

Public and Catholic District School Board Writing Partnerships

Course Profile

Canadian History and Politics Since 1945

Grade 11
College Preparation
CHH3C

• *for teachers by teachers*

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Course Overview

Canadian History and Politics Since 1945, Grade 11, College Preparation, CHH3C

Secondary Policy Document: *The Ontario Curriculum, Canadian and World Studies, 2000*

Course Description

This course examines aspects of Canadian history since 1945, focusing on issues that are of particular relevance to Canadians today. Students learn about technological change, globalization, labour relations, equity, and multiculturalism. Students preparing for college develop skills of gathering and organizing information, formulating appropriate questions, identifying bias, and presenting information in a variety of ways. They are given opportunities to understand and appreciate the diversity of Canadian society, the role of government in their lives, and the implications of the global economy. In their preparation for college, students are encouraged to develop time-management strategies and to develop the ability to work both independently and collaboratively. Through the examination of a broad range of Canadian social, political, and economic topics, students gain a combination of knowledge and skills which will enable them to effectively face challenges in their public and private lives.

How This Course Supports the Ontario Catholic School Graduate Expectations

This course allows Catholic School Students to develop attitudes and values based on Catholic social teaching and to make decisions in light of gospel values with an informed moral conscience. Among the themes analysed in this course are respect for the dignity of the human person, respect for the dignity of human labour, and a respect for social justice. Students come to an understanding of these concepts in the context of the politics of Canada and the social teachings of the Catholic Church. Students recognize that there are certain values that transcend history and are relevant for the future. The Catholic Church's teachings about workers' associations, ethno-cultural communities, immigration, bioethics, the Third World, and justice in the workplace are among the many value-laden issues addressed in this course. Students are encouraged to examine historical and political questions with the goal of promoting a just and compassionate human environment in Canada and the world. In their development of various methods of historical inquiry, students are encouraged to integrate their faith with their life in the workplace and in society. In all aspects of this course, students are encouraged to develop their God-given potential and to see themselves and others as images of Jesus Christ.

Course Notes

Canadian History and Politics Since 1945 is a course designed to build on the foundations students established in the Grade 10 History and Civics courses. Although the course units are organized in a chronological fashion, students study major themes in Canadian history and politics. These major themes are identified in the policy document, *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies*, pp. 134-144. Among the themes to be explored by students are technological change, globalization, labour relations, equity, and multiculturalism. Major themes are addressed in each unit and in the culminating activity in each unit. Furthermore, the strands of the major themes are bound together in the Tomorrow Conference, which represents the course's culminating activity.

The learning expectations are clustered into units, which represent chronological blocks of time. This format allows students to develop a greater appreciation of chronology and to come to a better understanding of cause-and-effect relationships. The major themes of the course are introduced in the first unit, which covers the historical period of 1945-1963, and then the themes are reinforced in each of the subsequent units. In the course culminating activity, students are required to link the present to the past and to make comparisons between the present and the past. For example, students compare the welfare state in Canada today to the welfare state in the 1945-1963 period.

The course focuses on skills associated with activities, such as group work, role play, script writing, poster-making, display construction, television or radio production, conducting interviews, writing letters and reports, and use of the Internet.

Through the various activities, students develop skills associated with political and historical studies. Students formulate questions for research and conduct research in reference books, audio-visual material, and Internet sites. Students learn to communicate effectively by the use of debates, role plays, interviews, group presentations, short reports, and essays. Students learn to distinguish bias, prejudice, stereotyping, or a lack of substantiation in statements, arguments, and opinions. They learn to develop a point of view and to support that point of view with specific information. The methods of historical inquiry have been integrated throughout the five units of study. Specific learning activities and their links to assessment are outlined later in this overview.

The teacher should be aware of the resources available for the delivery of this curriculum. There are a host of Internet sites that may be accessed in the preparation of this course, and that may be accessed by students during the teaching of the course. The teacher must familiarize students with the local board's policy regarding safe use of the Internet and obtain the necessary parental permission forms. Students must be aware of what to do if they become exposed to inappropriate sites. The teacher may wish to obtain the video program entitled *Canadian History Series 1945-1995* (see Resources). This program of six half-hour videos dovetails with the chronological development of this course and addresses most of the important themes.

Units: Titles and Times

* Unit 1	Canada: New Beginnings, 1945-1963	25 hours
* Unit 2	Triumphs and Turmoil, 1963-1970	20 hours
Unit 3	Challenges and Questions, 1970-1984	23 hours
Unit 4	Revising the Vision, 1984-1993	20 hours
Unit 5	New Directions, 1993 to Present	22 hours

* These units are fully developed in this Course Profile.

Unit Organization

Unit 1: Canada: New Beginnings, 1945-1963

Time: 25 hours

Unit Description

This unit explores the major changes in Canadian society from the end of World War II to the year 1963. Students examine both the external and internal forces that helped to redefine Canada's identity. By means of activities, such as case studies, timelines, comparison organizers, computer studies, newspaper articles, letters, posters, and discussions, they study the demographics of the period, the development of significant resource-based industries, changes in communications and transportation, and the spread of unions and professional associations in the workplace. The post-war economic boom allowed for the establishment of the welfare state, a growing sense of national pride, and a stronger sense of individual

and group artistic expression. Students witness Canada's growth on the international stage by studying Canada's role in Korea, Suez, and various international organizations. Students are introduced to the course culminating activity – the Tomorrow Conference - and the types of performance tasks they should prepare for this project. They also complete a unit culminating activity: the writing of letters to selected prime ministers.

Important issues, such as rights of labour unions, rights of minorities, rights of the underprivileged, and values of the consumer economy, are discussed and assessed in the light of gospel values. Students are called upon to respond to issues with a sense of toleration, equity, and social justice. In all of their work, including the unit and course culminating activities, students develop important academic skills.

Unit 1 Overview Chart

Activity	Expectations	Assessment	Focus
1	COV.01, CCV.02, CHV.02, CO1.02, CC3.01, CC3.03, CH2.03 CGE1d, 4a, 7e, 7g	Knowledge/Understanding Thinking/Inquiry Communication	Social, Cultural, and Political Changes
2	CCV.03, SEV.02, C03.01, CC1.01, CC3.02, SE2.01, SE2.02, SE2.05, SE3.02 CGE1d, 2e, 3c	Knowledge/Understanding Thinking/Inquiry Communication Application	Technological and Economic Changes in Canada
3	CCV.01, CCV.02, CHV.01, CC1.04, CH1.01, CH1.02, SE3.01 CGE2e, 3b, 4g, 5b	Knowledge/Understanding Thinking/Inquiry Communication Application	The Organization of Canadian Working People
4	COV.04, CO4.01, CO4.02, CO4.03 CGE1d, 2a, 3d, 7f	Knowledge/Understanding Thinking/Inquiry Application	Canada in the Post-War World
5	HIV.01, HIV.03, HIV.04, HI1.02, HI2.04, HI3.01 CGE2b, 2c, 2d, 4f	Knowledge/Understanding Thinking/Inquiry Communication Application	The Unit Culminating Activity

Culminating Activity for Unit 1

Students select three of the five foci in Unit 1 and write letters to a prime minister expressing their opinions on the issues addressed. For this activity, students pretend that they are living in the period 1945-1963 and, from this perspective, write their letters to the appropriate prime minister. In their letters, students may express approval or disapproval of government policies and may also make suggestions for improvements in government policies. Students in Catholic schools are encouraged to incorporate their understanding of gospel values and Catholic social teaching into their letters.

Unit 2: Years of Triumph and Turmoil, 1963-1970

Time: 20 hours

Unit Description

This unit considers issues, events, and individuals that helped shape the social, political, and economic fabric of Canada. The growth of feminism, Trudeaumania, the emergence of the Aboriginal peoples as a political force, Africville, the influence of the Vietnam conflict, and the Hippy movement are considered. Students look at the role of key leaders, such as Lester Pearson, Jeanne Lesage, Pierre Trudeau, and Rene Levesque. The federal initiatives through Medicare, the Status of Women report, the Canada Pension Plan, and the Bilingualism and Biculturalism Commission are explored. The growth of nationalism in the country with the new flag debate and Expo are examined. Students examine changes in Quebec with the Quiet Revolution, the FLQ bombings, the emergence of separatist parties (e.g., Parti Quebecois), and the October Crisis of 1970.

Unit 2 Overview Chart

Activity	Expectations	Assessment	Focus
1	SEV.01, CCV.01, SE3.01, SE1.03, CH2.02, HI2.03, SE1.02, CC1.04, CC3.01, CC3.02 CGE2a, 2e, 3c, 7e	Knowledge/ Understanding	An Overview of an Era
2	CHV.03, HIV.01, HI2.01, CC1.03 CGE3d, 4a, 5e, 7g	Thinking/Inquiry Application	Male/Female Stereotyping
3	SEV.03, HI1.01, CO1.01, HI1.02, SE1.03, HI1.03 CGE1h, 3c, 5e, 7f	Thinking/Inquiry Communication	An Immigrant's Experience
4	SEV.03, COV.02, HI3.01, HI3.03, SE1.03 CGE2b, 2d	Communication	Aboriginal Life
5	COV.02, HIV.01, HIV.03, HIV.02, CO2.04, HI2.01, SE1.03, HI3.03, HI3.01 CGE1d, 2d, 3f, 7e	Knowledge/ Understanding Communication	French/English Relations

Culminating Activity for Unit 2

Students create a living museum of the 1963-1970 time period. Breaking up into groups, students consider key events, individuals, and ideas on one of the topics or themes of the era. Through the creation of a variety of media representations, such as tableaus, posters, letters, newscasts, and soap operas, students are engaged in their learning. Students have various learning opportunities – to synthesize their understanding, to apply what they have learned in the previous units, to demonstrate their particular skills and abilities, and to develop empathy for the people of the era. In addition, the living museum naturally allows for a variety of enrichment extensions. Students can produce dramatic moments about key people and events. They can create TV newscasts or conduct interviews of various individuals. By collecting valuable information, working cooperatively, and creating various visual, oral, written, or tactile representations in the living museum, students prepare themselves for the summative tasks to come in the Tomorrow Conference.

Unit 3: Challenges and Questions, 1970-1984

Time: 2 hours

Unit Description

In this unit, students face the questions and challenges of how Canada can be transformed into a more just and equitable society. During the period of 1970-1984, the government of Canada attempted to make Canada a more friendly place for cultural minorities, for immigrants, for French-Canadians, and for the disadvantaged. Students examine the strengths and weaknesses of the government policies enacted during this period. Using case studies and document studies, students investigate questions dealing with social justice in Canada. At the same time, studies are conducted into changes in technology and the Canadian economy during this time period. The effect of a variety of government policies and programs on national, provincial, and local economies is analysed. As students prepare their television interview scripts for the unit culminating activity, they are reminded about the performance tasks they will be undertaking for the course culminating activity. Students in Catholic schools examine such issues as the rights of refugees, immigrants, women, Aboriginal peoples, ethnic minorities, and the poor in the light of gospel values and the social teaching of the Catholic Church.

Unit 3 Overview Chart

Activity	Expectations	Assessment	Focus
1	COV.01, CHV.02, HIV.01, CO1.02, CH2.03, HI1.02 CGE1h, 3d, 4a, 7g	Knowledge/Understanding Communication Application	Immigration and Multiculturalism
2	COV.02, HIV.02, CO2.01, CO2.02, HI1.01, HI2.01 CGE1d, 2e	Knowledge/Understanding Communication Application	Equity and Equity Legislation
3	COV.03, SEV.02, CO3.02, CO3.03, SE2.02, SE2.03 CGE3d, 7e	Knowledge/Understanding Inquiry Communication	Government and the Economy
4	CCV.01, SEV.03, HIV.03, CC2.01, SE3.02, HI3.01, HI3.03, HI4.02 CGE7g, 2b	Knowledge/Understanding Inquiry Communication	Regionalism in Canada
5	CCV.02, CCV.03, SEV.03, CC1.04, CH3.01, SE3.02 CGE1d, 2c, 5a, 7f	Knowledge/Understanding Inquiry Communication	Quebec and the Rest of Canada

Culminating Activity for Unit 3

Students, in pairs, write a script for a television interview program set in the period of 1970-1984. Using classroom material and researched material, students write scripts for interviews covering such thematic topics as the following:

- Why do some French-Canadians wish to separate from Canada?
- Why do some women feel like second-class Canadians?
- Is Canada's welfare state serving the needs of all Canadians?
- Are Canada's Aboriginal peoples being justly treated by the Canadian government?
- What impact will the new (1982) Charter of Rights and Freedoms have upon Canadian society?
- What impact will the new (1984) Young Offenders Act have upon the crime rate in Canada?
- What were the complaints of groups of people in Western Canada during the 1970s?
- What role did immigrants play in Canada's economy during the 1970s?
- What role did Canada play in the international community during the 1970s?

- What technological advances were experienced by Canadians for the first time during the 1970s?
- Why did refugees from other parts of the world come to Canada during this time period?
- What economic changes took place in Canada during this time period?

In developing the interviews, one student may assume the role of questioner and the other student may role-play a representative Canadian or historic personality from the period. After being written and rehearsed, the interviews are presented in front of the class. Some students in the class may be interested in videotaping the interviews and this technique will add an extra air of authenticity.

Unit 4: Revising the Vision, 1984-1993

Time: 20 hours

Unit Description

This unit considers the success of Canadians on the national and international scene with people like Rick Hansen, Marc Garneau, Celine Dion, and Jim Carey. Students examine the attempts by Brian Mulroney and others, through the Meech Lake Accord and the Charlottetown Accord, to have Quebec finally join the constitutional family. The unit considers the dynamics of the New Economy with its computer technology, company downsizing, decrease in government services, and closer ties with the United States culminating in NAFTA. Changes in the country's population demographics and social fabric are considered - the expanding urbanization, the need for public housing policy, and the rise in single-parent families, and drug use. The militancy of the First Nation Peoples, e.g., the Mohawk Warriors at Oka, the Lubicon Cree in Alberta, and the Nisga'a in northern BC is investigated. The involvement of Canada's peacekeepers in UN missions, such as Rwanda, Somalia, and Yugoslavia, is also explored.

In Catholic Schools, the social teachings of the Church are emphasized at appropriate junctures in the unit. Statements made by the Canadian Catholic Bishops with respect to environmental protection, Northern development, Free Trade, the concerns of Aboriginal peoples, the plight of the unemployed, and the obligations of the First World to the Third World are studied and discussed.

Unit 4 Overview Chart

Activity	Expectations	Assessment	Focus
1	CO1.03, SEV.01, CO2.02, SE1.01, CC2.01, SE3.01, CO2.01, HIV.04, CH2.01, HI3.01, CH2.02 CGE2b, 3b, 7e	Thinking/ Inquiry Application	Constitutional Crisis
2	SEV.03, CHV.02, HIV.01, CC2.02, CH1.02, HI2.04, CH3.04, HI4.04 CGE1d, 3d, 4f	Knowledge/ Understanding	The Global Warning
3	CO3.02, SEV.02, CO3.03, SE1.02, CC3.02, SE2.02, CHV.01, HIV.02, HI1.01 CGE2c, 2d, 3e	Thinking/ Inquiry	Free Trade Debate
4	CCV03, HIV.03, CC3.01, SE3.02, CHV03, HI1.02, CH3.03, HI3.02 CGE4f, 5a, 5e	Communication	Canadian Talent Invasion
5	COV01, SE1.03, CO2.04, SE2.03, CC2.04, SE3.03, CH2.03, HI2.01 CGE4a, 7f, 7g	Thinking/ Inquiry	Aboriginal Resurgence
6	COV.04, HIV.01, HIV.02, HI1.03, CO4.01, HI2.02, CO4.02, CO4.03 CGE4a, 4b, 7e	Application	Canadian Peacekeeping

7	CIV.03, CCV.01, CH1.03, CII.02, SE2.01, CO2.03, CO3.01, HI4.01, HI4.03, CC2.03 CGE4c, 4f, 5h	Thinking/ Inquiry	The New Economy
8	COV.02, CCV.02, CH1.01, CO1.01, CH3.01, CO2.01, CH3.02, SE2.04, CC1.01, SE2.05, CC1.02, HI2.03, CC1.03, HI3.03, CC2.02 CGE4d, 4e, 5e	Knowledge/ Understanding Application	Changing Social Realities

Culminating Activity for Unit 4

Canada – Then and Now: students work in groups to create posters listing the key events, individuals, and ideas for the particular activities. For example, the group focusing on Canadian peacekeeping constructs a point-form summary of where Canadian peacekeepers were engaged between 1984 and 1993. The teacher would then have students research and prepare a similar summary for where our troops are engaged in peacekeeping around the world today. Through group presentations, a class discussion, or a class debate on the various activities, students assess the ways in which Canada has changed over the years. The information gathered and the questions considered in Canada –Then and Now help prepare students for the Tomorrow Conference at the end of the course.

Unit 5: New Directions, 1993 to the Present

Time: 22 hours

Unit Description

This unit allows students to examine and evaluate some of the major issues facing Canadians today. Students study the ways in which the Canadian government and legal systems have attempted to provide support for ethnic minorities, women, labour, Aboriginal peoples, the disadvantaged, and other minority groups. Students also examine the impact of globalization and new technologies on the Canadian economy. Canada's increased responsibilities as a United Nations peacekeeper and supporter of international humanitarian organizations are also investigated. In Catholic schools, students study the issues in light of gospel values and examine relevant Church teachings. For example, students learn about Catholic teachings with respect to bioethical issues and the Church's position on debt forgiveness to Third-World countries. The dignity of the human person is underlined in these exercises. Students demonstrate their mastery of the methods of historical inquiry – research, interpretation, communication, and creativity – in the course's culminating activity. In this exercise, each student selects one of the major themes of the course and prepares an oral dissertation on the theme for a Tomorrow Conference to be conducted in class. As a second segment, each student traces his or her course theme from 1945 to the present in a brief written report. Students in Catholic schools are encouraged to incorporate gospel values and the social teachings of the Catholic Church into their oral dissertation and written reports.

Unit 5 Overview Chart

Activity	Expectations	Assessment	Focus
1	COV.02, CHV.02, SEV.01, CO1.03, CH2.01, SE1.03 CGE1e, 4a, 4f	Knowledge/ Understanding Application Communication	The Impact of the Canadian Charter of Rights and Freedoms on Canadian Society Today
2	CCV.02, COV.02, CHV.02, SEV.01, CO2.03, CC2.04, CH3.04, SE1.01, SE3.03 CGE1i, 7e, 7g	Knowledge/ Understanding Communication Application	Contemporary Government Policies and Legislation related to the Rights of Workers, Cultural Groups, Aboriginal Communities, and Other Minority Groups

3	CCV.02, CHV.01, CC1.02, CC1.03, CC3.03, CH1.03, CGE2a, 2e, 3f	Knowledge/ Understanding Inquiry	The Role of Technology in the Contemporary Canadian Economy
4	COV.04, CO3.03, CO4.01, CO4.02, CO4.03 CGE4c, 7f, 7j	Knowledge/ Understanding Inquiry	The Role of Canada in the Contemporary World Community
5	HIV.01, HIV.02, HIV.03, HIV.04, HI1.02, HI1.02, HI2.04, HI3.01, HI3.02, HI3.03, HI4.01 CGE3e, 4f, 4g, 5c, 5d, 5f	Knowledge/ Understanding Inquiry Communication Application	The Course Culminating Activity – The Tomorrow Conference

Course Culminating Activity: Tomorrow Conference

In this activity, students in pairs select, or are assigned, thematic topics on which to prepare a dissertation for a Tomorrow Conference. At the conference, students are required to discuss the historical background of their topic, the current political status of their topic, and the future prospects for their topic.

Some of the thematic topics that may be used in this culminating activity are:

- Canadian immigration policies and policies dealing with political refugees;
- Canada's Freedom of Information Act;
- Gay rights and the equity policies of the Canadian judicial and legislative bodies;
- Women's rights and the equity policies of the Canadian judicial and legislative bodies;
- The rights of handicapped Canadians and equity policies of Canada's judicial and legislative bodies;
- The Canadian Charter of Rights and Freedoms and its impact on society;
- Canada's policies regarding Aboriginal peoples;
- Canada's policies regarding multiculturalism;
- Canada's economic relationships with other countries;
- Canada's role in international aid, relief, and human rights organizations;
- Canada's role in international organizations and agreements, such as United Nations peacekeeping and the International Land Mines Treaty;
- The rights of French-Canadians within the Canadian political system;
- The rights of workers and labour unions within the Canadian political system;
- Canadian government legislation to protect workers against harassment and discrimination in the workplace;
- Canada's Medicare system;
- Canada's welfare system aside from Medicare: old age pensions, employment insurance, student loans, and programs to aid the underprivileged;
- Canadian governments' attempts to protect society with legislation dealing with such issues as use of tobacco, drinking and driving, use of marijuana, and environmental protection;
- The arts in Canada: the influence of individual and group artistic expression in music, television, films, painting, and theatre.

The teacher may wish to restrict a student from using a topic which overlaps in scope the subject matter covered by the student in the culminating activity for Unit 3.

For the Tomorrow Conference, students are encouraged to develop a point of view on their respective topics and to defend that point of view. Students are also encouraged to challenge the positions presented by their peers at the conference. A major thrust of the conference is for students to make projections about their topics for the future. The oral discussions at the Tomorrow Conference may absorb several days of class time. At the conclusion of the oral discussions, each student is required to write a two- to three-page report summarizing the past, present, and future of his/her topic.

Teaching/Learning Strategies

This course seeks to have students become independent, self-motivated learners. There is a range of opportunities for students to acquire knowledge, to think critically, to communicate effectively, and to apply what they have learned to new situations. Through a rich variety of activities, such as the development of chronologies, conducting interviews, and assuming the role of key historical figures, students learn how to research, establish cause-and-effect, identify bias, understand different perspectives, and develop empathy. The preparation of editorials, television scripts, reports, and précis enhance communication skills. The different occasions for group work promote cooperative learning, discussion, brainstorming, and interpersonal skills. The use of the Internet, videos, periodicals, journals, magazines, and newspapers enhances students' media literacy. With the opportunities to make posters, design sets, construct displays, and put on television productions, students have occasions to display their other learning capabilities. Students are asked to bring all their learning experiences together in the course culminating activity of a Tomorrow Conference in Unit 5.

In each unit, teachers should develop tasks from the course expectations that link the assessment to the appropriate category in the Achievement Chart, found on pp. 246-247 in *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies*. For example, if a cluster of learning expectations is tied to the Communications criterion, then appropriate teaching/learning strategies would include role play, journal writing, oral presentations, etc. Other specific examples of teaching/learning strategies are:

- Analysis of television and print advertising (Unit 4), analysis of political messages in print and visual media (Unit 5)
- Analysis of a Catholic source document. Examples are the Canadian Catholic Bishops' statements on unemployment, child poverty, Aboriginal peoples, organized labour, and the Third World.
- Brainstorming: group generation of ideas expressed without analysis. Examples of topics for brainstorming are Aboriginal peoples (Unit 1), labour unions (Unit 1), government services (Unit 3), globalization (Unit 5)
- Case Study: investigating a real or simulated problem. Examples are legal cases involving the application of the Charter of Rights and Freedoms (Unit 3), an automobile workers' Strike, the Asbestos Strike (Unit 1), shoes manufactured in an underdeveloped country, a refugee family in Canada (Unit 5)
- Timelines: students research a list of topics and place them on a timeline. Examples are technological innovations (Unit 1), Canadian prime ministers, events in French/English relations (Units 2-5), Canada's global involvements (Units 4, 5)
- Comparison Organizers: two events or persons are compared by the use of categories in chart form. Examples are a comparison of the two Quebec sovereignty referenda (Unit 5), a comparison of Pierre Trudeau and René Lévesque (Unit 3)
- Computer-assisted Learning: use of a computer to learn or reinforce material. Examples of computer research assignments include unions/professional associations (Unit 1), international agencies (Unit 5)
- Discussion/Debate: exchange of ideas on an issue and defence of a point of view. Examples of topics are minority rights (Unit 4), bioethics (Unit 5), anti-smoking laws (Unit 5), aid to Third World (Unit 4)
- Field Trip/Excursion: class trip to reinforce classroom learning. Examples are a trip to a local workplace to observe the modern economy in action (Unit 1), a trip to City Hall to learn about local government (Unit 3)
- Group Work: developing skills of cooperative and collaborative learning
- Guest Speaker: introduction of outside expert into the classroom. Examples are an anti-racism spokesperson (Unit 2), a union official (Unit 1), an elected representative (Unit 3), an official from an international organization (Unit 4)

- Interview: preparing written questions for a relevant individual and having those questions answered by the individual. Examples are interview of a recent immigrant (Unit 2), interview of a person who lived in the 1950s (Unit 1), and interview of an elected representative (Unit 3)
- Letter Writing: addressing letters on relevant topics to appropriate authorities. Examples are a letter to a municipal official on an issue of concern (Unit 4) and a letter to a federal government department about an international issue (Unit 5)
- Poster Making: synthesizing information or concepts to deliver a message or advertisement in large visual form. Examples are multiculturalism in Canada (Unit 3) and 1950s automobile culture (Unit 1)
- Presentation/Report: oral, written, and/or visual presentation of researched topic to a specified audience. Examples are a presentation on a technological innovation (Unit 1) and a presentation on an international agency (Unit 5)
- Role Play: taking on the role of a Canadian personality and being able to think and speak in that role. Examples are Tommy Douglas, C.D. Howe, Doris Anderson, Barbara Ann Scott, Lester Pearson, John Diefenbaker (Unit 1), Pierre Trudeau, René Lévesque (Unit 2), Shirley Carr, Audrey McLaughlin, David Suzuki, Roberta Bondar (Unit 4)
- Scrapbook/Portfolio Preparation: finding pictorial information and writing on relevant topics. Examples are work on a cultural identity (Unit 3) and work on a political party or politician (Unit 5)
- Viewing video material, such as *The Canadian History Series 1945-1995*

Assessment & Evaluation of Student Achievement

Assessment and evaluation are based on the policies set out in *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment* and the Achievement Chart outlined in *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies*, pp. 246-247. The Achievement Chart identifies the four major categories of Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. When planning lessons and assessments, teachers should review the required curriculum expectations, plan the criteria for the assigned task, and link them to the categories. They should ensure that all the expectations are accounted for in the assignments and the achievement of the expectations is assessed within the appropriate categories.

Throughout this course there are opportunities to evaluate any one or more of the categories within any of the clusters of expectations charted for each unit. Most unit culminating activities include all of the categories of Knowledge/Understanding, Thinking/Inquiry, Communication, and Application.

The teacher should provide each student with opportunities to demonstrate competency in each category of the Achievement Chart.

Learning Activity	Assessment
Case study of an application of the Charter of Rights and Freedoms, of the 1945 automobile workers' Strike, of shoes manufactured in an underdeveloped country	Formative assessment using an exemplar
Creation of timelines for technological innovations, Canadian prime ministers, events in French-English relations, Canada's global involvement	Formative assessment using a checklist
Creation of comparison organizers for the 1980 and 1995 Quebec sovereignty referenda, for Pierre Trudeau and Rene Levesque	Formative assessment using a checklist or criteria list
Computer website research on unions, professional organizations, international agencies	Summative assessment using a rubric

Discussion/debate on minority rights, bioethics, anti-smoking laws, aid to the Third World	Formative assessment using observations and anecdotal comments
Student interview of a recent immigrant, a person who lived in the 1950s, an elected representative	Formative assessment using a criteria list
Letter writing on an issue of concern to a municipal official, a federal department responsible for a Canadian international policy	Summative assessment using a rubric
Poster making on the topics of multiculturalism in Canada and the 1950s automobile culture	Formative assessment using probe questions and teacher-student conference
Oral presentation on a technological innovation, a workers' organization, an international agency	Summative assessment using a rubric or anecdotal comments
Role playing a Canadian personality, such as Tommy Douglas, Shirley Carr, C.D. Howe, Barbara Ann Scott, Pierre Trudeau, René Lévesque, John Diefenbaker	Summative assessment using a rubric or anecdotal comments
Scrapbook presentation on a cultural identity in Canada, a political party, a politician	Summative assessment using a rubric or teacher-student conference

The assessment and learning practices used in this Course Profile:

- provide opportunities for student learning to improve by using formative assessment tools in each unit, such as self-and peer editing of written work and visual organizers;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Educational Plans;
- accommodate a variety of learning styles and special needs through modification when necessary in order to improve student performances;
- use assessment tools that are appropriate for the expectations being addressed and that relate to the categories on the Achievement Chart;
- promote student's ability to assess their own learning and to set specific goals;
- provide students with models of skills which they are expected to master;
- provide students with a clear indication of assessment and evaluation criteria by means of rubrics and checklists;
- provide students with both formative assessment and summative evaluation strategies;
- provide clear communications to students and parents at the beginning of the course and at other appropriate points throughout the course.

According to *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000*, "the primary purpose of assessment and evaluation is to improve student learning (p.13)." The information gathered through assessment helps teachers to adapt their instructional approaches to the needs of students with a college destination. If some of the assessment practices described in this Profile do not meet the needs of students, those assessment practices should be altered.

The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000 states that in the student's overall mark, a weight of 70% will be based on evaluations conducted throughout the course, while 30% will be based on a "final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course (p. 15)." Decisions about how the 30% is allocated is ultimately to be decided by teachers, schools, or boards. In this college destination course, it is recommended that the 30% be divided between the performance task at the Tomorrow Conference and the written report related to the dissertation at the Tomorrow Conference.

The recommended course culminating activity involves research, creative thinking, making connections between the past and the present, and the demonstration of oral and written communication skills. In this performance task, each student selects one of the course's themes and prepares an oral dissertation on that theme for delivery at a Tomorrow Conference to be staged in the classroom. Each student also traces his or her course theme in a written report. Each of the four categories outlined in the Achievement Chart is covered in this culminating activity.

In the ongoing process of assessment, the student's most recent work is given greater consideration and the most consistent level of achievement is used to generate the final mark.

Accommodations

The Canadian History and Politics Since 1945 units and activities have been designed to facilitate student success through a variety of ways. There is a broad spectrum of modalities – visual, oral, written, kinesthetic, dramatic – within each of the sample activities. The activities are designed to engage students in “authentic learning” tasks. Opportunities are incorporated into the units to enhance the different facets of understanding-explanation, interpretation, application, perspective, empathy, and self-knowledge.

The teacher needs to consult the exceptional students' Individual Education Plans (IEPs) to determine the particular accommodations to be incorporated into the activities. Special Education staff could be helpful in this area. Accommodations in assessment and evaluation tools also need to be made, providing positive feedback for all students. Accommodations for materials and learning procedures need to be in place to promote the educational success for students with learning and behavioural challenges. Enrichment is built into various extended activities.

In planning for accommodations, the teacher needs to consider the particular needs and interests of ESL/ELD students. The teacher can consult *The Ontario Curriculum, Grades 9 to 12, English as a Second Language/English Literacy Development, 1999* document in order to mesh its overall and specific expectations with those of Canadian History and Politics Since 1945. The teacher may wish to focus on those parts of the course that are more relevant to, and reflective of, the ESL/ELD students and their home environment. For example, when the teacher is planning to look at Immigration Experiences after 1945, the focus could be on the personal and family experiences of ESL/ELD students. Such adaptations can help to improve students' language skills and concept understanding. Adaptations in resources may be appropriate. Students could be encouraged to bring popular magazines, newspapers, and audio-visual materials from home.

Language development and the expression of concepts are greatly facilitated if written tasks are reinforced by oral tasks, and vice versa. All learners with difficulties benefit greatly if models or scaffolds for oral and written expressive communicative functions are initially provided for them by their teacher.

Writing models and scaffolds can be employed to cultivate language skill development and concept acquisition. Students may conduct interviews of family members and/or community leaders. By using effective learning strategies, the teacher can improve written and oral skills and development while enhancing students' self concept and esteem.

Resources

Note Concerning Permissions

Units in this profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for 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 also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Print Student References

Bain, Colin M., et al. *Making History, The Story of Canada in the Twentieth Century*. Toronto, ON: Pearson Education Canada, 2000.

Bollota, Angelo, et al. *Canada, Face of a Nation*. Toronto, ON: Gage, 2000.

Bondy, Robert J. and William C. Mattys. *Canadiana Scrapbook: Years of Promise: Canada 1945-1963*. Scarborough, ON: Prentice Hall, 1980.

Fielding, John, et al. *Canada, Our Century Our Story*. Scarborough, ON: Nelson, 2000.

Print Teacher References

Abella, Irving, ed. *On Strike: Six Key Labour Struggles in Canada*. Toronto: James Lewis & Samuel, 1974.

Bothwell, R., I. Drummond, and J. English. *Canada Since 1945*. Toronto: University of Toronto Press, 1989.

Bibby, Reginald W. *The Bibby Report: Social Trends Canadian Style*. Toronto: Stoddart, 1995.

Boulton, Marsha. *Just A Minute More: Glimpses of Our Great Canadian Heritage*. Toronto: Little Brown and Company, 1999.

Brown, Craig, ed. *The Illustrated History of Canada*. Toronto: Key Porter Books, 1997.

Cameron, Elspeth, ed. *Canadian Culture: An Introductory Reader*. Toronto: Canadian Scholars' Press, 1997.

Coomber, Jan and Rosemary Evans. D. Quinlan, ed. *Women: Changing Canada*. Toronto: Oxford University Press, 1997.

Drew, J., et al. *Labour Unions in the Workplace*. Toronto: Metropolitan Toronto School Board, 1994.

Finkel, A. *Our Lives: Canada After 1945*. Toronto: Lorimer, 1997.

Foot, David. *Boom, Bust and Echo 2000*. Toronto: MacFarlane Walter & Ross, 1998.

Granatstein, Jack and Norm Hillmer. *For Better or Worse*. Toronto: Longman, 1991.

Granatstein, Jack. *Yankee Go Home*. Toronto: Harcourt/Collins, 1996.

Gwyn, Richard, ed. *Nationalism without Walls: The Unbearable Lightness of Being Canadian*. Toronto: McClelland & Stewart, 1996.

Henderson, Ian, et al. *World Affairs: Defining Canada's Role*. Don Mills: Oxford University Press, 1998.

Hux, Allan. *Cold War: Experiencing History*. Toronto: Harcourt/Collins, 1993.

Kolpin, Robert. *Global Links: Connecting Canada*. Don Mills: Oxford University Press, 1999.

Marsh, James H., editor-in-chief. *The Canadian Encyclopedia*, 3rd ed. Toronto: McClelland & Stewart, 1999. Also on CD-ROM, 1995, Annual.

Quinlan, Don, ed. *Government: Participating in Canada*. Toronto: University Press, 1999.

Pedersen, Diana. *Changing Women, Changing History: A Bibliography of the History of Women in Canada*, 2nd ed. Ottawa: Carleton University Press, 1996.

Reed, Kevin. *Aboriginal Peoples: Building for the Future*. Don Mills: Oxford University Press, 1999.

Royal Commission on Aboriginal People. *Public Policy and Aboriginal Peoples, 1965-1992*. Ottawa: Minister of Public Works and Government Services, 1996.

Saywell, John. *Quebec 70*. Toronto, ON: University of Toronto Press, 1971.

Stewart, Greig. *Shutting Down the National Dream*. Toronto: McGraw-Hill, 1998.

Thompson, John and S. Randall. *Canada and the United States: Ambivalent Allies*. Montreal: McGill/Queen's, 1994.

Video

CBC News in Review.

Canadian Portraits. Breakthrough Films and Television, 1998. 30 min. People from cultural groups talk about their successes and problems as members of minorities, and their contributions to Canada.

Just Watch Me: Trudeau and the 70's Generation. NFB, 1999. 90 min. Various French and English citizens look back at what it was like growing up in Canada during the Trudeau years.

Masters in Our Own House: French and English Relations in Canada. 28 min.

Pierre E. Trudeau. CTV Television Network, 1990. 24 min. Pamela Wallin interviews the Right Honourable Pierre E. Trudeau. He discusses his view on sovereignty, Meech Lake, and other issues.

Propaganda Message. NFB, 1972.

The Canadian History Series 1945-1995. Epoch Multimedia Inc., P.O. Box 23148, Ottawa, ON. With the purchase of these videos, permission for classroom use is included. There are six half-hour episodes in this series and each has relevance to this course. The six episodes are as follows:

- “Land of Promise Canada: 1945-1954”
- “Optimism and Uncertainty Canada: 1955-1963”
- “Seeking an Identity Canada: 1964-1972”
- “Turbulent Years Canada: 1973-1980”
- “The Gilded Eighties Canada: 1981-1988”
- “Brave New World Canada: 1989-1995”

Human Resources

- School guidance persons, representative from management and labour, representative from a community workplace, a Roman Catholic priest, an elected representative, a spokesperson for an international agency
- Veteran from local Royal Canadian Legion branch, representative from a professional organization, spokesperson from various interest groups, Aboriginal community representative

Catholic Resources

Catechism of the Catholic Church. Toronto: Doubleday, 1995.

Christian Justice. Minnesota: St. Mary's Press, 1995.

Gaudium et Spes. Second Vatican Council document.

Love Kindness. Jesuit Centre for Social Justice.

On Choosing a Government. Ontario Bishops 1998 Pastoral Letter.

Rerum Novarum. Papal Encyclical, 1890.

Sheridan, E.F., ed. *Do Justice! The Social Teachings of the Canadian Catholic Bishops*. Toronto: Pauline Press, 1987.

Sollicitudo Rei Sociali. Papal Encyclical, 1986.

OSS Considerations

The Grade 11 Canadian History and Politics Since 1945 College Preparation course provides students with the opportunity to acquire skills and knowledge that they need in order to pursue education and career goals and to carry out social responsibility. This course provides students with learning experiences that are consistent with program goals outlined in *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999*. Students relate their learning to personal aspirations and interests and to possible work and life roles. To reach this objective, teachers should offer a range of career exploration activities (e.g., guest speakers and field trips to representative workplaces). In some situations, students may benefit from cooperative education and work experience if teachers choose to add this component to the course. Cooperative education placement could be found in work with the Red Cross, work with refugees, or work in a retail store (the “new economy”). Ways to provide these opportunities to students are suggested in *Ontario Secondary Schools, Grades 9 to Grade 12, Program and Diploma Requirements, 1999*, section 7.5, Cooperative education and work experience (pp. 52-54).

This course also gives consideration to integrating technology across the curriculum (e.g., use of Internet in research), exceptional students (accommodations when necessary), using the community as a resource (visits to representative workplaces), and using the Library/Resource Centre.

Coded Expectations, Canadian History and Politics Since 1945, Grade 11, College Preparation, CHH3C

Communities: Local, National, and Global

Overall Expectations

- COV.01** · demonstrate an understanding of the contributions of recently arrived and more established peoples and cultures to Canadian society;
- COV.02** · demonstrate an understanding of the role of social justice in Canada's multicultural society;
- COV.03** · evaluate how key developments in global communications, technology, and economic partnerships have affected Canadians;
- COV.04** · describe examples of Canada's contributions to and continuing role in the world community and demonstrate an understanding of the importance of such involvement.

Specific Expectations

Canadian Peoples

- CO1.01** - compare major changes in Canadian demographics to illustrate the development of Canada as a multicultural society;
- CO1.02** - describe important changes in Canada's immigration policies and explain how these have affected Canadian society;
- CO1.03** - assess the impact of the Charter of Rights and Freedoms on personal and cultural relations in Canada (e.g., land claims and fishing rights of Aboriginal peoples; freedom of mobility and employment for established and newly arrived peoples from Europe, Asia, Latin America, and the Caribbean).

Social Justice

- CO2.01** - demonstrate an understanding of the major issues and events that led to the widening of Canadian ethnocultural and equity legislation and programs, and explain the key challenges in maintaining these programs;
- CO2.02** - analyse the role of the Charter of Rights and Freedoms in the development of social justice for Canadians (e.g., Young Offenders Act, Freedom of Information Act);
- CO2.03** - describe the range of protections for labour and against harassment and discrimination in the workplace contained in the Labour Relations Acts;
- CO2.04** - describe examples of public inquiries and royal commissions and evaluate their role in the development of social justice in Canada (e.g., Royal Commission on Bilingualism and Biculturalism, Royal Commission on the Status of Women, Royal Commission on Aboriginal Peoples, Krever commission).

Global Processes

- CO3.01** - describe the major effects of satellite and space technology (e.g., Sputnik, Anik, Telesat) on world communications and on Canadians' lives and work;
- CO3.02** - analyse the revival of the European and Asian economies after World War II, and assess the impact of these developments on Canada;
- CO3.03** - describe the growth of international economic relationships and associations (e.g., General Agreement on Tariffs and Trade, North American Free Trade Agreement, European Currency Unit, Asia-Pacific Economic Cooperation) and describe Canada's participation in these organizations, as well as their impact on the lives of Canadians.

Canada in the World Community

- CO4.01** - assess the effectiveness of major international aid and relief agencies and programs in which the Canadian government played a leading role (e.g., Colombo Plan, Canadian University Services Overseas, Canadian International Development Agency);
- CO4.02** - evaluate the participation and achievement of Canadians in non-governmental aid, relief, and human rights organizations (e.g., Oxfam, CARE, Médecins Sans Frontières, Unitarian Service Committee, Amnesty International);
- CO4.03** - evaluate Canada's participation in international agreements and organizations (e.g., agreements to send United Nations peacekeeping forces, World Health Organization, Universal Declaration of Human Rights, United Nations Declaration of the Rights of Indigenous Peoples, International Land Mines Treaty).

Change and Continuity

Overall Expectations

- CCV.01** · demonstrate an understanding of key ways in which Canadian society is a “work in progress;”
- CCV.02** · demonstrate an understanding of continuing issues, concerns, and strengths in Canadian society;
- CCV.03** · demonstrate an ability to use the organizing concepts of chronology and cause and effect in the study of history.

Specific Expectations

Change in Canadian Society

- CC1.01** - describe major changes in land, water, and air transportation (e.g., superhighways, St. Lawrence Seaway, jet aircraft) and assess their effects on Canadian society;
- CC1.02** - assess the effects of the changing workplace on Canadians (from traditional primary and secondary industries to tertiary and service industries; from lifelong employment to entrepreneurial and contractual employment);
- CC1.03** - describe key changes in electronic and telecommunications technologies (e.g., transistors, printed circuits, microwave broadband, cable, Internet services) and assess their impact on Canadian society;
- CC1.04** - describe key changes in Quebec's relationship with the rest of Canada (e.g., Quiet Revolution, sovereignty association, referendums, distinct society).

Continuity in Canadian Society

- CC2.01** - describe the major ongoing processes and forums for Canada's national and constitutional development (e.g., federal-provincial conferences, royal commissions, public hearings, referenda);
- CC2.02** - assess several government programs and policies designed to assist and protect Canadian citizens (e.g., family allowances, medicare, ombudsmen);
- CC2.03** - demonstrate an understanding of the ongoing impact of capitalism and free enterprise as dominant forces in Canadian society (e.g., oil and mineral explorations; private banking systems; government privatization and deregulation; industries such as Bombardier, Magna, and WestJet; franchising and Internet opportunities);
- CC2.04** - demonstrate an understanding of key unresolved issues of identity and sovereignty involving Aboriginal communities and local, provincial, and federal governments (e.g., land claims, taxation, justice).

Chronology and Cause and Effect

- CC3.01** - create timelines and charts to trace developments in Canadian society since 1945 (e.g., demographics, school attendance, wages and prices) and explain the value of these tools;

CC3.02 - explain the process of cause and effect in the unfolding of key Canadian events and issues since 1945 (e.g., Diefenbaker's landslide, Trudeaumania, reactions to the Meech Lake and Charlottetown accords, the decline of the Canadian dollar);

CC3.03 - analyse the interrelationships among political, social, economic, and cultural developments, issues, and ideas, using key examples from post-1945 Canada (e.g., the baby boom and its effect on schools; the growth of suburbs and its effect on transportation; the Charter of Rights and equity policies; Quebec's cultural and political identity; concern about health issues and the adoption of smoking bans).

Citizenship and Heritage

Overall Expectations

CHV.01 · demonstrate an understanding of the organizations of Canadian working people and how workers have dealt with challenges and influenced society;

CHV.02 · demonstrate an understanding of the importance of active citizenship and respect for heritage in the lives of Canadians;

CHV.03 · explain and assess how different individuals and communities seek to fulfill their ambitions and express their identities.

Specific Expectations

Working Canadians

CH1.01 - describe the spread of unions and professional associations in the Canadian workplace since 1945 (e.g., labour unions, such as the United Auto Workers/Canadian Auto Workers; professional unions, such as the Canadian Union of Public Employees; professional associations, such as the Canadian College of Physicians and Surgeons);

CH1.02 - assess the influence of unions and professional associations on government policies and political parties (e.g., Industrial Relations and Disputes Investigation Act [1948], New Democratic Party);

CH1.03 - describe the challenges to Canadian workers posed by globalization and offshore industries and assess the importance of these developments for Canadians now and in the future.

Citizenship

CH2.01 - demonstrate a deeper understanding of key concepts relating to citizenship that were developed in the Grade 10 Civics course, with particular emphasis on the workings of government agencies;

CH2.02 - describe key developments in Canadian history since 1945 that specifically relate to issues of citizenship (e.g., the creation of Canadian citizenship and a Canadian flag, the patriation of the British North America Act);

CH2.03 - assess the importance of multiculturalism and the values of mutual respect and tolerance in the composition and continuation of the Canadian democratic system.

Identity and Self-Expression

CH3.01 - demonstrate an understanding of the identities and experiences of various groups that have come to Canada as immigrants or refugees since 1945 (e.g., displaced persons who migrated after World War II, Hungarian refugees in 1956, Central Americans, Vietnamese boat people, Somalis);

CH3.02 - analyse key issues surrounding the establishment, maintenance, and expansion of ethnic neighbourhoods in Canadian cities and towns (e.g., Vancouver's Chinatown, Toronto's Little Italy, Halifax's Africville);

CH3.03 - identify and assess the influence of the range of venues for individual and group artistic expression that have emerged throughout Canada since 1945 (e.g., TV Ontario, Arts Canada, Stratford Festival, local galleries and theatres);

CH3.04 - assess the importance to Canadian society of the cultural mosaic and of the right of individual self-expression, as reflected in government policies and popular attitudes (e.g., multicultural policies, hate-crime legislation, religious tolerance, rights of individuals who lead alternative lifestyles).

Social, Economic, and Political Structures

Overall Expectations

SEV.01 · evaluate how well Canada fits the description of an open, equitable, democratic society;

SEV.02 · describe and assess the changes in the Canadian economy since 1945;

SEV.03 · demonstrate an understanding of the spectrum of political and social opinion in Canadian society.

Specific Expectations

The Promotion of Canadian Democracy

SE1.01 - explain the fundamental concepts that define an open, equitable, democratic society (e.g., basic freedoms, rule of law, tolerance and compromise, citizen participation and responsibility);

SE1.02 - analyse key developments in Canada's social legislation since 1945 (e.g., medicare, employment and pension programs) as they relate to the concept of an open, equitable, democratic society;

SE1.03 - evaluate the continuing efforts by Canadian governments and individuals to promote equity and multiculturalism since 1945.

Economic Structures

SE2.01 - describe developments in Canada's resource industries since 1945 (e.g., Leduc oil wells; the Tar Sands; Hibernia; nuclear power plants; developments in hydroelectricity, mining, forestry, fishing);

SE2.02 - describe developments in the structure of Canadian industry since 1945 (e.g., extension of U.S. branch plants; government subsidies and ownership; downsizing and plant closures);

SE2.03 - assess the effect of a variety of government policies and programs on national, provincial, and local economies (e.g., sponsorship of megaprojects such as the Trans-Canada Pipeline or James Bay hydroelectric project; the National Energy Program; wage and price controls; Bank of Canada monetary policies);

SE2.04 - demonstrate an understanding of the dilemmas governments face in developing policies that protect or expand the social safety net, on the one hand, and policies that promote a positive environment for capitalism and free enterprise, on the other hand (e.g., progressive versus flat tax proposals, spending on social programs versus tax reductions, nationalized versus privatized services and industries);

SE2.05 - describe key developments in the Canadian consumer economy since 1945 (e.g., suburbanization, subsidized housing, shopping malls, personal credit cards, automated services) and assess their effects on Canadians' lives.

The Role of Opinion in Canadian Democracy

SE3.01 - explain the concept of the political spectrum and compare the ideas, leadership styles, and programs of different Canadian political parties since 1945;

SE3.02 - identify and evaluate the reasons for the development of differing regional attitudes (e.g., Western alienation, Ontario centrism, Quebec nationalism, Atlantic Canadian isolation);

SE3.03 - assess the effectiveness of the programs and methods of various interest groups in Canada in influencing public policy (e.g., Assembly of First Nations, National Action Committee on the Status of Women, Sierra Club, Fraser Institute, Hepatitis C Action Group).

Methods of Historical Inquiry

Overall Expectations

HIV.01 · demonstrate an ability to locate, select, and organize information from a variety of sources;

HIV.02 · demonstrate an understanding of the steps in the process of historical interpretation and analysis;

HIV.03 · communicate opinions based on effective research clearly and concisely;

HIV.04 · demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

Research

HI1.01 - formulate significant questions for research and inquiry, drawing on examples from recent Canadian history (e.g., what were some of the technological developments necessary for the completion of the St. Lawrence Seaway and the Trans-Canada Pipeline? What were some of the motives behind the cancellation of the Avro Arrow? How did the Auto Pact affect Canadian workers?);

HI1.02 - conduct organized research, using a variety of information sources (e.g., textbooks and reference books, audio-visual materials, Internet sites);

HI1.03 - organize research findings, using a variety of methods and forms (e.g., note taking; graphs and charts, maps and diagrams).

Interpretation and Analysis

HI2.01 - demonstrate an ability to distinguish bias, prejudice, stereotyping, or a lack of substantiation in statements, arguments, and opinions;

HI2.02 - describe key interpretations of Canadian history (e.g., “great leader,” geographic, economic);

HI2.03 - describe key relationships and connections in the data studied (e.g., chronological ties, cause and effect, similarities and differences);

HI2.04 - demonstrate an ability to develop a point of view that reflects effective research into diverse sources.

Communication

HI3.01 - communicate effectively, using a variety of styles and forms (e.g., reports or essays, debates, seminars, interviews, group presentations);

HI3.02 - use an accepted form of documentation to acknowledge sources of information (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists);

HI3.03 - express opinions and conclusions clearly and in a manner that respects the opinions of others.

Creativity, Collaboration, and Independence

HI4.01 - demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently;

HI4.02 - use a variety of time-management strategies effectively;

HI4.03 - demonstrate an ability to work independently and collaboratively and to seek and respect the opinions of others;

HI4.04 - identify various career opportunities related to the study of history (e.g., researcher, museum or archive curator, teacher, journalist, writer).

Unit 1: Canada: New Beginnings, 1945-1963

Time: 25 hours

Unit Description

This unit explores the major changes in Canadian society from the end of World War II to the year 1963. Students examine both the external and internal forces that helped to redefine Canada's identity. By means of activities, such as case studies, timelines, comparison organizers, computer studies, newspaper articles, letters, posters, and discussions, students study the demographics of the period, the development of significant resource-based industries, changes in communications and transportation, and the spread of unions and professional associations in the workplace. The post-war economic boom was characterized by increased American investment, increased immigration, and a growing sense of national pride. Students witness Canada's growth on the international stage by studying Canada's role in Korea, Suez, and various international organizations. Students are introduced to the course culminating activity – the Tomorrow Conference - and the types of performance tasks they should prepare for this project. They also complete a unit culminating activity: the writing of "action letters" to selected prime ministers. Important issues, such as rights of labour unions, rights of minorities, rights of the underprivileged, and values of the consumer economy, are discussed and assessed in the light of gospel values. Students are called upon to respond to issues with a sense of toleration, equity, and social justice. In all of their work, including the unit and course culminating activities, students develop important academic skills.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1.1: Social, Cultural, and Political Changes	6 hours	COV.01, CCV.02, CHV.02, CO1.02, CC3.01, CC3.03, CH2.03 CGE1d, 4a, 7e, 7g	Knowledge/ Understanding Thinking/Inquiry Communication	Construction of timelines and comparison charts. Poster making and interviews related to 1950s. Brainstorming, hypothesis exercise, and writing exercise.
1.2: Technological and Economic Changes in Canada	5 hours	CCV.03, SEV.02, CO3.01, CC1.01, CC3.02, SE2.01, SE2.02, SE2.05, SE3.02 CGE1d, 2e, 3c	Knowledge/ Understanding Thinking/Inquiry Communication Application	Analysis of statistics, pictures, documents, and multiplier effect. Map work on Canadian resource development. Creation of organizer and newspaper article.
1.3: The Organization of Canadian Working People	5 hours	CCV.01, CCV.02, CHV.01, CC1.04, CH1.01, CH1.02, SE3.01 CGE2e, 3b, 4g, 5b	Knowledge/ Understanding Thinking/Inquiry Communication Application	Discussion of labour unions in light of Catholic teachings. Case study of Asbestos Strike. Creation of timeline, and newspaper article.
1.4: Canada in the Post-War World	5 hours	COV.04, CO4.01, CO4.02, CO4.03 CGE1d, 2a, 3d, 7f	Knowledge/ Understanding Thinking/Inquiry Application	Map work related to the Cold War. Internet research on Korea, Suez, and UN. Application of Catholic values to a global issue.

1.5: The Unit Culminating Activity	4 hours	HIV.01, HIV.03, HIV.04, HI1.02, HI2.04, HI3.01 CGE2b, 2c, 2d, 4f	Knowledge/ Understanding Thinking/Inquiry Communication Application	Writing of three “action letters” to selected prime ministers on three different issues in the post-war era.
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Activity 1: Social, Cultural, and Political Changes

Time: 360 minutes

Description

This activity focuses on the key social, cultural, and political changes Canada experienced as it left World War II and went into a time of economic boom at home, characterized by the important social phenomena of the baby boom, the population explosion through increased immigration, and the new consumerism triggered by an expanding economy. By means of various activities, such as the creation of timelines, comparison organizers, personality posters, and creative writing, students with a college destination become aware of similarities and differences between our time period and the period of the 1950s. The work performed in this activity lays the groundwork for further studies later in the unit. Canadian immigration policies are examined in the light of Catholic teachings. The culminating activity of this unit – the writing of letters to selected prime ministers – is introduced.

Strand(s) & Learning Expectations

Strand(s): Communities: Local, National, and Global; Change and Continuity; Citizenship and Heritage

Overall Expectations

COV.01 - demonstrate an understanding of the contributions of recently arrived and more established peoples and cultures to Canadian society;

CCV.02 - demonstrate an understanding of continuing issues, concerns, and strengths in Canadian society;

CHV.03 - explain and assess how different individuals and communities seek to fulfil their ambitions and express their identities.

Specific Expectations

CO1.02 - describe important changes in Canada’s immigration policies and explain how these have affected Canadian society;

CC3.01 - create timelines and charts to trace developments in Canadian society since 1945 and explain the value of these tools;

CC3.0 - analyse the interrelationships among political, social, economic, and cultural developments, issues, and ideas, using key examples from post-1945 Canada;

CH2.03 - assess the importance of multiculturalism and the values of mutual respect and tolerance in the composition and continuation of the Canadian democratic system.

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;

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

CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society;

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

Planning Notes

- The teacher needs to arrange for Internet access. If access is not available, alternative sources of information in the form of textbooks or encyclopedias are needed for the chronological exercises. Book the Library/Resource Centre if necessary.
- Review the credibility and safety of Internet sites.
- Arrange for the availability of the videos *The Canadian History Series, 1945-1995*, Episode 1, and *Lonely Boy* (about Paul Anka).
- At the start of the course, review the school's policy on such issues as plagiarism and Internet use.
- Arrange to have poster paper and 8.5" by 14" paper available for student use in constructing timelines.
- Review the Individual Educational Plan for any student whose program requires accommodations.

Prior Knowledge & Skills

- Knowledge of Canadian political parties and prime ministers from the period before World War II
- Awareness of the experiences of Canadians in World War II, especially at home
- Some knowledge of the immigration patterns in the late 19th and early 20th centuries

Teaching/Learning Strategies

1. The teacher leads a brainstorming session on students' knowledge of the 1950s. Student submissions are printed on the board. After the session, the submissions are grouped and discussed by the class.
2. The Unit 1 culminating activity should be introduced at this point so that students are aware of the requirements while they are working through the unit. The activity involves students as they present their viewpoints on three issues in the unit by writing "action letters" to prime ministers. (See Activity 5.)
3. The teacher reviews the policy of the school and/or board on the safe use of the Internet. Students take the list of events in Appendix 1.1.1 – Timeline for Social and Political Changes 1945-1963 and date them from text or Internet/encyclopedia sources. Once they have the dates, they construct a timeline and include each item on the timeline in the correct chronological place (with the exception of federal general elections).
4. Students then construct a second timeline using the same time period. The general elections held in the period 1945-1963 should be identified. Further, the incumbent Prime Minister and Leader of the Opposition going into the election should be found and the subsequent new Prime Minister and Leader of the Opposition should be indicated.
5. A chart, comparing Stockwell Day's Canadian Alliance Party at the time of the 2000 General Election to Diefenbaker's Progressive Conservatives of the 1957 General Election may be completed. With help from the teacher, students come up with a definition of a "populist" and identify any similarities between the two parties' views on a national identity. Important features of their policies should be identified.
6. The teacher organizes students into pairs. A poster is made for important personalities of the time period 1945-1963. Poster subjects include Mackenzie King, Louis St. Laurent, John Diefenbaker, Lester Pearson, C.D. Howe, Maurice Duplessis, Jean Lesage, Tommy Douglas, Joey Smallwood, Vincent Massey, Georges Vanier, Tom Patterson (Stratford Shakespeare Festival), Marilyn Bell, Barbara Ann Scott, Paul Anka, Maurice Richard, Carrie Best, Johnny Wayne, and Frank Shuster. This poster should include a picture of the personality and a record of the person's significant accomplishments and contributions to Canada. Information should be available from the Internet and in relevant textbooks. Completed posters may be used for classroom displays.

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7. After students have completed their posters, each pair is required to find a contemporary personality who is equivalent in role to their designated mid-20th century personality (e.g., the current premier of Quebec is equivalent to Maurice Duplessis in the 1950s; a well-known Canadian female sports personality today is equivalent to Barbara Ann Scott). Students research information on the contemporary equivalent role personality. Students, in pairs, present their poster personality and their contemporary personality to the class in a brief oral format. At the conclusion of each report, the teacher probes for more information on the topic under consideration. Students compose notes on each of the mid-20th century Canadian persons under review.
 8. Students may view video material about 1950s culture (see Video Resources). After viewing the selected video material, comparisons between life in the 1950s and life today can be developed. Note: The National Film Board's *Lonely Boy* is a study of Paul Anka, American influence, and teenagers in this time period. CBC Television has completed film projects on the Avro Arrow and Marilyn Bell.
 9. To gain a better understanding of similarities and differences in Canadian life over the past fifty years, students draw a comparison chart describing the differences in technology, culture, and politics between the 1950s and the present. To gain material for this chart, each student interviews an adult who lived in, and remembers events from, the 1950s. The adult may be a parent, a grandparent, another relative, or a friend. For the interview, students in small groups or as a class develop a question sheet. The teacher aids students in deciding the most effective and appropriate set of questions. Students will know that "no comment" is an acceptable answer to any question and that some people will not want to participate at all.
 10. After the interviews are completed, students in small groups compare the answers on their completed questionnaires and attempt to construct a picture of life in the 1950s. As a whole group, the class discusses the findings in their questionnaires and draws conclusions about life in the middle of the twentieth century. After this discussion, students construct individual comparison charts, describing the differences in technology, culture, and politics between the period of the 1950s and the present.
 11. Students in small groups research some of the important social, cultural, and political developments of the post-World War II period. Topics to be researched in textbooks and resource books include the baby boom, the introduction of the baby bonus, suburbia, teenage culture, and recreation and sports. Students compose notes on the topics.
 12. Students view Episode 1 of *The Canadian History Series* and receive a visual review of many of the topics that they have researched and studied.
 13. The teacher introduces a hypothesis development exercise, requiring students to produce, test, and review a hypothesis statement based on the massive expansion of immigration to Canada between 1945 and 1957. While an important element of this activity is the articulation of the hypothesis, researching immigration into Canada at this time is of equal importance. Students should focus on the reasons for the expansion in immigration during this time period, the numbers involved, the origins of these migratory groups, the destination of the immigration in Canada, and the consequences for Canada of this phenomenon. Students examine a chart, such as "Birthplaces of Immigrant Arrivals, 1957-59" in *Years of Promise: Canada 1945-1963*, p. 30, and develop hypotheses about the reasons for such data as high immigration numbers from Hungary and low immigration numbers from Central America. Comparisons are developed between contemporary Canadian immigration statistics and 1950s statistics. Students examine the immigration regulations enacted in 1962 and the manner in which these new regulations opened Canada to more non-white immigrants (see *Spotlight Canada*, pp. 308-310).

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14. Students examine the following statement from *Catechism of the Catholic Church*: “The more prosperous nations are obliged, to the extent they are able, to welcome the foreigner in search of the security and the means of livelihood which he cannot find in his country of origin [Section 2241].” The teacher also refers to *Do Justice*, Document 39, which contains the Canadian Catholic Bishops’ statement on immigration: God “intends the earth and all it contains for the use of every human being and people [p. 272].” The class discusses the statement and reflects upon the Gospel value to help our fellow human beings who are in need. Students discuss the extent to which Canada’s immigration policies in the period under consideration were in keeping with the teachings of the Catholic Church.
15. Based on the information gathered in the previous exercises, students complete a piece of writing to communicate the feelings and experiences of people new to Canada. The writing may be a fictional or non-fictional piece, based on students’ decisions; they may decide to use information gained from previous activities or they may participate in some work in oral history by interviewing a member of their own family or someone close to them who went through these experiences. The format of the written piece is a choice between a variety of forms: an immigrant’s letter to her/his home country, an immigrant’s diary entry (or entries), or an article about immigration in a Catholic newspaper. Students are requested to apply gospel values to their insights on Canadian immigration in the 1950s.

Assessment & Evaluation of Student Achievement

- Assessment of the timelines based on the following criteria:
 - Placement of headings and events
 - Accurate use of chronology
 - Use of accurate scale
 - General neatness and clarity
- Formative assessment by the teacher of the two comparison charts/organizers by means of a checklist
- Summative evaluation of posters and oral report by means of a teacher-created rubric or checklist
- Informal assessment by peers and teacher of the student-created interview questions and answers
- Formative teacher assessment of student research work, note taking, and hypothesis work by means of anecdotal notes.
- Summative teacher evaluation of student writing on the topic of immigration. In evaluating the student work, the teacher uses the following criteria: historical accuracy, creativity, clarity of communication, and the application of Catholic values.

Accommodations

- Some students may require teacher or peer help with their timelines and the use of research techniques.
- For the poster-making activity, students with learning difficulties may be paired with peer tutors.
- Some students may require teacher or peer assistance in the construction of the comparison charts. The teacher may suggest areas of comparison in scaffolding.
- Students with writing difficulties may require teacher assistance in completing their letters or editorials. They may need help with spelling, verb tenses, agreement of subject and verb, thought sequence expressed in complete sentences, and links between sentences.
- Some students may need access to a word processor to complete written work.

Resources

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Print

Catechism of the Catholic Church. Toronto: Doubleday, 1995.

Bain, Colin M., et al. *Making History, The Story of Canada in the Twentieth Century*. Toronto, ON: Pearson Education Canada, 2000.

Bollota, Angelo, et al. *Canada, Face of a Nation*. Toronto, ON: Gage, 2000.

Bondy, Robert J. and William C. Mattys. *Canadiana Scrapbook: Years of Promise: Canada 1945-1963*. Scarborough, ON: Prentice Hall, 1980.

Cruyton, J. Bradley and W. Douglas Wilson. *Spotlight Canada*, 4th ed. Don Mills, ON: Oxford University Press, 2000.

Fielding, John, et al. *Canada, Our Century Our Story*. Scarborough, ON: Nelson, 2000.

Morton, Desmond. *A Short History of Canada*. Edmonton: Hunting Publishers Ltd., 1983.

Newman, Garfield. *Canada: A Nation Unfolding*. Toronto: McGraw-Hill Ryerson Limited, 2000.

Sheridan, E.F., ed. *Do Justice! The Social Teachings of the Canadian Catholic Bishops*. Toronto: Pauline Press, 1987.

Computer

Canadian Conference of Catholic Bishops website – www.cccb.ca

The archival CD-ROMs of *Maclean's* and *National Geographic* can be purchased from the publisher.

Video

“Land of Promise Canada: 1945-1954,” in *The Canadian History Series 1945-1995*. Epoch Multimedia Inc., P.O. Box 23148, Ottawa, ON. 30 min.

Lonely Boy. National Film Board of Canada. 30 min.

Activity 2: Technological and Economic Changes

Time: 360 minutes

Description

By the use of statistics, maps, organizers, pictures, and documents, students become aware of the concepts of economic boom, prosperity, regionalism, and consumerism as exhibited in Canada in the post-World War II period. Students gain knowledge about changes in Canada's resource, communications, and transportation industries during this period of time. Canada's economic relationship with the United States is explored. Students are provided with opportunities to come to a better understanding of cause and effect in relation to technological and economic developments in Canada. The concepts of materialism and consumerism are analysed in the light of gospel values.

Strand(s) & Learning Expectations

Strand(s): Change and Continuity; Social, Economic, and Political Structures

Overall Expectations

CCV.03 - demonstrate an ability to use the organizing concepts of chronology and cause and effect in the study of history;

SEV.02 - describe and assess the changes in the Canadian economy since 1945.

Specific Expectations

CO3.01 - describe the major effects of satellite and space technology on world communications and Canadians' lives and work;

CC1.01 - describe major changes in land, water, and air transportation and assess their effects on Canadian society;

CC3.02 - explain the process of cause and effect in the unfolding of key Canadian events and issues since 1945;

SE2.01 - describe developments in Canada's resource industries since 1945;

SE2.02 - describe developments in the structure of Canadian industry since 1945;

SE2.05 - describe key developments in the Canadian consumer economy since 1945;

SE3.02 - identify and evaluate the reasons for the development of differing regional attitudes.

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.

Planning Notes

- Research and prepare pictures of the booming post-war economy and the onset of consumerism with emphasis on automobiles, fashions, and new technologies in the home.
- Arrange to have a class set of textbooks, resource books, and/or scrapbooks (*Years of Promise: Canada 1945-1963*) in the classroom and/or book the school Library/Resource Centre.
- Prepare a set of blank maps of Canada.
- Research and prepare Gross National Product, manufacturing, and unemployment statistics for the period of the 1930s and the post-World War II period.

Prior Knowledge & Skills

- Students should be familiar with the causes and effects of the Depression in Canada in the 1930s.
- Students should have an understanding of Canada's economic relationship with the United States prior to World War II and the role of the Canadian economy in World War II.

Teaching/Learning Strategies

1. As an introduction, the teacher leads a discussion on the ways in which World War II finally led Canada and much of the world out of the Depression of the 1930s. The strengths of the Canadian economy should be recorded in note form, either teacher-initiated or based on the textbook.
2. Based on class discussion, students define the concept of "prosperity" and establish the criteria for prosperity applicable to Canada in the 1940s and 1950s. This concept of prosperity is then supported/explored by graphing the unemployment and production (Gross National Product or manufacturing output) figures for the 1930s, 1940s, and 1950s. Time is devoted in class to explanations of Gross National Product (GNP), manufacturing output, and unemployment statistics.
3. Students examine the automobile culture of the 1950s by means of pictures, films, and advertisements from the period. Students may be motivated to perform extra research on certain models of cars from the 1950s. Students study changes in model, colour, style, and size in the post-World War II period. They hypothesize about the causes and consequences of these changes. The multiplier effect is applied to the production of automobiles. Through classroom discussion, students note the connections between automobile production and other industries, such as glass, rubber, steel, asphalt, gasoline, motel, fast food, etc. Students become aware of the tremendous economic importance of the automobile industry in Canada. Information is obtained on exports and imports of automobiles and their parts.
4. Students examine other signs of prosperity in the post-World War II period. They explore new technology in the home, new dress fashions, and the development of the suburb, by reading selected sources and viewing pictures from the era. See *Years of Promise: Canada 1945-1963*, among others.

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5. However, the age of prosperity was not enjoyed evenly across the country. Using available data on per capita incomes and unemployment rates, students produce a pie chart to show the different degrees the provinces and territories benefited from the new prosperity and consumerism. Students examine the regional economy of Newfoundland and analyse the economic reasons for Newfoundland's decision to enter Confederation in 1949. Attention is drawn to the poster of Joey Smallwood, completed in Activity 1, and the class discusses the manner in which Newfoundland entered Confederation (use of referendum). Using the focus of the 1958 Springhill, Nova Scotia mine disaster, students can examine the troubled resource-based economies of the Maritime provinces in the 1950s.
 6. Post-war prosperity was not only based on consumer spending at home, but also on American investments in Canada. Students read Appendix 1.2.1 – American Investment in Canada in the 1950s and answer the following questions in their notebooks:
 - a) According to the article, what are four reasons for American investment in Canada in the 1950s?
 - b) What are three examples of American investment in Canada's resource industries in the 1950s?
 - c) What was the attitude of the Canadian people and government toward American investment?
 - d) Can you think of benefits and dangers associated with American investment in Canada?To make students aware of the fact that there were critics of American investment in Canada, the class is asked to perform research on Walter Gordon, who headed a Royal Commission dealing with foreign investment in 1956 and became Minister of Finance in 1963.
 7. At this point, reference may be made to the poster of C.D. Howe completed in Activity 1. The class becomes aware of his role in the development of trade links between the United States and Canada. Through readings in textbooks or other sources, students become aware of Canada's branch-plant economy and the existence of tariffs. The teacher may construct a diagram illustrating the effect of tariffs on Canada-United States trade and the advantages and disadvantages of branch plants.
 8. To introduce an examination of the impact of technological changes on Canadian society during this period, the teacher leads a class discussion with the purpose of defining the following terms: science, technology, primary industries, resources, minerals, megaprojects, nuclear energy, hydro-power.
 9. On a blank map of Canada, students place the location of the megaprojects underway in the 1950s and 1960s: the Trans Canada Highway, the Trans Canada Pipeline, the St. Lawrence Seaway, and the major railways (Quebec, North Shore, and Labrador). On the same map, students place the location of such resource developments as Leduc, Alberta (oil and natural gas), Uranium City, Saskatchewan (uranium), Kitimat, British Columbia (hydroelectricity and aluminum), and Elliot Lake, Ontario (uranium). Beside the location of each project and development on the map is placed the date of commencement. Students compose notes on each of the megaprojects and resource developments describing their impact on the regional or national level.
 10. The teacher may bring in a picture of the Canadarm and ask students why Canada is involved in this space technology. Students hypothesize about the effects of satellite and space technology on Canadians' lives. Students compose notes on the first satellite (*Sputnik* in 1957) and the Canadian-built *Alouette I* (which in 1962 made Canada the third nation in space). Students hypothesize about the reasons Canada was motivated to be the first country to build a transcontinental telecommunications system.
 11. Exploring the nature and impact of the technological developments in this era, students should complete an organizer headed Technology and Inventions, 1945 to 1963, using the following categories to differentiate the inventions: Domestic, Defence, and Communications. The organizer should have the following dimensions: examples, explanation/nature, personnel involved, and the consequences for Canadian society. Examples include developments in radio, television, and telephones; domestic appliances in the kitchen; weapons; air travel and space travel.

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12. Students prepare a newspaper article describing post-war prosperity and the consumer society in Canada. In the article, students are required to demonstrate their understanding of the concept of cause and effect related to the various aspects of post-war technological and economic change. The article, with modifications, may be used by students as a performance task in the unit culminating activity.
 13. Students discuss the concept of a consumer society as it existed in the 1950s. Students compare the consumer society of the post-World War II period to the consumer society of today.
Students examine the following passages:
“Sell all that you own and distribute the money to the poor, and you will have treasure in heaven; then come follow me.” But when he heard this, he became sad; for he was very rich. Jesus looked at him and said, “How hard it is for those who have wealth to enter the kingdom of God!”
[Luke 18: 22-24]
Economic life is not meant solely to multiply goods produced and increase profits or power; it is ordered first of all to the service of persons, of the whole man, and of the entire human community.
[*Catechism of the Catholic Church*, 2426]
Those responsible for business enterprises are responsible to society for the economic and ecological effects of their operations. They have an obligation to consider the good of persons and not only the increase of profits. Profits are necessary, however. They make possible the investments that ensure the future of a business and they guarantee employment. [*Catechism of the Catholic Church*, 2432]
 16. Students answer the following questions in their notebooks: a) Does a preoccupation with wealth and material goods prevent us from developing true spiritual values? b) In the second passage, what do you think is meant by the phrase “the entire human community” and how does the phrase apply to our life today? c) What are specific economic situations to which the third passage might apply? The teacher then leads the class in a discussion of these gospel values as they relate to economic activities.

Assessment & Evaluation of Student Achievement

- Formative teacher assessment of student understanding of the hypothesis exercise and the multiplier effect. The teacher uses observation, student-teacher conferences, and probe questions.
- Formative teacher assessment of answers to questions on the article about American investment
- Summative teacher evaluation of student maps dealing with megaprojects and resource development. Maps are evaluated on the criteria of accuracy, completeness, and clarity.
- Formative teacher assessment of organizers dealing with technology and inventions, 1945-1963
- Summative teacher evaluation of student-created newspaper articles dealing with post-war technological and economic changes in Canada. Students are evaluated on their knowledge of events and their understanding of the concept of cause and effect.
- Formative teacher assessment of student understanding of gospel values related to materialism and consumerism. The teacher uses anecdotal notes to assess thinking/inquiry and application.

Accommodations

- Some students may need help with vocabulary such as Gross National Product, megaproject, tariff, branch plant, and consumerism. Provide vocabulary sheets and anecdotal explanations.
- Some students may need teacher and/or peer help in researching and reading.
- Some students may require aid in constructing the organizer of Technology and Inventions. Provide student with categories and scaffolding techniques.
- Provide help to students with writing difficulties when writing the newspaper article dealing with cause and effect. Provide a fill-in-the-blanks template of the article.

Resources

Approved classroom textbooks and Resources in Activity 1
Newspaper and magazine articles on technological innovations

Websites

www.geocities.com/Athens/Academy/5869/index.html
www.civilization.ca/members/canhist/labour/labv32e.html

Activity 3: Labour Relations Changes

Time: 300 minutes

Description

Students investigate case studies, Catholic viewpoints, and designated Internet sites in order to gain a better understanding of various organizations of Canadian working people. They examine the nature of the changing Canadian workplace as the economy underwent the expansion mentioned in the previous activity. They become aware of the influence of unions and professional associations on government policies. They study the attitudes of the Union Nationale Party in Quebec and the New Democratic Party in Canada towards labour unions. Students are presented with opportunities to evaluate the dignity of human labour and the concept of social justice in the context of gospel values.

Strand(s) & Learning Expectations

Strand(s): Change and Continuity; Citizenship and Heritage; Social, Economic, and Political Structures

Overall Expectations

CCV.01 - demonstrate an understanding of key ways in which Canadian society is a “work in progress;”

CCV.02 - demonstrate an understanding of continuing issues, concerns, and strengths in Canadian society;

CHV.01 - demonstrate an understanding of the organizations of Canadian working people and how workers have dealt with challenges and influenced society.

Specific Expectations

CC1.04 - describe key changes in Quebec’s relationship with the rest of Canada;

CH1.01 - describe the spread of unions and professional associations in the Canadian workplace since 1945;

CH1.02 - assess the influence of unions and professional associations on government policies and political parties;

SE3.01 - explain the concept of the political spectrum and compare the ideas, leadership styles, and programs of different Canadian political parties since 1945.

Ontario Catholic School Graduate Expectations

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, and evaluates new ideas in light of the common good;

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

CGE5b - thinks critically about the meaning and purpose of work.

Planning Notes

- Prepare excerpts from the Papal Encyclical *Rerum Novarum* and the Canadian Catholic Bishops' statements in *Do Justice* for use in classroom discussion about labour unions.
- Photocopy Appendix 1.3.1.
- Check the websites for Strategies 3 and 4 and arrange for class Internet access in Strategy 3.
- Arrange for resources, such as textbooks, encyclopedias, documents, and websites, to enable students to research material in Strategy 5.
- Arrange for a labour union representative to visit the classroom.
- Preview NFB film, *Tommy Douglas Keeper of the Flame*, and select segments for classroom use.

Prior Knowledge & Skills

- Students should be familiar with the distinction between primary, secondary, and tertiary industries.
- Students should be familiar with writing newspaper articles.

Teaching/Learning Strategies

1. Students and the teacher discuss the purpose of unions and professional associations in Canada. Students are asked to imagine the labour conditions in a country in which unions and professional associations are not allowed. The class may discuss the positive and negative aspects of unions and professional associations. Which areas of the Canadian economy do not have unions or associations and why do you think that this situation exists? Which members of the class have worked in either a union job or a non-union job? Students study the views of the Catholic Church on labour unions. As background information, the teacher may read about the endorsement of unions by Pope Leo XIII in his ground-breaking encyclical, *Rerum Novarum* (1891), and the support given to unions by the Canadian Catholic Bishops. In a 1985 statement, the Bishops stated: "As the Church has consistently taught, all working people have the right to organize their own association or union for the purpose of defending their rights, securing just wages and benefits and promoting healthy working conditions [*Do Justice: the Social Teaching of the Canadian Catholic Bishops*, Document 58]." The Bishops' statement goes on to offer support to the union rights of workers, especially women, who toil in "low-wage, part-time or insecure forms of employment." The value and dignity of human work must always be affirmed.
2. Students complete a search on the Internet or in their text for important terms or concepts in labour relations (see Website Resources). Terms to be understood might include the following: Primary/Secondary/Tertiary Industry; Public/Private Employees; Contract; Collective Bargaining; Mediation; Arbitration; Federal and Provincial Labour Legislation, Employment Insurance, Vacation Pay, Canada Pension Contributions. Students record the pertinent information in their notebooks. They may be asked to construct an imaginary story in which the use of the terms indicates students' understanding of their meaning.
3. Students perform research on an important labour relations concept, the Rand Formula, by examining a website, such as www.civilization.ca/members/canhist/labour/labv32e.html. After reading and researching the documents, students explain the nature of the Rand Formula and its origins, summarize the decisions pertaining to paying union dues and closed shops and include this summary in their notes. For enrichment, a task may be given whereby a further search on the Internet is done to identify and explain the significance of the Rand formula in subsequent labour relations in Canada.

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4. Students complete a mini-timeline for the period 1945 to 1963 on labour relations, including the following items: the introduction of family allowance (1945), the issuing of the federal government's Order-in-Council for the recognition of unions chosen by workers, the Rand Formula (1945), the Asbestos Strike (1949), the formation of the Canadian Labour Congress (1956), the Springhill Mining Disaster (1958), the creation of the Confederation of National Trade Unions in Quebec (1960), and the creation of the NDP (1961).
 5. Students read Appendix 1.3.1 – The Strike of the Asbestos Workers in Quebec in 1949. The teacher leads the class in a discussion regarding the major issues and events in the 1949 Asbestos Strike. Many historians have called the Asbestos strike a “watershed” in the 20th-century history of Quebec. The provincial government of Premier Maurice Duplessis and his Union Nationale party was slow to recognize the technological and economic changes, which had arrived in Quebec. Duplessis was intent on ruling Quebec as if it were still a predominantly rural society with a strong respect for authority whether it be religious or political. The teacher leads the class in a discussion about ways in which the Asbestos conflict started major changes in the social and political landscape of Quebec. The class examines the major changes that came to Quebec with the defeat of the Union Nationale in 1960 and the arrival of the provincial Liberal Party and the Quiet Revolution.
 6. At Asbestos, Catholic religious leaders actively supported the strikers. The teacher refers to Section 2435 of the *Catechism of the Catholic Church*, which states in part: “Recourse to a strike is morally legitimate when it cannot be avoided, or at least when it is necessary to obtain a proportionate benefit. It becomes morally unacceptable when it is accompanied by violence, or when objectives are included that are not directly linked to working conditions or are contrary to the common good.” Using Section 2435, the class discusses whether or not the Asbestos Strike was morally legitimate. Students produce a newspaper article for a Catholic publication approximately 200-300 words in length in which they discuss the moral legitimacy of the Asbestos Strike. In their mock newspaper articles, students must make specific references to events in the strike and demonstrate an understanding of gospel values.
 7. Using researched information on the Springhill Mining Disaster of 1958, students examine the importance of labour unions and government regulations in the context of workplace conditions and safety in the workplace. This exercise may take the form of a report produced by students, questions based on a handout, or an activity from a textbook. The teacher may lead a class discussion centred on students' own experiences as part-time workers and the need for safety in the workplace.
 8. A member of a local union or professional organization may be invited to speak to the class. A representative from management would provide an additional interesting perspective.
 9. Students view segments of *Tommy Douglas Keeper of the Flame* and further discuss his contributions to working people in Saskatchewan and Canada. In a written report, students apply the values of Catholic social teaching to the work of Tommy Douglas. In a subsequent classroom discussion about Tommy Douglas, the teacher asks students to hypothesize about the reasons why people like Douglas work so hard. What is the value of human labour? What are the personal non-material benefits of human labour? Can your personal life be satisfying without personal labour?
 10. The teacher instructs students to read about the role of labour associations in the formation of the New Democratic Party in 1961. Students read about the political philosophy and platform of the New Democratic Party. Students review the concept of the political spectrum and develop reasons for the placement of the new party on the left side of the Canadian political spectrum.

Assessment & Evaluation of Student Achievement

- Informal assessment of student understanding of Catholic teachings on labour unions during the classroom discussion on this topic. The teacher uses probe questions.
- Formative teacher assessment of the mini-timeline based on criteria from Activity 1

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- Formative assessment by teacher of newspaper articles in which students apply Catholic values to the legitimacy of a certain type of labour strike. The teacher uses anecdotal notes.
 - Formative assessment of students' Internet research. The teacher uses anecdotal notes.
 - Summative evaluation of written reports on the application of Catholic social teaching to the work of Tommy Douglas.
 - Informal teacher assessment of students' understanding of work, social justice, and government protection of labour. The teacher uses observations, roving conferences, and probe questions.

Accommodations

- Pair students where assistance is needed with in research tasks.
- Some students may present an oral report instead of a written report on the application of Catholic social teaching to the work of Tommy Douglas.
- Students may require a model or scaffolding technique to write newspaper articles and reports.

Resources

Approved classroom texts and Resources in Activity 1

Abella, Irving, ed. *On Strike: Six Key Labour Struggles in Canada 1919-1949*. Toronto: James Lewis & Samuel, 1974.

Jamieson, Stuart. *Times of Trouble: Labour Unrest and Industrial Conflict in Canada, 1900-66*. Ottawa: Information Canada, 1972.

Montero, Gloria. *We Stood Together, First Hand Accounts of Dramatic Events in Canada's Labour Past*. Toronto: James Lorimer & Company, 1979.

Video

Tommy Douglas Keeper of the Flame. National Film Board. 58 min.

Websites

www.civilization.ca/members/canhist/labour/labv32e.html

www.cupe.181b.bc.ca/pages/members/glossary.html

Activity 4: Canada in the Post-War World

Time: 240 minutes

Description

Students examine Canada's international role in the post-war world and discuss Canada's contributions to the global community in the 1945-1963 period and today. Through the use of research, discussion, mapping exercises, and writing exercises, students explore Canada's defence and peacekeeping obligations and Canada's involvement in global issues of poverty, refugees, and human rights.

Strand(s) & Learning Expectations

Strand(s): Communities: Local, National, and Global

Overall Expectations

COV.04 - describe examples of Canada's contributions to and continuing role in the world community and demonstrate an understanding of the importance of such involvement.

Specific Expectations

CO4.01 - assess the effectiveness of major international aid and relief agencies and programs in which the Canadian government played a leading role;

CO4.02 - evaluate the effectiveness and achievement of Canadians in non-governmental aid, relief, and human rights organizations;

CO4.03 - evaluate Canada's participation in international agreements and organizations.

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;

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

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

Planning Notes

- Prepare and photocopy blank maps of Europe, the Middle East, and Korea for student use.
- Search the Internet for appropriate sites covering such areas as the UN and its related agencies.
- Check Canadian Conference of Catholic Bishops website and the print source, *Do Justice*, to prepare appropriate classroom material dealing with Canada's global responsibilities.

Prior Knowledge & Skills

- Knowledge of the events related to Canada's involvement in World War II
- Ability to read and to locate sites on maps

Teaching/Learning Strategies

1. The teacher uses a brainstorming activity as an introduction to exploring Canada's international contributions to World War II. The important issues include Canada's small but symbolic delay in declaring war; the disasters of Hong Kong and Dieppe; the number of Canadian deaths (42 000); Canada's role in D-Day; fighting on the North Africa Front; the liberation of Italy; and the roles of Mackenzie King and Lester Pearson in the establishment of the United Nations. Students make the appropriate notes to record this information.
2. The teacher introduces the concept of Canada as a "Middle Power" in a world of two "Super Powers." Through a discussion of World War II as a Hot War, the teacher explains the concept of a Cold War. Students become aware of the emerging Cold War on Canadian soil with the Igor Gouzenko defection in 1945.
3. In textbooks or resource material, students read about the expansion of the Soviet Empire, the American fear of Communist expansion in the late 1940s, and the establishment of the North American Treaty Organization (NATO) in 1949. The teacher supplies students with a blank map of post-World War II Europe. Students label and colour code the NATO and Warsaw Pact (1956) countries and those countries that stayed neutral. A discussion of the construction of the Berlin Wall on June 15, 1961 and its social/emotional/military consequences can be used to examine the implications of the Cold War.
4. The class is divided in half. Using information from textbooks and the Internet, one half of the class researches the role of the United Nations in the Korean War (1950) and the other half of the class researches the role of the United Nations in the Suez Crisis (1956). Each group also researches the Canadian involvement in each of these two UN actions. Students should become aware of the role of the UN's Security Council and the role of UN's peacekeeping forces. At the completion of the research, the two groups, in a classroom discussion, compare the UN and Canada's roles in the two 1950s crises.

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5. Students produce a mock newspaper article describing an important event or events in either the Korean War or the Suez Crisis. An appropriate map of the crisis area must accompany the article.
 6. Aside from its peacekeeping activities, the UN has attempted to improve the lives of the planet's human inhabitants by means of agencies, such as the World Health Organization and the United Nations' Children's Fund (UNICEF), and by policies, such as the 1948 Universal Declaration of Human Rights. Students perform research on these items and on Canada's contributions to the UN in these areas.
 7. After leading a discussion on the impact of the Cold War, especially in the context of nuclear weapons, the teacher introduces the treaty signed in 1958 to establish the North American Air Defence (NORAD). The teacher may use video material to illustrate events leading up to and including the Cuban Missile Crisis of October 1962. Students explore Prime Minister John Diefenbaker's response to the Missile Crisis and Canada's refusal to allow nuclear weapons to be stored on Canadian territory.
 8. Students have become aware of Canada's contributions to the global community in the 1945-1963 era. They are asked to reflect on Canada's responsibilities to the world in the present time. Students are asked to consider the responsibilities people in the developed world have toward the less fortunate people in the global village. They reflect on Canada's current policies dealing with refugees. The teacher may make use of statistics, such as the richest 20% of the globe's population receiving 80% of the globe's income and 1.2 billion people living in extreme poverty on less than \$1 a day (*Toronto Star*, January 21, 2001, pp. B1-2). Students examine Catholic teaching on this issue. They examine the statement in the Canadian Catholic Bishops' letter to Finance Minister Paul Martin (October 3, 2000): "your call for a moratorium on debt payments for the world's poorest countries ... is a worthy step for the Government of Canada to immediately undertake (Canadian Conference of Catholic Bishops website)." They become aware of the following statement in a letter from Canadian Church Leaders to Prime Minister Jean Chrétien (January 10, 2000): "We are disturbed that Canada's official Overseas Development Assistance (ODA) has declined more than 40 percent since 1991 to 0.27 percent of Canada's Gross National Product (Canadian Conference of Catholic Bishops website)." As part of their culminating activity for this unit (see Activity 5), students may write their own letters on the topic of aid to the Third World and address the letters to the appropriate officials or agencies.

Assessment & Evaluation of Student Achievement

- Informal teacher assessment of student notes on Canada's involvement in the formation of the United Nations and the Cold War
- Formative teacher assessment of student maps of post-war Europe indicating NATO and Warsaw Pact countries. The teacher uses criteria of accuracy, completeness, and clarity.
- Formative teacher assessment of student understanding of the Korean and Suez crises of the 1950s. The teacher uses anecdotal notes.
- Summative teacher evaluation of newspaper stories on the topics of the Korean War or the Suez Crisis
- Formative teacher assessment of student application of Catholic values to global issues, such as refugees and poverty

Accommodations

- Pair students for research work or use a peer tutor, if appropriate.
- Use a scaffolding technique or a fill-in-the-blanks template for the written newspaper article.

Resources

Approved textbooks and Resources in Activity 1.

Activity 5: The Unit Culminating Activity

Time: 240 minutes

Description

In this activity, students complete their work on the action letters to selected prime ministers. Students also receive information about the course culminating activity – the Tomorrow Conference.

Strand(s) & Learning Expectations

Strand(s): Methods of Historical Inquiry

Overall Expectations

HIV.01 - demonstrate an ability to locate, select, and organize information from a variety of sources;

HIV.03 - communicate opinions based on effective research clearly and concisely;

HIV.04 - demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

HI1.02 - conduct organized research, using a variety of information sources;

HI2.04 - demonstrate an ability to develop a point of view that reflects effective research into diverse sources;

HI3.01 - communicate effectively using a variety of styles and 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;

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

Planning Notes

- Prepare two model action letters: one giving an opinion, the other urging a specific action.
- Arrange for copies of the *Catechism of the Catholic Church*, *Do Justice*, and *The New Testament* to be present in the classroom for student reference.
- Arrange for access to word processors.

Prior Knowledge & Skills

- The historical and political material from the period 1945-1963 covered in this unit

Teaching/Learning Strategies

1. Students view Episode 2, “Optimism and Uncertainty 1955-1963” of *The Canadian History Series* for the purpose of reviewing material covered in this unit.
2. Students were informed about the unit culminating activity at the beginning of this unit. Students pretend that they are living in the period of 1945-1963 and they select three significant historical or political topics to write about. The writing is in the form of action letters to selected prime ministers. In the letters, the student either approves or disapproves of a significant event. Among the topics students may write about: immigration, technological changes, a federal election, Newfoundland's entry into Confederation, a labour strike, American investment in Canada, and the accomplishments of a significant Canadian. Students may check the events listed on their timelines for ideas. In some letters, students present their opinions knowing that the prime minister can do nothing to change the course of events. In some other letters, students request the prime minister in question use his power to take action on an issue. The teacher should draft a model letter of each type for students to use as a

template. In one type of letter a student may write in praise of Lester Pearson's settling of the Suez Crisis and inform Prime Minister Louis St. Laurent that he/she approves of Pearson's actions. In another type of letter, a student may write to Prime Minister John Diefenbaker asking him to take action against growing American investment in Canada.

3. Each letter must be correctly dated and it must be addressed to an appropriate prime minister. For example, a letter about Lester Pearson's diplomatic efforts in the Suez crisis should be dated 1956 and addressed to the prime minister of the time, Louis St. Laurent. Each letter must present a point of view and the reasons for that point of view. Each letter should contain a quotation from an authority or expert on the topic. The authority could be a Catholic Church source, such as the *Catechism of the Catholic Church*, and the teacher should require students to use at least one Catholic Church source in one of the three letters. To achieve these objectives, students are required to do research.
4. Some class time is devoted to researching the letters, writing rough drafts, and writing polished copies.
5. The teacher also informs students about the nature of the course's culminating activity – the Tomorrow Conference. In this performance task at the conclusion of the course, students in pairs select, or are assigned, thematic topics on which to prepare a dissertation for a Tomorrow Conference. At the conference, students discuss the historical background of their topic, the current political status of their topic, and the future prospects for their topic. The thematic topics for the Tomorrow Conference are the major themes of the course and are listed in the description of Unit 5 in the Course Overview.

Assessment & Evaluation of Student Achievement

- Summative teacher evaluation of the performance tasks by means of a teacher-developed rubric as per the framework found in *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000*.

Accommodations

- Some students may require a teacher-assisted scaffolding technique or a fill-in-the-blanks template in order to write their letters.
- Some students may need word processors to produce polished copies of their letters.

Resources

Approved textbooks and Resources in Activity 1

Video

Episode 2, "Optimism and Uncertainty 1955-1963," in *The Canadian History Series 1945-1995*. Epoch Multimedia Inc., P.O. Box 23148, Ottawa, ON.

Appendix 1.1.1

Timeline for Social and Political Changes 1945-1963

Student Copy

	Liberal government of Mackenzie King institutes Family Allowances. The Rand Formula for the protection of unions is announced. In San Francisco, Canada joins the United Nations.
	Igor Gouzenko spy case in Ottawa Baby boom underway Discovery of the Leduc oilfields in Alberta
	Asbestos Strike in Quebec Louis St. Laurent succeeds W.L. Mackenzie King as prime minister. Joey Smallwood leads Newfoundland into Confederation.
	Canada involved in Korean War and sends military aid to UN force. CBC television network goes on air. Vincent Massey becomes the first Canadian-born governor general. Opening of the St. Lawrence Seaway Liberals, with Prime Minister Louis St. Laurent, win a majority government. Coronation of Queen Elizabeth II
	Trans-Canada Pipeline debate in the House of Commons Lester Pearson's Suez Crisis initiative
	Minority government win by John Diefenbaker over Louis St. Laurent First woman cabinet minister, Ellen Fairclough, is appointed. Launching of Sputnik satellite
	CBC completes a cross-Canada microwave network. Formation of NORAD Lester Pearson selected as Liberal Party leader. Diefenbaker's Conservatives win 208 seats in landslide victory in federal election.
	Cancellation of Avro Arrow St. Lawrence Seaway is completed.
	Election of Jean Lesage's Liberal government in Quebec The first jet airline service by TransCanada Airlines The Canadian Bill of Rights is passed by Parliament. Birth control pill on the market
	New Democratic Party is founded. NDP allies itself with Canadian Labour Congress (CLC).
	Conservatives under John Diefenbaker win a minority government. Cuban Missile Crisis Launching of Canadian-built Alouette I satellite
	Lester Pearson becomes prime minister with a minority government. Bi and Bi Commission is established by Pearson's Liberal government..

Appendix 1.2.1: American Investment in Canada in the 1950s

The fact is that Canada during the 1950s moved absentmindedly towards a state of economic dependence on the US. The process has often been pictured as a sell-out, as though a group of greedy capitalists had somehow conspired to deliver our resources and our birthright to their Wall Street masters. In fact, it was a lot more complex.

For one thing, Canada needed American money and investment; it is doubtful that Canadian savings, even though they could have been made available, would have been sufficient to generate the prosperity that Canada demanded. For another, our open-arms attitude toward foreign capital was not pursued against the will of the majority of Canadians. A Gallup poll taken in 1951 asked Canadians if they felt there was too much American influence. A little more than one-third of those polled thought so, and 16 per cent had no opinion; but nearly half of those questioned felt that American influence was not excessive.

Among this majority was Clarence Decatur Howe, the American-born engineer who had managed Canada's wartime economy and, as Minister of Trade and Commerce, was indisputably the most powerful man in the country. His word was final in all matters concerning economics and he was emphatically in favour of accepting all the American capital he could attract. In his public statements, one of his favourite themes was to warn against "narrowly nationalistic and emotional attitudes towards foreign capital."

In the earlier part of the decade, he need not have worried. In 1950 alone, American companies invested \$167 million in 30 new Canadian subsidiaries (bringing the total of American-owned subsidiaries to 2200), and another \$363 million in Canadian-controlled enterprises. That same year, American investment in Canada totalled nearly \$7 billion, which was about one-third of all American investments abroad. What this added up to, in 1950 alone, was an American investment of nearly \$40 for every person in Canada. Charles Wilson of General Motors, the Detroit tycoon, explained why: "This is a vast storehouse of agricultural and mineral wealth waiting for further development. GM is bullish in Canada." Canadian businesspeople used to enjoy hearing that kind of thing. A concerned minority wondered about the risks involved in harbouring so much outside money, but most Canadians, in that self-satisfied post-war era, felt rather pleased at all the attention from abroad.

Under C.D. Howe's stewardship, Canada in the 1950s became one of the world's most attractive investment areas. The political climate was stable and the returns were good. The natural resources were there for the taking. The United States needed petroleum; the discovery of Alberta's Leduc field in 1947 provided oil for export. The American steel companies badly needed iron ore; the development of the Ungava iron ore region would supply all the ore that could be used. Sudbury supplied the nickel, and when that was not enough, the vast new deposits near Thompson, Manitoba, were developed. Our uranium fuel fed the American weapons-development program.

If it was American capital that paid for most of these developments, and collected most of the profits in return, Canadians had no one to blame but themselves. For there is little doubt that, during the 1950s, American investors showed far more faith in Canada than Canadians did. When risk was involved, Canadians were not interested. Imperial Oil, for example, spent \$23 million in Alberta drilling 133 dry wells before the gamble paid off with the Leduc strike. As early as 1951, some 500 uranium deposits had been registered through the North, but few Canadians gambled money on exploration until the mid-1950s, after Americans had shown the way. We even shied away from such safe projects in the Ungava region, with its rich reserves of iron ore, until the Americans built the railroad into that region. Even when Ungava's developers approached Canada's insurance companies first to borrow the necessary funds, these companies advanced only \$2 million, the other \$143 million had to be borrowed in the United States.

Adapted from material from the Canadian Foundation for Economic Education.

Appendix 1.3.1

The Strike of the Asbestos Workers in Quebec in 1949

Asbestos is a fibrous and non-combustible mineral found in the Eastern Townships of the province of Quebec. The largest asbestos mining company in 1949 was Canadian Johns-Manville (CJM), a branch of an American-owned multi-national firm. The 8650 people who lived in the company town of Asbestos depended on CJM for their livelihood. In 1949, 2100 persons were employed by CJM.

The Asbestos workers' first union contract expired on January 1, 1949, and the Federation of Mining Employees (FME) and the Canadian and Catholic Confederation of Labour (CCCL) represented the workers as they negotiated a new contract. Among the requests of the workers were the following: elimination of the disease-causing asbestos dust in work areas, a 15-cent increase in pay to \$1.00 an hour, the Rand Formula, and increased pay for overtime work. The workers argued that the company was making healthy profits while the workers' wages were lower than those in comparable industries.

CJM offered the workers an increase of 5 cents an hour. In February 1949, the Quebec Department of Labour unsuccessfully tried to use a conciliator in the dispute. The Department then proposed binding arbitration. The workers, fearing that the arbitrator would side with management, decided to walk out – an illegal step – before all of the steps in collective bargaining were completed. The next day, on February 14, the Thetford unions of asbestos workers voted unanimously to join the CJM strikers.

The provincial government of Premier Maurice Duplessis called the strike illegal and condemned the union leaders as “trouble-makers.” Duplessis sent one hundred provincial police officers to Asbestos to guard the company's property. Their headquarters were inside the company-owned Hotel Iroquois.

CJM refused to negotiate until the workers returned from their illegal strike.

The company brought hundreds of strike-breakers into the plant and gave them a ten-cent-an-hour wage increase and it threatened to evict hundreds of strikers from company-owned homes.

The strikers tried to prevent the strike-breakers from entering the mine and the provincial police responded by arresting and intimidating some of the strikers.

The Quebec government attempted to have the two sides arrive at a settlement, but negotiations broke down partially because CJM refused to give a written guarantee of no reprisals and no civil damage suits. Public and newspaper opinion favoured the striking workers. A number of Catholic religious authorities had made statements of sympathy and support for the workers. Archbishop Joseph Charbonneau of Montreal declared that “it is the duty of the Church to intervene and speak out against tyranny” and called for Sunday collections to aid the strikers. Archbishop Roy of Quebec City made a similar appeal. Many other unions in Quebec sent food and money to the strikers and their families.

In early May, Asbestos attracted worldwide attention as violence between the police and strikers escalated. Two hundred strikers, including four leaders, were arrested.

With the help of Archbishop Roy, a settlement was finally reached on July 1, 1949, almost five months after the beginning of the strike. The strikers received a ten-cent-an-hour increase and four paid holidays a year. But the company retained the strike-breakers and not all of the strikers were rehired. An arbitration board ruling later in the year gave the union the Rand formula and two more annual paid holidays.

The workers may not have gained a material victory in the strike, but they gained a large psychological victory for themselves and their supporters in Quebec. The new urban and industrialized side of Quebec had flexed its muscles. The Catholic labour movement had jettisoned its reputation for appeasement. The French-Canadian intellectual community, with people like Pierre Trudeau and newspapers like *Le Devoir*, were moved to action. The Catholic Church, in defiance of the elected government of Quebec and in support of social justice, threw its support behind the workers at Asbestos.

Information adapted from Stuart Marshall Jamieson, *Times of Trouble: Labour Unrest and Industrial Conflict in Canada, 1900-1966* and Irving Abella, editor, *On Strike Six Key Labour Struggles in Canada 1919-1949*.

Unit 2: Years of Triumph and Turmoil, 1963-1970

Time: 20 hours

Unit Description

This unit considers issues events and individuals that helped shape the social, political, and economic fabric of Canada. The growth of feminism, Trudeaumania, the emergence of the First Nations as a political force, Africville, the influence of the Vietnam conflict, and the Hippy movement are considered. Federal initiatives, such as Medicare, the growth of nationalism as witnessed in the flag debate and the changes in Quebec with the Quiet Revolution, the emergence of the Parti Quebecois, and the October Crisis are considered. Through activities, such as developing a timeline for the period, conducting interviews, and creating a living museum, students collect research materials and experience performance tasks they will be able to use for the course culminating activity – the Tomorrow Conference.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
2.1: Timeline of Turbulence, 1963-1970	1.75 hours	SE3.01, SE1.02, SE1.03, HI2.02, CC1.04, CH2.02, CC3.01, CC3.02	Knowledge/ Understanding	Students examine a number of events from 1963 to 1970 and, based on a chapter preview, create timelines demonstrating sequence and cause and effect.
2.2: An Immigrant's Experience: Interview Assignment	4.0 hours	CO1.01, SE1.03, HI2.01, HI1.02, HI1.03	Thinking/ Inquiry Communication	Students interview someone who immigrated to Canada and prepare a portfolio outlining the Immigration Experience.
2.3: Through the Eyes of... An Aboriginal Diary	4.0 hours	COV.02, SE1.03, HI3.01, HI3.03, SEV.03	Communication	Students view a movie, such as <i>Where the Spirit Lives</i> , or read book excerpts, such as from <i>School Days</i> (Basil Johnson) or <i>Halfbreed</i> (Maria Campbell), and prepare diary entries to demonstrate Aboriginal experience.
2.4: Responding to Bi and Bi	4.0 hours	CO2.04, SE1.03, HI3.01, HI2.01, HI3.03	Knowledge/ Understanding Communication	Students complete charts demonstrating knowledge of the recommendations of the "Bi and Bi" Commission and the reactions of various individuals to the report.

2.5: A 60s Fair: Change, Innovation, Triumph, and Turmoil	6.25 hours	CCV.01, CCV.02, CCV.03, CC3.02, CC3.03, CHV.03, HIV.01, HIV.02, HIV.03, HIV.04, HI1.01, HI1.02, HI1.03, HI2.01, HI2.03, HI2.04, HI3.01, HI4.01, HI4.02, HI4.03	Student self-evaluation, Peer evaluation, Teacher evaluation	Brainstorming, Group formation, Distribute work, Collaborative activities Topic selection, shaping, Research and Organization, Final Product planning, production, and presentation
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Activity 1: Timeline of Turbulence, 1963-1970

Time: 105 minutes

Description

In this activity, students are introduced to the concept of turbulence and its relevance to developments in Canada's social legislation and other efforts to promote Canadian democracy. They also examine important changes in Quebec's relationship with the rest of Canada. They understand significant developments in Canadian history and politics relating to citizenship and nationalism. Given a list of events, students organize them into appropriate categories. They demonstrate an ability to create timelines and trace developments in Canada, recognizing the importance of sequence. Students are informed that they need to keep the materials they research and collect in this activity and subsequent activities for the culminating activity, A 60s Fair.

Strand(s) & Learning Expectations

Strand(s): Change and Continuity; Citizenship and Heritage; Social, Economic, and Political Structures; Methods of Historical Inquiry

Specific Expectations

CC1.04 - demonstrate an ability to locate key changes in Quebec's relationship with the rest of Canada (e.g., formation of the Parti Québécois);

CC3.01 - create a timeline and chart developments in Canadian society from 1963 to 1970;

CC3.02 - demonstrate an understanding of sequence and the process of cause and effect in the unfolding of key Canadian events and issues from 1963 to 1970;

CH2.02 - be able to identify and briefly describe key developments that relate to issues of citizenship (e.g., new flag, Expo '67, etc.);

SE1.02 - be aware of key developments in Canada's social legislation, such as universal health care;

SE1.03 - be aware of the effort of the Canadian government to eliminate discrimination in immigration by the introduction of the Universal Points System;

SE3.01 - be aware of the different leadership styles of the Prime Ministers, such as Pearson and Trudeau;

HI2.02 - be able to locate key developments and connections in data studied.

Planning Notes

- Review the list of events by using a Grade 10 text, a Canadian encyclopedia, or an academic work, such as *Nation* by Jack Granatstein.
- Arrange for access to Library/Resource Centre and/or computer lab for Internet searches.
- Use a class set of a Grade 10 History text.
- Arrange for student access to appropriate Internet sites.

Prior Knowledge & Skills

This unit builds upon the concepts and skills developed in Canadian History in the Twentieth Century Grade 10 Applied Course Profile, where overall and specific expectations are addressed.

Teaching/Learning Strategies

1. The teacher and students discuss the meaning of the concept of turbulence.
2. Students identify three important events in their own lives and consider the changes that occurred as a result of these events (e.g., moving to a new community results in the need to meet new people and form new relationships).
3. Students prepare a personal timeline, placing the events in their lives in chronological order.
4. The teacher distributes list of events to students (Appendix 2.1.1) and definitions of the four categories.
5. Students assume the role of detectives in identifying the most appropriate category or classification for each of the 19 events.
6. The teacher assists students in placing the events in the appropriate category through class discussion and board notes (Appendix 2.1.1).
7. Students are divided into four teams (one for each category). In the Library/Resource Centre or Computer Lab, they discover the dates and an introductory overview of what happened. (Class sets of a Grade 10 textbook could support this research.)
8. The teacher and students prepare a timeline as a point of reference for the remainder of the unit by means of discussion and board notes.

Assessment & Evaluation of Student Achievement

- Formative assessment through teacher observation of student ability to locate and place key developments using a teacher-developed rubric
- Formative assessment through teacher observation of student ability to identify and articulate cause-and-effect relationship using a teacher-developed rubric.

Accommodations

- Provide teacher or tutor support and direction during individual activity work.
- Use computer lab to enter the 19 events from one column into a chart of the four main categories (Appendix 2.1.1)
- For enrichment, students could write a paragraph on “The most important occurrence from 1963 to 1970.”
- Provide scaffolding techniques, such as a starter sentence or key words lists, for students with writing difficulties. Assist students with organization and presentation of ideas.

Resources

Reference materials, such as *The Canadian Encyclopedia*. Edmonton: Hurtig Publishers.

Class sets of Grade 10 or Grade 11 textbooks

Video

Episode 3: “Seeking and Identity Canada 1964-1972,” *The Canadian History Series 1945-1995*. Enoch Multimedia Inc. P.O. Box 23148 Ottawa, ON

Websites

Canada Information Office – www.infocam.gc.ca

CBC Newsworld On-line – www.newsworld.cbc.ca

Government of Canada – www.canada.gc.ca/directories/intwernet_e.html

Great Canadian History Page – www.sk.sympatico.ca/varr/

Activity 2: An Immigrant's Experience: An Interview Assignment

Time: 240 minutes

Description

This activity is predominantly student generated. Students have an opportunity to participate in a research assignment, which provides them with insight into the challenges, hardships, and rewards experienced by immigrants who have settled in Canada since the end of World War II. Although the majority of immigrants interviewed will be people who arrived after the introduction of the point system in 1965 (the first conscious effort to end past discrimination policies pertaining to colour or national origin), the assignment includes any post-war immigrant to demonstrate the pattern or shared experience of all immigrants and immigrant groups. Students begin this activity with an examination of the basic questions that arise in studying the process of immigration to Canada. Students also have an opportunity to apply their understanding of these questions to any given case study of the immigration experience. Engaging in this activity, students develop their historical inquiry and research skills by formulating significant questions for research by means of a variety of methods, primarily the interview form. Students organize, moreover, and present their research findings by a variety of methods, such as travel boxes, statistical analyses, maps, photographs, etc. Students develop a greater insight into important demographic changes and the development of Canada as a multicultural society; they better understand continuing efforts by Canadian governments and individuals to promote equity and multiculturalism since 1945. As in Activity 1, students keep the information they gather for the culminating activity. In any interview assignment, students will know that “no comment” is an acceptable answer to any question and that some people will not want to participate at all.

Strand(s) & Learning Expectations

Strand(s): Communities; Local, National, and Global; Social, Economic, and Political Structures; Methods of Historical Inquiry

Specific Expectations

CO1.01 - demonstrate an understanding of changes in Canadian demographics reflecting our change into a multicultural society;

SE1.03 - assess the efforts of the Canadian governments and others to promote multiculturalism since 1945;

HI1.02 - conduct research by means of an interview into the immigration process and experience;

HI1.03 - organize and present research findings using such methods and forms as charts, statistical analysis, photos, and other support material to depict the immigrant experience;

HI2.01 - demonstrate an ability to recognize opinions that are supported and opinions that are unsupported by evidence during the interview process.

Planning Notes

- Gather statistical information about immigration patterns to Canada since World War II, from a variety of texts, reference sources, periodicals (e.g., *Canadian Social Trends*), or Statistics Canada.
- Confirm potential interview subjects within the school community for any student who may have trouble locating an immigrant to Canada to interview.
- Review such consistent patterns in immigration as the push/pull factors, cultural heritage, difficulties faced, changes, and contributions made.
- The teacher is aware of instructions for preparing for and conducting an interview, as found in a variety of texts (e.g., *People in Perspective*, *Spotlight Canada*).

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- Work with the teacher-librarian/resource teacher and AV personnel to acquire appropriate magazines, videos, and scrapbooks (see Resources).

Prior Knowledge & Skills

- Skills in graph preparation and statistical and chart presentation.

Teaching/Learning Strategies

1. Using statistical information about immigration patterns to Canada since World War II, students create a bar graph outlining immigration from various regions over ten-year periods since World War II.
2. Through board notes, the teacher and students discuss and make notes using basic 5W-styled questions. When did the person/group come to Canada? What push/pull factors influenced their decision to migrate? What difficulties were experienced in coming to Canada? What cultural heritages did the person bring to Canada when he or she immigrated? What changes were experienced in their lives in Canada? What contributions did the person/group make to the Canadian mosaic?
3. Students read an article on a “typical” immigrant’s experience or use *Multiculturalism: Canada’s People* from the *Canadiana Scrapbook* series in order to apply the questions to a case study and answer the questions from the case study.
4. The teacher and students take up questions and answers on the board.
5. Students brainstorm, with the teacher providing board notes, the components of a successful interview (tape recorder, thanking the subject, etc.), available support data (books on the topic, maps, passports, currency, etc.), and possible alternative presentations possible (video, poster collage, Q/A interview format, memory box, etc.).
6. Students brainstorm to suggest the most successful television interview techniques and the qualities contributing to a successful interview. Students provide examples of successful interviews they have witnessed.

Assessment & Evaluation of Student Achievement

- Formative assessment through teacher observation of knowledge/understanding of the basic questions asked of any immigrant and application of those questions to a specific immigrant’s experience using a teacher-developed rubric.
- Summative evaluation by the teacher using the interview assignment using a teacher-developed rubric.

Accommodations

- Replace or supplement text of immigrant experience (e.g., *Giuseppe’s Story*) with a movie depiction (e.g., *Journey to Freedom*) demonstrating the 5W interview questions.
- Provide class time for organization and preparation of final assignment prior to due date so teacher or tutor can assist students with ideas and strategies.
- For ESL students, in particular, (although this may be applied to all students), a pictorial explanation of the answers to the questions may be employed.
- For students with difficulties in writing, musical selections from contemporary sources may be mixed to create a musical depiction of the immigrants’ experiences.
- Where a school does not have access to a sufficient “bank” of interview subjects, the teacher can assign groups of students to write and produce a “talk show” interview by using a variety of sources to create a “typical” immigrant from this time period.

Resources

Print

Innis, Hugh R. *Bilingualism and Biculturalism: An Abridged Version of the Royal Commission Report*. Canada: McClelland & Stewart, 1973.

Encyclopedia of Canada's Peoples. Toronto: University of Toronto Press, 1999.

Canadian Social Trends or Statistics Canada information on demographic changes due to immigration since 1945

Canadiana Scrapbook Series: A Nation Beckons: Canada 1896-1914, Multiculturalism: Canada's People.

Video

Scattering of Seeds: The Creation of Canada. White Pine Pictures, 1998.

The Wanderer. White Pine Pictures, 1998. 22 min.

Má Vlast (My Homeland): The Jiraneks In Canada. White Pine Pictures, 1998. 22 min.

A Sephardic Journey: Sally Lévy... From Morocco to Montréal. White Pine Pictures, 1998. 22 min.

King of Hearts: Dreams of a Shepherd Boy. White Pine Pictures, 1998. 22 min.

Websites

Citizenship and Immigration Canada – www.cic.gc.ca

Statistics Canada – www.statcan.ca

Multicultural Groups in Canada – http://citd.scar.utoronto.ca/Multi_history/

Canadian Heritage Canada. “Global Gathering Place.” 1997-2000 – <http://citd.scar.utoronto.ca/ggp/home.html>

Activity 3: Through the Eyes of... An Aboriginal Diary

Time: 240 minutes

Description

During this activity, students study the life of an Aboriginal child attending a residential school in Canada. They understand the failure of many of these schools to promote, or even accept, Aboriginal culture and recognize the intolerance that thwarted efforts by individuals and groups to promote equity and multiculturalism in Canada. Students have an opportunity to demonstrate their empathy for others by communicating their ideas in the form of a personal diary reflecting life in a residential schools.

Strand(s) & Learning Expectations

Strand(s): Communities: Local, National, and Global; Social, Economic, and Political Structures; Methods of Historical Inquiry

Overall Expectations

COV.02 - demonstrate and understanding of the role of social justice and social injustice with respect to Canada's Aboriginal peoples;

SEV.03 - demonstrate an understanding of different political and social opinions with respect to the question of Aboriginal education.

Specific Expectations

SE1.03 - evaluate the success and failure of residential schools in their efforts to promote equity for Aboriginal peoples;

HI3.01 - demonstrate an ability to empathize with an Aboriginal student in a residential school and reflect those views in the form of a series of diary excerpts;

HI3.03 - demonstrate the ability to express conclusions and opinions from the perspective of an Aboriginal student in a “white” society

Planning Notes

- Read about Aboriginal peoples’ concerns, in general (e.g., Ovide Mercredi, *Into the Rapids*) and residential schools, in particular (e.g., Basil Johnson, *Indian school days*) and preview video, *Where the Spirit Lives*.
- The teacher may also consult “A Survey of Contemporary Indians in Canada,” Volume II (Ottawa: Indian Affairs Branch, 1967), pp. 127-159, commonly known as “The Hawthorne Report for a Historical Survey of Educational Practices.”

Prior Knowledge & Skills

- This unit builds upon the concept and skills developed in one of the Canadian History in the Twentieth Century Grade 10 courses.
- In addition, students use communication skills developed in Grades 9, 10, and 11 English.

Teaching/Learning Strategies

1. The class discusses ways in which people today share experiences (e.g., e-mail, telephone, pictures).
2. The teacher discusses the role of a diary with students and inquires if any of them kept, or still keep, a diary. Class discussion on the nature and purpose of diary entries follows.
3. The teacher points out to students that, prior to the 1970s, First Nation communities had no control over who should educate their children or the curriculum to be implemented.
4. The teacher introduces a video or book excerpt and explains the nature of the assignment to students, providing them with suggestions on topics to consider for their diary excerpts.
5. The teacher and students view a video, such as *Where the Spirit Lives*, or a book excerpt, such as Basil Johnson’s *School Days*.
6. Students complete a planner sheet based on the assignment and a rough draft of three diary entries to be distributed to other students for peer editing.
7. Students complete planner sheets, diary excerpts, and all rough notes for submission.

Assessment & Evaluation of Students Achievement

- Formative assessment through teacher observation of students knowledge/understanding of such topics as white and Aboriginal peoples’ values, the first day of school, clash of two cultures, methods of teaching, rules and regulations, recreational activities, dormitory life, church attendance, etc.
- Summative evaluation by teacher of planning notes, rough copy, and work (including peer editing comments), and final diary excerpts to determine student ability to effectively communicate the life of an Aboriginal residential school student in the first-person journal entry and to empathize with the Aboriginal student
- Summative evaluation by teacher of diary excerpts to determine student understanding of daily life in residential schools as a reflection of different political and social opinions concerning Aboriginal education and in the success and failure of these schools in promoting equity for Aboriginal peoples

Accommodations

- Provide teacher or tutor support and direction for planning and rough draft work.
- Design a worksheet to help guide observations during the video.
- Provide scaffolding to assist students in writing.
- Extend discussion of diaries into a lesson on primary and secondary resource material.
- Provide a planning sheet for journal entries.

Resources

Print

Canadiana Series: Canada's Native People.

Connecting Canada. Canadian Education Association (available in all school boards).

Mercredi, Ovide. *Into the Rapids.* Toronto: Viking.

Johnson, Basil. *Indian school days.* Toronto: Key Porter Books, 1988.

Report of the Royal Commission on Aboriginal Peoples – Volume I, Chapter 10 of the Final Report.
“Residential Schools 1996.

Video

Where the Spirit Lives, NFB

Beyond the Shadows: In their own voice, residential schools' impact and the ways people are healing, NFB.

Activity 4: Responding to BiBi

Time: 225 minutes

Description

The years from 1963 to 1970 represent a tumultuous era in French/English relations in Canada. Students have an opportunity to study the changes that took place in this time period and examine a microcosm of virtually all of the voices and alternatives that currently find expression in Canada. The changes that took place represent the new beginning of dialogue that is still not resolved today. There are the efforts of the Quebec government to establish a direction for the people through the Quiet Revolution. There is the federal concern for defining Canada as a duality through such initiatives as the Royal Commission on Bilingualism and Biculturalism and the Official Languages Act. There is also the sense of frustration culminating in the formation of the Parti Quebecois under René Lévesque and the increasing violence, which started with mail box bombings and ended in the October Crisis of 1970. Students evaluate the role of the BiBi Commission on French/English relations and the development of social justice in Canada. They also evaluate the role of the Canadian governments and some individuals to promote the preservation of the French presence in our nation. Students have the opportunity to express their opinions while respecting the opinions of others in articulating their views on the relationship between the two “founding races.”

Strand(s) & Learning Expectations

Strand(s): Communities: Local, National, and Global; Social, Economic, and Political Structures; Methods of Historical Inquiry

Specific Expectations

CO2.04 - describe the role of the Royal Commission on Bilingualism and Biculturalism in promoting duality in Canada;

SE1.03 - evaluate the continuing efforts by Canadian governments and individuals to promote solutions to problems connected to French/English relations in Canada;

HI3.01 - communicate ideas in the form of charts and response position papers outlining the variety of opinions in French/English relations;

HI3.03 - express ideas on French/English relations while understanding and respecting ideas that are different from or in opposition to your own;

HI2.01 - demonstrate an ability to distinguish bias or unsubstantiated arguments and opinions in the area of French/English relations.

Planning Notes

- Review information in Grade 10 textbooks or secure a greater in-depth understanding by referring to academic books (e.g., *Nation*) or resource binders (e.g., *Connecting Canada*).
- Any book or article by Ramsey Cook on French-Canadian survival, such as “La Survivance French Canadian Style” in *The Maple Leaf Forever* or *Canada and the French Canadian Question*, is useful.
- Prepare a summary sheet listing the main recommendations of the BiBi Commission.

Prior Knowledge & Skills

- This unit builds upon the concepts and skills developed in *The Ontario Curriculum, History and Geography, Grades 7 and 8* and the *Canadian History in the Twentieth Century, Grade 10, courses*, most particularly the units of study dealing with French/English relations in the past.

Teaching/Learning Strategies

1. The teacher reviews with students the timeline (Activity 1), pointing out the issues that deal with French/English relations and other issues from this time period that are connected to French/English relations.
2. The teacher and students review, with board notes, the differences between the traditional French-Canadian in Quebec prior to the Quiet Revolution and the changes that resulted from the Quiet Revolution. (Pictures from the *Canadiana Scrapbook* series, *The French Canadians*, are excellent examples.)
3. The teacher and students work on fictionalized “person-on-the-street” interviews and charts to demonstrate dissatisfaction that continued to exist in Quebec after the Quiet Revolution.
4. The teacher distributes a fact sheet summarizing the main recommendations of the BiBi Commission. Students complete a chart, identifying the problems being addressed, the suggested reform, and the possible reactions of a group of representative Canadians.

Assessment & Evaluation of Student Achievement

- Formative assessment through teacher observation of student understanding of meaning of key events and differences between Quebecois before and after the Quiet Revolution
- Formative assessment through teacher evaluation of student ability to identify opinions on an issue and account for the reasons for those opinions
- Formative assessment through teacher evaluation of student ability to identify issue or problem, demonstrate an understanding of it, and draw a conclusion or inference as to the probable reasons for various reactions to the issue or problem
- Summative assessment through teacher evaluation of student ability to express a variety of opinions on an issue in Canadian history and to demonstrate an understanding of the reasons for the presence of a variety of opinions on the same issue

Accommodations

- Provide teacher or tutor support and direction during individual activity work.
- As an extension, students write a position paper defending one of the schools of thought on the issue of French/English relations.
- As an extension, students prepare a chart that summarizes reactions of various Canadians to federal government efforts to promote bilingualism and biculturalism.

Resources

Print

Connecting Canada: A Resource for Canadian Students. Toronto: Canadian Education Association, 1992.

Encyclopedia of Canada's Peoples. Toronto: University of Toronto Press, 1999.

Granatstein, J., et al. "Canadien to Quebecois", *Nation*.

Innis, Hugh R. *Bilingualism and Biculturalism: An Abridged Version of the Royal Commission Report*. Canada: McClelland & Stewart, 1973.

Royal Commission on Bilingualism and Biculturalism as summarized in texts such as *Spotlight Canada*. Any book or article by Ramsey Cook about topics covered in this unit (see Planning Notes).

Websites

Ministère du Conseil exécutif. "Quebec's Historical Position on the Federal Spending Power 1944-1998." July 1998. – <http://www.cex.gouv.qc.ca/saic/english.htm>

Bélanger, Claude. "The Quiet Revolution." 1999. – http://members.nbci.com/history_1/his951/events/quiet.htm

Activity 5: A 60s Fair: Change, Innovation, Triumph, and Turmoil

Time: 375 minutes

Description

Students choose a topic of interest to them from the 1960s. Working in small groups, students demonstrate, through final product presentations, how their topics illustrate the theme of this unit: the 1960s as a time of change, innovation, triumph, and turmoil. In this way, they reinforce and extend the aspects of the unit's theme explored in the earlier activities. They also demonstrate their ability to conduct the full range of research activities, from topic selection and focussing, through information gathering and organization, to final product selection, preparation, and presentation. The presentations would ideally take place in a large open area, such as the gymnasium or the school atrium.

Strand(s) & Learning Expectations

Note: Students choose their own topics; choices determine to some extent the strand(s) and expectations demonstrated. Some strands and expectations are common irrespective of the chosen topic.

Strand(s): Change and Continuity; Citizenship and Heritage; Methods of Historical Inquiry

Overall Expectations

CCV.01 - demonstrate an understanding of key ways in which Canadian society is a "work in progress;"

CCV.02 - demonstrate an understanding of continuing issues, concerns, and strengths in Canadian society;

CCV.03 - demonstrate an ability to use the organizing concepts of chronology and cause and effect in the study of history;

CHV.03 - explain and assess how different individuals and communities seek to fulfil their ambitions and express their identities;

HIV.01 - demonstrate an ability to locate, select, and organize information from a variety of sources;

HIV.02 - demonstrate an understanding of the steps in the process of historical interpretation and analysis;

HIV.03 - communicate opinions based on effective research clearly and concisely;

HIV.04 - demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

CC3.02 - explain the process of cause and effect in the unfolding of key Canadian events and issues since 1945;

CC3.03 - analyse the interrelationships among political, social, economic, and cultural developments, issues, and ideas, using key examples from post-1945 Canada;

HI1.01 - formulate significant questions for research and inquiry, drawing on examples from recent Canadian history;

HI1.02 - conduct organized research, using a variety of information sources;

HI1.03 - organize research findings, using a variety of methods and forms;

HI2.01 - demonstrate an ability to distinguish bias, prejudice, stereotyping, or a lack of substantiation in statements, arguments, and opinions;

HI2.03 - describe key relationships and connections in the data studied;

HI2.04 - demonstrate an ability to develop a point of view that reflects effective research into diverse sources;

HI3.01 - communicate effectively, using a variety of styles and forms;

HI4.01 - demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently;

HI4.02 - use a variety of time-management strategies effectively;

HI4.03 - demonstrate an ability to work independently and collaboratively and to seek and respect the opinions of others.

Planning Notes

- Prior to the beginning of the unit, the teacher needs to arrange for a presentation area for use before school and during the lunch period(s) on presentation day.
- The maximum number of electrical outlets must be determined so that it can be taken into account when students are deciding upon their final product presentation format and are being assigned locations.
- The teacher needs to contact the library staff, both to book time for students to initiate their research and to arrange for a discussion of available resources, including books, selected periodical literature, and websites. An extensive resource list has been provided for this reason.
- The “Fair” should be advertised to the student body as an opportunity to come and examine the displays on the infamous 60s time period in Canada and talk to student presenters about what they have learned. Designing posters for the fair will heighten interest within the school, as well as reinforcing the themes of the unit for students. The presentations could take place during the lunch period to provide a maximum potential audience and so that class time can be devoted to preparation. (It is understood that home time outside of class is also required in the preparation of the topic.)
- Other staff members and/or invited guests, such as the principal or subject co-ordinator, could be invited to the Fair and be asked to take part in the assessment of the displays and presentations.
- In the interest of students, care must be taken to ensure a maximum comfort and safety level in terms of the presentation and the presentation area.
- ESL/ELD students could also explore events that happened in their home countries during the 1960s.

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- Since the activity requires time for students to select, research, and prepare the final presentation, the activity should be introduced to the project, at the latest, after the initial unit activity.
 - The initial brainstorming session would be accompanied with an appropriate selection of artifact materials related to the sixties, designed to stimulate students' interest and imagination.
 - Materials, which might include music or literature selection, one of the videos from the Canadian History series, a series of photographs, and a collage of newspaper headings, must be prepared in advance. This provides students with information about the 1960s they likely do not otherwise possess and enables them to select topic areas of interest in a timely fashion.

Prior Knowledge & Skills

- Students reinforce and extend the full range of research and presentation skills integral to their previous school curricula.
- As they brainstorm and make decisions about their topics, students are encouraged to recall and revisit aspects of the decade examined and explored in earlier activities (e.g., social legislation, the changing relationship with Quebec, popular culture, the immigrant experience and immigration policy, and the experience of the Aboriginal peoples).
- Students make use of the skills developed during the earlier activities, such as note taking and the use of charts, timelines, and information organizers.
- Students reinforce the use of rubrics as a guide for their own work and also in support for planning and conducting their group's research and presentation.

Teaching/Learning Strategies

Part 1 (75 minutes)

1. The teacher introduces the activity as the culminating one for the unit. Explain and discuss with students what is required as well as the process and assessment involved (see Appendix 2.6.1 – Final Product Presentation Rubric). Explain to students that part of the final evaluation is based on their work during the activity, including completion of the Research Proposal sheet and ongoing conferences. As well, students provide part of the final evaluation through peer assessment as well as a written assessment of their own contributions during the activity, including an account of their learning during the course of the activity.
2. Using the focus materials (see Planning Notes), the teacher conducts a brainstorming exercise to establish and record possible topic areas on the board. These might include (but are not limited to): music, art, literature, popular culture, sport, immigration and immigration policy, Aboriginal peoples' experience, women, education, business, economic and technological development, labour, politics and government, regional development including the relations of Quebec with Canada, relations with the United States, Canada's relationship with the world, urban life, and social developments.
3. As the most effective use of time and to assist students with the challenging task of shaping a general topic area into a manageable, focused topic (something "doable"), the teacher should work through the process with the class. This is modelled using one or two of the topic areas generated in the brainstorming exercise and the Research Proposal Sheet (Appendix 2.6.2).

Part 2 (75 minutes)

1. The teacher discusses with students the implications of choosing their own groups; they need to make choices based on an ability to work together and to divide responsibilities appropriately. They must also take into account the nature of the topic: there must be enough in terms of the scope of the investigation for each member to participate fully. Each person in the group, whether two, three, or four, must make an equitable contribution which can be assessed. Discuss the distribution: shaping the topic, dividing the research, contributing to the organization of the topic and to its presentation.
2. Students group themselves into pairs or groups of three or four. If a student wishes to work alone, that should be possible as well, although it should be emphasized that the topic chosen must be manageable.
3. The teacher distributes the research proposal sheet (see Appendix 2.6.2) to each group. Students discuss in their groups the topic area they would like to investigate. After having chosen a topic area, groups discuss aspects of the topic they wish to pursue (i.e., shape or focus the topic). They must also submit a suggested plan for the distribution of tasks.
4. At this juncture, it might be useful to conduct a brief review, with examples, on the skill of shaping a general topic area. Here, as at other appropriate points in the process, addressing skill building at the point where students “need to know” has been shown to be effective.
5. Groups submit the completed Independent Research Proposal Sheet as part of the activity’s process assessment. This provides an opportunity for students and the teacher to conduct conferences, as needed, to deal with problems and questions so that everyone can proceed knowing that manageable topics are being pursued in an organized way. To ensure an equitable distribution of tasks, groups submit the names of group members and their responsibilities.

Part 3 (150 minutes)

1. Provide research time in the Library/Resource Centre for groups to start their research. To ensure the most effective use of time, the library staff make available the selected 60s materials. The list in Resources should provide a guide. During this period, it should be possible, in special circumstances, for groups to modify or change their topic if necessary.

Part 4 (75 minutes)

1. Once the research is under way, it is important to conduct another skill-building session, dealing with the choice of the final product format for the presentations. The large-group discussion/brainstorming exercise should focus on how best to present the topics in an appealing way. (The underlying concept here is that of taking the audience into account.) Formats might include such approaches as: a written aspect, a visual component, oral account, appropriate clothing, dramatic presentation. Based on the types of format chosen (and especially whether an electrical outlet is needed), the groups are assigned a location in the presentation area. In assigning locations, special attention should be paid to the comfort level of special needs students (i.e., a location that limits the size of the audience at any one time). Examples of formats that have been the basis of effective presentations include an ensemble of musicians playing selections of 60s music, with written, oral, and photographic display/presentation; a skit representing selected 60s social/political/cultural situations; a display of technological developments; newscast interviews; a video to accompany additional oral, written, or visual display.

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2. This discussion should also address the mechanics of putting the presentation together. The precautions include the need to be realistic in terms of the material and equipment they propose to use - availability, cost, the time available versus the time realistically needed to prepare, the skills and skill level required. Students should then have time to apply these criteria to their own presentations, again with an opportunity to consult with the teacher, other groups, and other people who might be able to provide assistance. The teacher should model this organizational technique using an example and a chart divided into two columns, one with the heading, "Stage" or "Step" and the other with the heading, "Timeline." The teacher should assist special needs students in the completion of this chart if they are working together in one or more groups. The teacher should ensure that special needs students who are integrated into other groups take on manageable tasks, both in substance and time.

Assessment & Evaluation of Student Achievement

- Summative teacher evaluation based on completed Research Proposal sheets, process conferences, peer group assessment, student written accounts of their contributions and learning, and the Final Product Presentation Rubric.

Accommodations

- Special needs students can be accommodated in the actual physical layout of the Fair, peer grouping, and appropriate task options.
- ESL/ELD students may choose to do preparation on topics in their first language, provided appropriate materials are available. Their oral presentation should still be given in English.
- Students may contribute to their group's activity in ways, which utilize their learning styles, such as a visual representation, oral explanation, dramatic portrayal, or technical contribution.

Resources

Print

Adams, Michael. *Sex in the Snow: Canadian Social Values at the End of the Millennium*. Toronto: Viking, 1997.

Beaujot, Roderic and Kevin McQuillan. *Growth and Dualism: The Demographic Development of Canadian Society*. Toronto: Gage, 1982.

Bibby, Reginald W. *The Bibby Report: Social Trends Canadian Style*. Toronto: Stoddart, 1995.

Thomas, David, ed. *Canada and the United States: Differences that Count*. Peterborough, ON: Broadview Press, 1993.

Cameron, Elspeth, ed. *Canadian Culture: An Introductory Reader*. Toronto: Canadian Scholars' Press, 1997.

Crean, S.M. *Who's Afraid of Canadian Culture?* Don Mills, ON: General Publishing Company, 1976.

English, J.R., and R. Bothwell. *Canada Since 1945*.

English, John. *Shadow of Heaven: The Life of Lester Pearson*.

Flaherty, David H. and Frank E. Manning, eds. *The Beaver Bites Back? American Popular Culture in Canada*. Montreal: McGill-Queen's University Press, 1993.

Granatstein, J.L. *Yankee Go Home? Canadians and Anti-Americanism*. Toronto: HarperCollins, 1996.

Hillmer, Norman and J.L. Granatstein. *Empire to Umpire: Canada and the World to the 1990s*. Toronto: Copp Clark Longman, 1994.

Brown, Craig, ed. *The Illustrated History of Canada, revised edition*. Toronto: Key Porter Books, 2000.

Kelley, Ninette and Michael Trebilcock. *The Making of the Mosaic: A History of Canadian Immigration Policy*. Toronto: University of Toronto Press, 1998 (CH, October 99).

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- Kallmann, Helmut, Gilles Potvin, and Kenneth Winters, eds. *Encyclopedia of Music in Canada*, 2nd ed. Toronto: University of Toronto Press, 1992.
- Kidd, Bruce. *The Struggle for Canadian Sport*. Toronto: University of Toronto Press, 1996 (Canadian History, January 97), p. 16.
- Light, B. and R. Pierson. *No Easy Road: Women in Canada, 1920 to 1960s*.
- Miller, J.R. *Shingwauk's Vision: A History of Native Residential Schools*. Toronto: University of Toronto Press, 1996 (CH, March 97).
- Miller, J.R. *Skyscrapers Hide the Heavens: A History of Indian-White Relations in Canada, revised edition*. Toronto: University of Toronto Press, 1991.
- Morrow, Don, et al. *A Concise History of Sport in Canada*. Toronto: Oxford University Press, 1989.
- Morton, Desmond. *A Military History of Canada: From Champlain to Kosovo*, 4th ed. Toronto: McClelland & Stewart, 1999.
- Moses, Daniel David and Terry Goldie, eds. *An Anthology of Canadian Native Literature in English*, 2nd ed. Toronto: Oxford University Press, 1998.
- Orchard, David. *The Fight for Canada: Four Centuries of Resistance to American Expansionism*. Toronto: Stoddart, 1993.
- Pevere, Geoff and Greig Dymond. *Mondo Canuck: A Canadian Pop Culture Odyssey*. Scarborough, ON: Prentice Hall Canada, 1996.
- Fox, Paul W. and Graham White, eds. *Politics: Canada*, 8th ed. Toronto: McGraw-Hill Ryerson, 1995.
- Prentice, Alison, et al. *Canadian Women: A History*, 2nd ed. Toronto: Harcourt Brace Canada, 1996.
- Reid, Dennis. *A Concise History of Canadian Painting*, 2nd ed. Toronto: Oxford University Press, 1988.
- Smith, Denis. *Rogue Tory: The Life and Legend of John G. Diefenbaker*.
- Weih, Jean. *Facts about Canada, Its Provinces and Territories*. New York: H.W. Wilson Co., 1995 (Canadian History, March 96).

Websites

- Aboriginal Links: Canada and US – <http://www.bloorstreet.com/300block/aborcan.htm>
- Aboriginal Peoples Television Network (APTN) – <http://www.aptn.ca/>
- About Canada – http://canada.gc.ca/canadiana/cdaind_e.html
- Canadian Government Information – <http://collections.ic.gc.ca/>
- Canada's Digital Collection – http://dsp-psd.pwgsc.gc.ca/dsp-psd/Reference/cgi_index-e.html
- Canadian Heritage Information Network (CHIN) – <http://www.chin.gc.ca/>
- Canadian History: An Annotated Directory – <http://www.academicinfo.net/canhist.html>
- Canadian Magazines On-line – <http://www.cmpa.ca/magindex.html>
- Canadian Music Periodical Index – http://www.nlc-bnc.ca/wapp/cmipi/index_e.htm
- Canadian Newspapers On-line – <http://www.journalismnet.com/canpapers.htm>
- Canadian Politics on the Web – <http://www.nelson.com/nelson/polisci/canpol.html>
- CanPix Gallery [pictures and audio-visual resources] – <http://www.nelson.com/nelson/school/discovery/images/ncddimag.htm>
- CultureNet: An Electronic Window – <http://www.culturenet.ucalgary.ca/indexen.html>
- National Archives of Canada – <http://www.archives.ca/MainMenu.html>
- The National Atlas of Canada On-line – <http://atlas.gc.ca/>
- Telephone Directories for Canada – <http://www.teldir.com/eng/namc/ca>

Appendix 2.1.1

Creating a Timeline of Turbulence: 1963 to 1970 Student Copy

Listed below are 19 events or developments from 1963 to 1970. Your job is to indicate whether each of these events might best be described as: Political (P), Social Reform (SR), Nationalism (N), or French/English Relations (F/E), then create a timeline placing the events in the correct order of occurrence.

1. Parti Québécois formed; Rene Levesque becomes first leader of Separatist Party.
2. Canada adopts new national flag.
3. Liberal government introduces Order of Canada to honour significant Canadians.
4. Government introduces White Paper; calls for assimilation of Indians.
5. Universal Health Care Plan is introduced for Canada.
6. Trudeaumania sweeps elections campaign.
7. October Crisis: James Cross still captive; Pierre LaPorte murdered.
8. New Universal Points System introduced to end discrimination in immigration.
9. Diefenbaker out, Pearson in with new minority government.
10. Expo '67 – Most Successful World's Fair ever
11. Lesage is re-elected in Quebec on slogan "Maîtres Chez Nous."
12. Royal Commission on the Status of Women is established.
13. Canada monitors USS Manhattan; claims sovereignty over Arctic waters.
14. Quiet Revolution turns noisy with mailbox explosions.
15. Diefenbaker out; Conservatives choose new leader.
16. Trudeau passes Official Languages Act; Canada's two official languages affirmed.
17. Northern Dancer wins Kentucky Derby; Canadian horse toast of USA.
18. Canadian Pension Plan comes into effect.
19. Another minority: Pearson is re-elected.

Explanation of Categories

1. Political: events dealing with national issues, such as leadership, parties, elections, etc.
2. Social Reform: events dealing with national issues, such as status of groups in society, improving conditions in society, etc.
3. French/English: events dealing with issues involving Quebec and her relationship with the rest of Canada, relationship between French-Canadians and English-Canadians across Canada, etc.
4. Nationalism: events dealing with national efforts to identify Canada as a nation, circumstances leading to pride in being Canadian, etc.

Teacher Notes

Possible Categories

Political (P) – 6,9,15,19; Social Reform (SR) – 4,5,8,12,18; French/English (F/E) – 1,7,11,14,16;
Nationalism (N) – 2,3,10,13,17

Sequence of Events

1963 – 11,14, 9; 1964-17; 1965 – 2,18,5,19,8; 1967 – 3,10,12; 1968 – 15,1,6; 1969 –
4,16,13; 1970 – 7

Appendix 2.6.1

Research/Presentation Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Information: obtained from varied sources (printed texts, CD, encyclopedia, Internet, interview)	- limited use of a variety of sources	- some use of a variety of sources	- considerable use of a variety of sources	- excellent use of a variety of sources
Presentation Skills: fluency, eye contact, clarity, and modulation of voice	- voice is audible and clear to a limited extent; limited modulation; eye contact is limited	- voice is somewhat audible and clear; some modulation of tone; some eye contact	- voice is audible, clear, and modulated at appropriate times; considerable eye contact	- voice is thoroughly audible, clear, with excellent modulation; high degree of eye contact
Organizational Skills: neatness, content, use of charts, graphs, props	- limited evidence of organizational skills	- some evidence of organizational skills	- considerable evidence of organizational skills	- thorough evidence of organizational skills
Use of Visual Media: pictures, diagrams, and working models	- limited use of visual components	- some use of visual components	- considerable use of visual components	- thorough use of visual components
Knowledge of Topic: depth of knowledge and appropriate use of information	- limited understanding of topic - information used with limited effectiveness	- some understanding of topics - information used with some effectiveness	- considerable understanding of topic - information used with considerable effectiveness	- thorough understanding of topic - information used with a high degree of effectiveness

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 2.6.2

Independent Research Proposal Sheet

1. The area I would like to explore is:
2. The activity will take the form of (essay/display/video/skit, etc.):
3. On the back of this page, I have created a mind map that shows the aspects of the topic which I intend to explore.
4. Based on my map, I have divided my research topic into the stages below and I have worked out the following timeline for each of the stages:
5. The resources the teacher can help me with are:
6. Two conferences are required.
My first conference will be on:
My second conference will be on: ____ (within ____ days of my initial proposal having been accepted):