomination form and visual presentation), using a rubric (Appendix 4.6.5)

Resources

Print

Busby, Brian. *Question and Answer Encyclopedia: Canada*. United Kingdom: Parragon Publishing, 2003. ISBN 1-40541-728-5

Campbell, Gerry and Miriam Bardswich. *Popular Culture*. Oakville: Rubicon Education Inc., 2003. ISBN 0-921156-88-X

Conacher, Duff. *More Canada Firsts*. Toronto: McClelland & Stewart Inc., 1999. ISBN 0-7710-2244-1

Kearney, Mark and Randy Ray. *I Know that Name!: The People Behind Canada's Best-Known Brand Names from Elizabeth Arden to Walter Zeller*. Toronto: Hounslow, 2002. ISBN 1-55002-407-8

Nader, Ralph. *Canada Firsts*. Toronto: McClelland & Stewart Inc., 1992. ISBN 0-7710-6713-5

Pevere, Geoff and Greig Dymond. *Mondo Canuck: A Canadian Pop Culture Odyssey*. Scarborough: Prentice Hall Canada Inc. 1996. ISBN 0-13-263088-5

Seidlitz, Lauri. *Canada Through The Decades: The 1990s*. Calgary: Weigl Educational Publishers Limited, 2000. ISBN 1-896990-38-X

Non-print

Canada Council of Arts – www.canadacouncil.ca/

Canadian Inventions – www.capcan.ca/English/canadiana/inventions

Canadian Space Agency – www.space.gc.ca

CBC's "The Greatest Canadian" – <http://www.cbc.ca/greatest/>

Famous Canadians – <http://www.canadians.ca/>

Famous Canadians Theme Page – <http://www.cln.org/themes/famous.html/>

Great Canadian History Page – www.sk.sympatico.ca/varr/

Historica – www.historica.ca/

Hockey Hall of Fame – www.hhof.com

Order of Canada – <http://www.gg.ca/honours/order.asp/>

Well Known People Who Happen to Be Canadian – <http://particle.physics.ucdavis.edu/canadians/>

Women in Sport – <http://www.caaws.ca/>

Appendix: 4.1.1: My Heritage

Complete the chart to help you reflect on what your artifact says about your heritage.

My artifact is an example of ... <i>(circle one only)</i>	My artifact is connected to ... <i>(circle as many as necessary)</i>	Notes <i>(points about your artifact)</i>
A symbol A photograph A type of food An article of clothing An accessory Other _____	Celebrations/festivals Language Religion Hobbies Traditions Other _____	

Share your answers to these questions:

How did the artifact become part of your family's possessions?

Why did you choose this artifact to share?

Appendix: 4.2.1: 1995 Quebec Referendum

Both Sides Now: Making Judgments			
	Evidence that supports separation		Evidence that opposes separation
Political		<i>Question:</i> Should Quebec separate from Canada?	
Social			
Economic			
Opinion			
Reasons			

Appendix 4.3.1: Oka – Aboriginal Land Claims Rights vs. the Rights of the Town Council

In 1984 an amendment to the Charter of Rights and Freedoms confirmed the traditional land rights of Aboriginal Peoples. In the 1990s there was an increase in disputes between the government and Aboriginals over these rights. The Oka confrontation in 1990 is an example.

Decide which participant you think handled the crisis with the greatest degree of fairness to all participants and present an oral defence of their actions.

Participant	Action Taken	Evidence that Supports the Action
Oka Town Council		
Mohawk Warrior Society		
Premier Robert Bourassa		
Quebec Provincial Police		
Prime Minister Mulroney		
Canadian Army		

Appendix 4.4.1: Incredible Canadians Oral Presentation

There are many incredible Canadians who have considerable local and global impact in areas such as the arts, music, science, technology, politics, and sports. Through their accomplishments, these Canadians exhibit many capabilities.

In the role of the person you have chosen, explain why you deserve to be called an Incredible Canadian.

- Select a person from a specific area to research.
- Select the most important information about this person and record it in the chart.
- Prepare and practise a two-minute oral presentation as an autobiography.
- Present your autobiography to the class.

My name is:	
My birth place is:	
My area of expertise is:	
My accomplishments include:	
I have received these awards or formal recognition:	
Canadians should be proud of me because:	
I have contributed to Canadian identity by:	

Appendix 4.5.1: Celebrating Canada

Part 1: Research

Select one of the organizations or festivals from A), B), or C) below and use the Internet to investigate how it helps preserve and promote Canadian identity. Navigate the site for things that you find interesting: pictures, stories, etc. Use a planning sheet to record your information.

A) Historical Organizations (organizations that keep records of Canada's history)

- Library and Archives Canada
- Canadian Museum of Civilization
- The Canadian Canoe Museum
- Veterans Affairs Canada
- Historica
- Canadian Warplane Heritage Museum
- Canadian War Museum
- CBC News Archives
- Other _____

Go to the organization's website and start by investigating the sections called:

- About Us
- Services
- Students
- Programs
- What's New
- Exhibitions
- Education

B) Award Organizations (organizations that celebrate the achievements of specific Canadians)

- Aboriginal Achievement Awards
- Governor General's Academic Award
- Juno Awards
- Governor General's Caring Canadian Award
- Canada's Walk of Fame
- Governor General's Decorations for Bravery
- Canadian Football Hall of Fame
- Order of Canada
- Canadian Golf Hall of Fame
- Other _____
- Canadian Hockey Hall of Fame

Go to the organization's website and start by investigating the sections called:

- About Us
- Nominees
- Education
- Frequently Asked Questions
- What's New
- Past Winners
- Events

C) Festivals and Celebrations (events that celebrate Canadian culture)

- Canadian Aboriginal Festival
- Calgary Stampede
- Canadian National Exhibition
- Carnaval de Québec
- East Coast Music Association Awards
- Other _____

Go to the festival's website and start by investigating the sections called:

- About Us
- Events
- Attractions
- Frequently Asked Questions
- What's New
- Schedule
- Tickets

Appendix 4.5.1: Celebrating Canada (continued)

Part 2: The Poster

Create a poster to advertise the organization or festival.

If you selected a **Historical Organization** as your topic to create your poster to tell others about the information this organization has to share about Canadian history.

If you selected **Award Organization** create your poster to tell others about what kind of award this organization gives out. Include information on your poster about how people can win this award and provide names of some Canadians who have been honoured with this award.

If you selected **Festivals and Celebration** create your poster to advertise the festival by providing information about where and when it will take place and the types of activities that visitors can look forward to.

Step 1: Planning

- Decide on the most important information to be included on your poster and list it in the chart below.
- Consider what types of pictures you may want to include.
- Add ways to make your poster effective:

• <i>Clear title</i>	•
• <i>Neat lettering</i>	•
•	•
•	•

Step 2: The Rough Draft

- Create a rough draft of your poster.

Step 3: Share Your Rough Draft

- Exchange your work with a classmate and use the peer-editing checklist provided by your teacher to check each other's work.

Step 4: Revise Your Rough Draft

- Use the suggestions on the peer-editing checklist to make any changes needed to your poster. Show your edited draft to your teacher before moving on to the next stage.

Step 5: Final Copy

- Gather the materials (paper, scissors, markers, pictures) and create your poster.

Step 6: Presentation to the Class

- Share your poster with the class. Answer any questions your classmates may have.

Appendix 4.6.1: The Canadian Hall of Fame

During this course you have studied the key individuals, groups, and events that have contributed to the development of a unique Canadian identity between 1914 and the present.

Your task is to nominate for the Canadian Hall of Fame one person, group, or event that has made a significant contribution to Canada.

Choose a nominee that best reflects your understanding of what it means to be Canadian.

- Step 1:** Use the criteria decided upon by the class for selecting your nominee to the Canadian Hall of Fame.
- Step 2:** Refer to the criteria, review the word wall, the Canada Is... bulletin board, and additional sources to choose your nominee to the Canadian Hall of Fame.
- Step 3:** Research your nominee and complete the appropriate nomination worksheet.
- Step 4:** Conference with your teacher to assess the detail and quality of your research and agree upon a format for the presentation of your nominee.
- Step 5:** Fill in the nomination form for your nominee.
- Step 6:** Prepare the visual presentation of your nominee.
- Step 7:** Be prepared to explain and defend your choice to the class.

Appendix 4.6.2: The Canadian Hall of Fame Nomination Worksheet (Event)

Title of event:
Date of event:
Classification of event (political, social, or economic):
Who was involved:
Where the event took place:
What happened:
Why this event happened:
Formal recognition of this event (awards, ceremonies, etc.):
Why this event was important for Canada:

Appendix 4.6.3: The Canadian Hall of Fame Nomination Worksheet (Person or Group)

Name of person or group:
Date of significant achievements:
Classification of achievements (political, social, or economic):
Where the achievements took place:
Specific details of this person or group's achievements:
Formal recognition for this person/group's achievements:
Why these achievements were important for Canada:

Appendix 4.6.4: The Canadian Hall of Fame Nomination Form

Candidate
Full name of person, group, or event:
Area of achievement (arts, sports, literature, science, military, etc.):
Date of achievement:
Place of achievement:
Previous recognition for achievement:
Most important reason why this is a worthy candidate for the Canadian Hall of Fame:

Nominator
Name:
Mailing address:
Postal code:
Home phone:
Email address:

Signature _____

Date: _____

(This document is confidential once completed)

Appendix 4.6.5: The Canadian Hall of Fame Evaluation Rubric

Category/Criteria	Level 1 (50–59%)	Level 2 (60–69%)	Level 3 (70–79%)	Level 4 (80–100%)
Knowledge and Understanding Understands the concept of being Canadian in terms of identity, relationship, and change	- demonstrates limited understanding of concept	- demonstrates some understanding of concept	- demonstrates considerable understanding of concept	- demonstrates thorough understanding of concept
Thinking Effectively gathers and organizes information to support choice of nominee	- gathers and organizes information to support choice of nominee with limited effectiveness	- gathers and organizes information to support choice of nominee with some effectiveness	- gathers and organizes information to support choice of nominee with considerable effectiveness	- gathers and organizes information to support choice of nominee with a high degree of effectiveness
Analyses the significance of the nominee’s accomplishments	- analyses the significance of the nominee’s accomplishments with limited effectiveness	- analyses the significance of the nominee’s accomplishments with some effectiveness	- analyses the significance of the nominee’s accomplishments with considerable effectiveness	- analyses the significance of the nominee’s accomplishments with high a degree of effectiveness
Communication Expresses and organizes ideas	- expresses and organizes ideas with limited effectiveness	- expresses and organizes ideas with some effectiveness	- expresses and organizes ideas with considerable effectiveness	- expresses and organizes ideas with a high degree of effectiveness
Argues persuasively in support of the nominee	- argues persuasively in support of the nominee with limited persuasiveness	- argues persuasively in support of the nominee with some persuasiveness	- argues persuasively in support of the nominee with considerable persuasiveness	- argues persuasively in support of the nominee with a high degree of persuasiveness
Application Effectively applies knowledge and skills to support nomination	- applies knowledge and skills to support nomination with limited effectiveness	- applies knowledge and skills to support nomination with some effectiveness	- applies knowledge and skills to support nomination with considerable effectiveness	- applies knowledge and skills to support nomination with a high degree of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.