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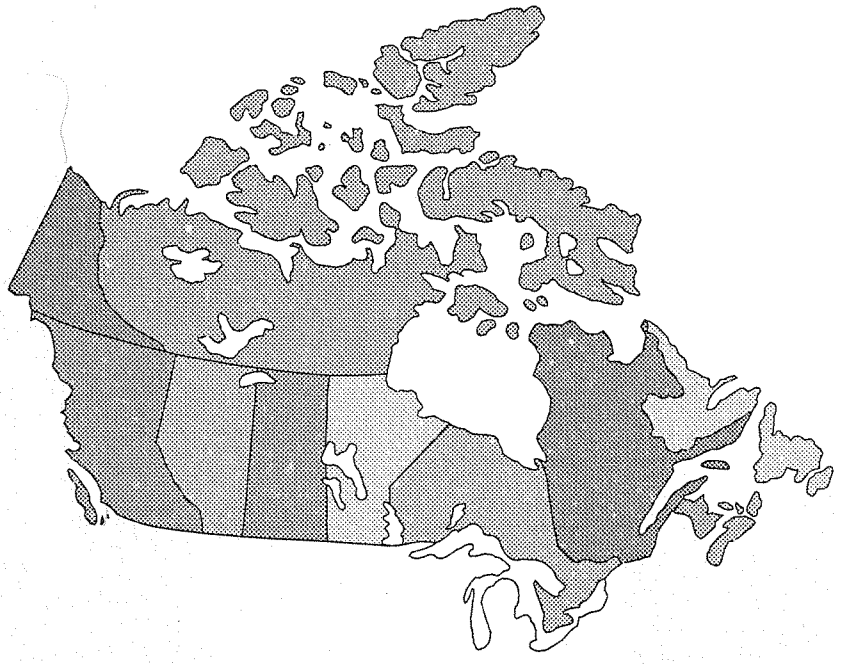

Canadian History 122

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Section 1

Background and Rationale

RATIONALE FOR CHANGE

There has been a need for a revision of the Canadian History 122 course for several years. Revisions to the course must meet the needs of our students as they move into the 21st century. It must also accommodate changes that have been made in the organization of our high school. The following features, in particular, reflect these needs and changes.

INCLUSION OF SOCIAL HISTORY

The course has often been taught with emphasis on political and constitutional history and often has looked solely at our past as a series of problems. Our social history, its evolution and impact must be acknowledged in any revision. This includes topics such as women, the working class, First Nations, multiculturalism and the changing face of Canada. This curriculum reflects a greater emphasis on the social history of Canada.

POST-CONFEDERATION/20TH CENTURY CANADIAN HISTORY

A course that includes Pre-Confederation topics would create great time constraints that will invariably reflect less attention to contemporary Canadian issues. Although there is some rational to begin the course at the 20th century, Canada became a nation in 1867. Beginning at this time allows coverage of some important events which have relevancy today.

CANADIAN VS NORTH AMERICAN CONTENT

Canadian history cannot be taught within the isolation of our own boundaries. Students must see that our history is largely a response to what is happening elsewhere. The two greatest external influences on us since confederation have been Britain and the United States. The Canadian History curriculum reflects the study of Canada within the context of the North Atlantic triangle of Britain, Canada and the United States.

THEMATIC VS CHRONOLOGICAL

A chronological approach provides a continuum and is the natural way to follow history. Once this is acknowledged, it is possible to identify themes which extend throughout chronology. Under a chronological approach, the course can be divided into units. Each unit lends itself to an examination of a series of themes.

These themes include the following: English-French relations, First Nations, continentalism, regionalism, Canadian Identity, social themes. While the course is designated as post-confederation, it is important to realize that these themes transcend a greater time frame and that the roots of these themes should be woven into the post-confederation study.

BREADTH VS DEPTH

The adoption of a chronological approach must accommodate opportunities to explore appropriate topics in depth. The Canadian History 122 Curriculum consists of 4 units with 2 sections each, with some latitude to the extent each section is pursued. This allows a chronological study of post-confederation Canadian history as well as an in-depth look at some of the issues presented.

COURSE OUTCOMES

The broad course outcomes are defined with due attention to historical thinking as well as historical understandings.

A) HISTORICAL UNDERSTANDINGS

1. Students understand the regional nature of the country as reflected in the federal system.
2. Students understand how geographic forces have shaped our history.
3. Students understand the evolving face of Canada as various cultural groups become part of the Canadian multicultural reality.
4. Students understand the consequences for Canada operating in an increasingly interdependent world.
5. Students understand the values of Canadians as reflected in their art, literature, music, media and other cultural mediums.
6. Students understand the effect of technology in shaping Canada.

B) HISTORICAL THINKING

1. Students will appreciate that historians are selective in the questions they seek to answer and the evidence they use.
2. Students should recognize that interpretation is an essential ingredient of history.
3. Students will employ processes of critical historical inquiry to reconstruct and interpret the past.
4. Students will apply key concepts such as chronology and causality to explain continuity and change in history.
5. Students will challenge arguments of historical inevitability.

The outcomes of the Canadian History Course are compatible with the Atlantic provinces framework for essential graduation learnings. All of the Atlantic Provinces Framework for Essential Graduation Learnings are strongly represented in this curriculum. (See Section II, Page 7)

The specific outcomes for the course are organized around four units (See Section III, Page 19). The outcomes in these units are content specific and address the historical understandings for the course.

The broad historical thinking outcomes for the course are addressed through the various learning activities that are suggested for each specific unit outcome.

Section II

Relationship to Essential Graduation Learnings

CITIZENSHIP

Graduates will be able to

- assess social, cultural, economic and environmental interdependence in a local and global context.

Graduates will be able to, for example:

- demonstrate understanding of sustainable development and its implications for the environment;
- demonstrate understanding of Canada's political, social and economic systems in a global context;
- explain the significance of the global economy on economic renewal and the development of society;
- demonstrate understanding of the social, political and economic forces that have shaped the past and present, and apply those understandings in planning for the future;
- examine human rights issues and recognize forms of discrimination;
- determine the principles and actions of just, pluralistic and democratic societies;
- demonstrate understanding of their own and others' cultural heritage, cultural identity and the contribution of multiculturalism to society.

A Canadian is a citizen of a local community, a region, a country and the world. Few would dispute the interconnectedness and the interdependence of citizens as the 21st century is rapidly approaching. The Canadian History 122 course is the ideal vehicle through which the Canadian citizen can gain an accurate perspective of how our country has developed from sea to sea to sea as well as develop a context from which future events may be analyzed.

Students of Canadian History 122 should be able to demonstrate an understanding of their own and others' cultural heritage, cultural identity and the contribution of multiculturalism to Canadian society. These topics are basic to a course in Canadian History.

By studying the establishment and dynamics of Canadian political structures, students should be able to determine the principles and actions of a just, pluralistic and democratic society - and judge whether these principles and actions have been followed in the past.

By studying Canada's immigrant population and the stresses associated with rapid change, students should be able to examine human rights issues and recognize the many forms of discrimination that resulted - to Irish, Black Canadians, Jews, Chinese and many other groups and individuals seeking refuge and a new life in Canada.

Students of Canadian History 122 should be able to demonstrate understanding of Canada's social, political and economic forces that have shaped the past and present, and apply those understandings in planning for the future - whether studying Women's' Rights Movements, or the establishment of agrarian political parties, or the Great Depression as important factors.

By studying the historical and changing trading patterns of the Canadian nation, students should be able to explain the significance of the global economy on economic renewal and the development of society - from the introduction of the fur trade to the cyberspace of the Internet.

Canadian citizens have relatives around the world. Their ancestors have migrated from practically every portion of the world. Ties have often been maintained and sometimes expanded with the mother countries. In the Canadian History 122 course, students should be able to demonstrate understanding of Canada's political, social and economic systems in a global context.

PERSONAL DEVELOPMENT

Graduates will be able to

- continue to learn and to pursue an active, healthy lifestyle.

Graduates will be able to, for example:

- demonstrate preparedness for the transition to work and further learning;
- make appropriate decisions and take responsibility for those decisions;
- work and study purposefully both independently and in groups;
- demonstrate understanding of the relationship between health and lifestyle;
- discriminate among a wide variety of career opportunities;
- demonstrate coping, management and interpersonal skills;
- demonstrate intellectual curiosity, an entrepreneurial spirit and initiative;
- reflect critically on ethical issues.

While a study of Canadian history may not directly address the above graduation learnings, the interaction of teacher and students within a democratically and cooperatively arranged classroom will allow the student to engage in activities in which his/her participation is valued and encouraged. This participation can provide the catalyst for continued exploration and searching for answers to recurring problems in our history. Understanding the history of this nation will provide a reasoned perspective from which the student can intelligently evaluate future problems in English-French relations, immigration, and governmental handling of social problems.

Researching historical questions concerning Canada is a skill that can be pursued by the student either independently or in a group setting. Role-playing of characters from any era in Canadian history, including those who displayed an entrepreneurial spirit and initiative in our past, can allow the student to become aware of the legacy that exists to be followed in the future.

Participating in debates and discussions about the entry of each province into Confederation, the conscription crises during both wars, and the rise of regional political parties can provoke the intellectual curiosity that needs to be followed with additional historical research and exploration.

The execution of Louis Riel, the internment of Japanese-Canadians, and the housing of

First Nations children in residential schools are only a few of the many ethical issues that can be critically reflected upon in a Canadian history course. Without a solid background in the history of our country, how can the students of tomorrow be expected to deal intelligently with topics related to Native issues, French-English relations, immigration quotas and the dismantling of the social safety net?

AESTHETIC EXPRESSION

Graduates will be able to

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

Graduates will be able to, for example:

- use various art forms as a means of formulating and expressing ideas, perceptions and feelings;
- demonstrate understanding of the contribution of the arts to daily life, cultural identity and diversity, and the economy;
- demonstrate understanding of the ideas, perceptions and feelings of others as expressed in various art forms;
- demonstrate understanding of the significance of cultural resources such as theatres, museums and galleries.

Canadians have developed a unique culture within a North American framework. To appreciate this unique culture students of Canadian History should examine those Canadians who have made a significant contribution to our culture. This would include; Canadian Victorian writers; the Group of Seven Artists and many musicians including Bryan Adams; Ann Murray and the Rankins.

In examining our culture we should seek answers to a number of pertinent questions including:

- Why do many Canadian Artists move " South of the Border" to achieve their success?
- Is it possible to continue a distinctive Canadian culture in the presence of a large powerful southern neighbor in an age of ever increasing technology such as satellite television?
- Are our national institutions such as the National Hockey League being taken over by the United States?
- What is the role of the federal government in maintaining or enhancing Canadian culture?

COMMUNICATION

Graduates will be able to

- use the listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn and communicate effectively.

Graduates will be able to, for example:

- explore, reflect on, and express their own ideas, learnings, perceptions and feelings;
- demonstrate understanding of facts and relationships presented through words, numbers, symbols, graphs and charts;
- present information and instructions clearly, logically, concisely and accurately for a variety of audiences;
- demonstrate a knowledge of the second official language;
- access, process, evaluate and share information;
- interpret, evaluate and express data in everyday language;
- critically reflect on and interpret ideas presented through a variety of media.

The study of Canadian History requires a student to listen to others, to reply to their arguments and to read for comprehension. As a result of this process our students should be able to discuss past and current issues in a rational and thoughtful manner.

A significant Canadian means of communication is our national public broadcasting system, the Canadian Broadcasting Corporation. This means of communication has become a national forum for the arts and culture in Canada. It provides a means for Canadians not only to express their ideas but also as a means to develop Canadian arts and culture.

Our students should examine a number of areas in regards to the CBC:

- What effect will financial cut backs have on it's role as a Canadian public broadcast medium?
- Should the Canadian Radio and Television Commission continue to insist upon significant Canadian content in our radio and television broadcasting?
- What is the role of government in promoting or sustaining our culture?

Our students should also examine other instruments of communication such as the print and film media and their future.

PROBLEM SOLVING

Graduates will be able to

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

Graduates will be able to, for example:

- acquire, process and interpret information critically to make informed decisions;
- use a variety of strategies and perspectives with flexibility and creativity for solving problems;
- formulate tentative ideas, and question their own assumptions and those of others;
- solve problems individually and collaboratively;
- identify, describe, formulate, and reformulate problems;
- frame and text hypotheses;
- ask questions, observe relationships, make inferences, and draw conclusions;
- identify, describe and interpret different points of view and distinguish fact from opinion.

While a study of Canadian history does not provide a ready formula for solving problems, it alerts students to those persistent issues confronted by successive generations of Canadians. It better guarantees that students will recognize the roots of these problems and be better able to weight the solutions offered by politicians and others.

While a problem or issue approach to Canadian history has been criticized because it implies the story of Canada is simply a succession of problems, it will be admitted that this approach has merit if not used exclusively. A problem approach, for example, may be effective in organizing the study of Confederation. The problem may be posed as follows:

> *How might the colonies end the political deadlock in Canada and respond to the American threat?*

Students may be asked to propose various plans of action to evaluate their relative merits prior to an examination of the historical response. This has the benefit of having students realize that history is not the result of the working out of some inevitable law. It also encourages then to evaluate the solution adopted, both in terms of its immediate and long range effect.

A similar approach may be adopted in approaching other topics.

> *How does a nation preserve its unity while responding to Quebec's demand for greater autonomy?*
>
> *Does a national policy of high tariffs or a free trade policy best ensure Canada's economic well-being?*
>
> *What policies are appropriate in promoting and protecting the national identity?*

An examination of such problems requires that students examine their assumptions, recognize the variety of perspectives which have to be considered in developing an acceptable solution, separate relevant from irrelevant information, bias from fact, and frame and test hypotheses.

History provides a laboratory in which to explore the possible consequences of various policies in response to particular problems, and therefore a frame of reference in analyzing contemporary problems. To ask students to respond as citizens to the problems which confront the nation today without reference to their historical context is to effectively disenfranchise today's students and tomorrow's citizen.

TECHNOLOGICAL COMPETENCE

Graduates will be able to:

- use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Graduates will be able to, for example:

- locate, evaluate, adapt, create and share information using a variety of sources and technologies;
- demonstrate understanding of and use existing and developing technologies;
- demonstrate understanding of the impact of technology on society;
- demonstrate understanding of ethical issues related to the use of technology in a local and global context.

It was a Canadian, Marshall McLuhan, who alerted us to the impact of the most influential technological innovation, television. Television's role in creating a global village is now part of the popular wisdom.

Canadian history, however, is replete with opportunities to study the impact of technology. The arrival of steam and iron ships and their impact on the economy of the Maritimes provide a classic case in the study of technology. The adoption of that other product of iron and steam, the railway, is a central part of the Canadian story—-as is that other "ribbon of steel', the Canadian Broadcasting Corporation.

The final unit in the Canadian history course will allow students to recognize the complex issues raised by the newest pieces of technology. How do we maintain the Canadian identity in a borderless world dominated by satellite television? How do we protect the Canadian currency in a world where the money traders are able to manipulate the currency markets while sitting in front of their computer consoles?

Canadians must, also, debate the implications of genetic engineering and other examples of biotechnology.

Students in Canadian history may be expected to use the technology associated with the information age to explore these issues related to technology. The Internet and CD-Roms are quickly becoming an integral feature of the history classroom, so that as McLuhan predicted, "the medium is the message."

Section III

Program Design and Components

PROGRAM DESIGN AND COMPONENTS

The program is organized under a four unit structure, each having two sections. This allows for a chronological study of post-confederation Canadian history and an in-depth look at some of the issues.

STRUCTURE

Unit I: MacDonald Era: Expansion and Consolidation: 1867-1896

Section 1: Nation Building
Section 2: Victorian Canada

Unit II: Canada's Century Begins: 1896-1920

Section 1: Immigration and Imperialism
Section 2: Canada and the Great War

Unit III: New Challenges and New Ideas: 1920-1945

Section 1: Politics, Protest and the Economy
Section 2: Canada and World War II

Unit IV: Canada and the Global Community: 1945-Present

Section 1: Canada and the World
Section 2: Inside Canada

ISSUES AND CONCEPTS

The curriculum is designed to cover a variety of issues and concepts. The contribution of the First nations and subsequent immigrant groups has provided a rich **cultural** mosaic upon which Canada has grown and developed. It is Canada's **Federal System** that has bound these diverse regions and peoples together as various changes and influences have molded our character.

Technological Change, on a continuum from the industrialization of the early 20th century to the current information highway, have altered the fundamental nature of our society. **Ideological Changes** have molded our politics. Many of these changes are reflected in the various cultural mediums. Much of Canadian history has been a response to outside influences. One such influence is that of **Continentalism** or the sharing of the North American continent with our American neighbours. The success of Canada's future will partly depend upon our response to the increasingly **Global Nature** of the world in all aspects of our life.

As a large geographic entity with pockets of settlements, people tend to be attracted to their part of the country and see their own interests, resulting in a conflict between **Regionalism** and **National Unity**.

TEACHING AND LEARNING ENVIRONMENT

To understand these themes and concepts, no single strategy is viable. There must be a multiple approach to methodology with attention being given to providing a balance. Underlying any method used is the understanding that this is a resource-based, student activity oriented curriculum.

While the instructional method used at a particular time would depend on many factors, the outcomes, the needs of the students and the resources available are critical. Various strategies can be broken into the following categories: **Direct instruction** could include a structured overview, compare and contrast, mastery lecture, didactic questions, demonstrations and guides for reading, listening and viewing. **Interactive instruction** includes role playing, debates, brainstorming, discussion, co-operative learning groups and problem solving. Through essays, computer assisted instruction, reports, assigned questions and research projects, the method of **independent study** is utilized. The Canadian history curriculum lends itself to **experimental learning** through field trips, simulations, field observations, and role playing. The final strategy is **indirect instruction** where outcomes can be achieved through case studies, problem solving, reading for meaning, and concept formation.

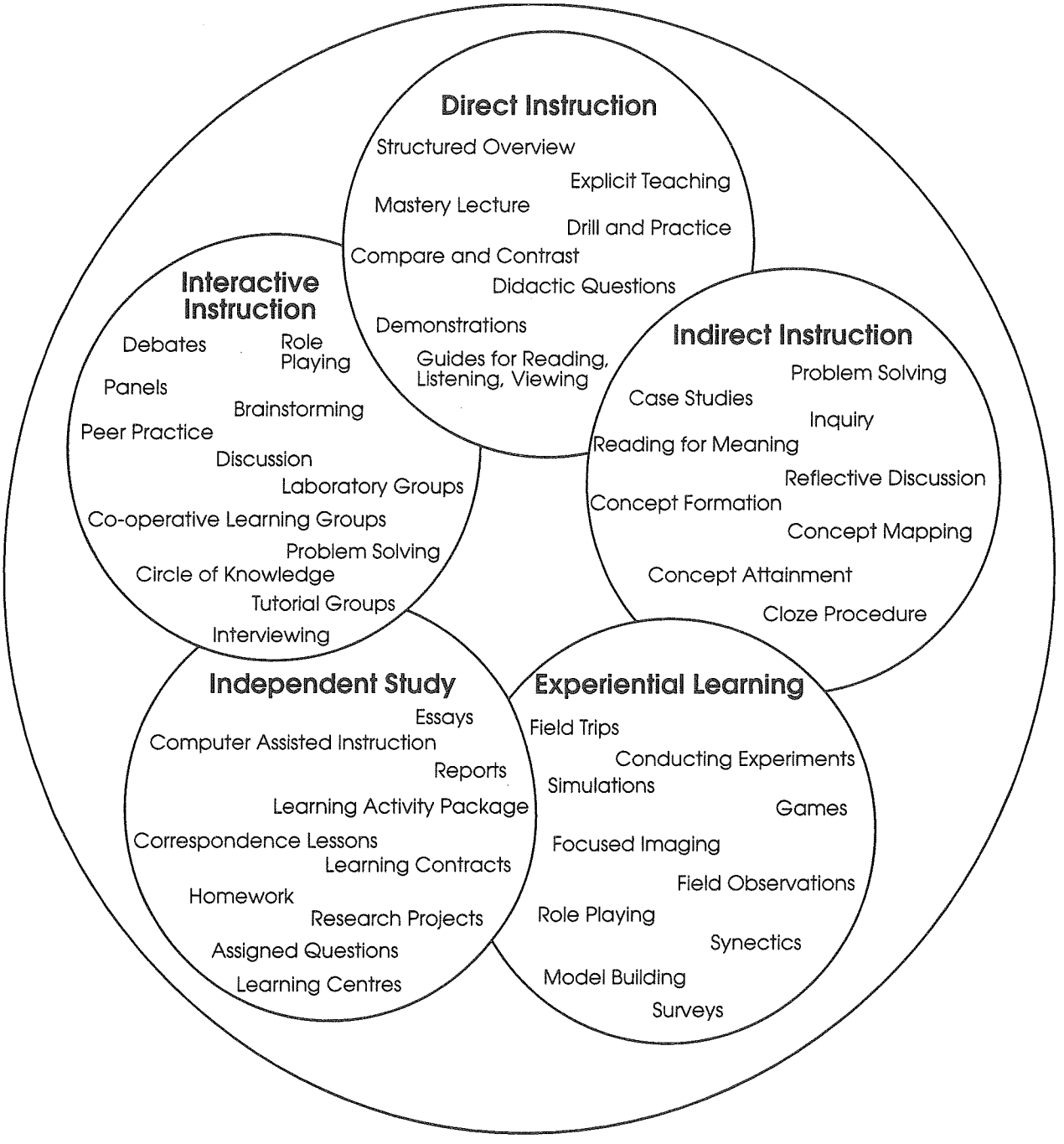
SEE CHART "INSTRUCTIONAL APPROACHES AND STRATEGIES" ON PAGE 21.

The learning environment must be open, where students are free to question and support their conclusions through reason and explanation. The student must be encouraged to question the various interpretations of historical events and to realize that these interpretations themselves change with time. The student must be challenged through questions and tasks to research and reflect. Their opinions, based upon this, must be valued. The student should be encouraged to translate knowledge and understandings into action.

The Canadian history curriculum provides ample opportunity for cross-disciplinary teaching. The reading of Canadian literature could be used to study society and events. Canadian art could be used as a medium to get at our value sand perspectives. Integration could also occur with Political Science 120, Economics 120, Canadian Geography 120, Physical Geography 110, Native Studies 120, Law 120, and World Issues 120.

The information highway is the latest tool open to the students. With access to internet, they can now identify and prioritize resources, and defend recommendations of what resources to use. Many CD Roms are becoming available which provide a wealth of resources previously not available to the classroom teacher. Access to audio-visual resources is necessary. Teachers still must have access to classroom sets of historical atlases, documents as well as textual material.

Instructional Approaches and Strategies



Source: Adapted from Instructional Approaches: A Framework for Professional Practice. *Saskatchewan Education 1991.*

Section IV

Curriculum Outcomes

AN INTRODUCTION TO HISTORY 122

As with any new course it is important to set a proper pedagogical tone. In Canadian History 122 we must set the stage of Post Confederation Canadian History so that our students obtain an overview of the topics and themes that the course will present to them.

This introduction should serve as a trigger for student questions, and as well present to them a broad spectrum of our country and it's people.

An excellent way to achieve this is to use the Canadian History Vignettes. This audio-visual resource will assist the student in obtaining an overview of the contributions of many Canadians to our country and to the world in which we live.

We are then able to select current issues from local/national newspapers or MacLean's magazine that concern all Canadians. These issues will point us to the past to examine the historical basis of these issues.

A number of issues are very obvious:

a. The status of Quebec could be an excellent beginning for our study of Canada. Is Quebec a distinct society ? Why is this such an important issue to Quebec? What is the historical basis for this statement?

b. What is the role of Canada in the world community? Canada has great international respect as a United Nations Peacekeeper. Why have we attained such prominence? Should we continue to send troops to "trouble spots" such as Bosnia?

Class sets of local newspapers are available for the study of local/regional/national issues.

UNIT 1 - 1867-1896

THE MACDONALD ERA - EXPANSION AND CONSOLIDATION

SECTION 1: Nation Building

OUTCOME #1

Students will demonstrate an understanding of and the reasons for the workings of the Canadian Federal system of government.

Elaboration:

The Canadian Federal system of government which was established at the Charlottetown, Quebec and London Conferences, is a flexible system which has permitted Canadian political and regional diversity.

In order to understand our federal system and its regional nature, students should examine the British North America Act to understand the regional nature of Canada and the geographical, racial and ethnic reasons surrounding the act.

Suggested Activities:

- Students should study the Confederation Conferences to discover the variety of opinions regarding federal union brought to these conferences by the Fathers of Confederation.

  This would be an opportunity for a group project with students representing the various colonies and re-enacting one of the confederation conferences. Five groups should be created representing the following: J.A. MacDonald & the Federalist point of

view; New Brunswick - Leonard Tilley; Nova Scotia & Charles Tupper; Prince Edward Island - John Hamilton Grey.

In the project the students should bring out the views of each group and note what happened to the dream of Maritime Union. In the discussions the teachers must ensure that the views presented are accurate and that all viewpoints are discussed. Discussion should centre around the views of those who wanted a strong federal government; Why Prince was reluctant to join a federal union; How the regions of Canada would be protected; The nature of the federal union - was confederation an "Act or a Pact"?

- Students should study the thesis of George Stanley's Act or Pact concept in view of present day suggestions for amending the constitution. An excellent source for this part of the study is found in "Changing Perspectives In Canadian History" which is available from the Instructional Resources Branch of the Department of Education. Teachers should ensure that they have a class set of this text.

At the conclusion of the group project, the students would be able to submit a two or three page report on an aspect of confederation such as:

a. Why did the maritimes discard the idea of maritime union in favor of federal union?
b. Why did both Prince Edward Island and Newfoundland reject federal union in 1867?
c. Joseph Howe of Nova Scotia referred to confederation as the "Botheration Scheme". Why was he against federal union?

Material for these activities may be found in the following sources: the student text; "The Road to Confederation" (Creighton) and the biography of MacDonald (Creighton); The Canadian Historical Booklets - The Charlottetown Conference and the Quebec Conference; the biography of Joseph Howe (Beck). The British North America Act is found in the student text and in the booklet "How We Are Governed" which is available from the Queen's Printer or your Member of Parliament.

- Students should read the British North America Act with special attention to sections 91, 92, and 93. This will allow students to obtain an appreciation of the powers of the federal and provincial governments.

- A reading and analysis of the section on the Senate will show how the act attempted to address the regional nature of Canada.

- After examining the British North America Act, students should determine why MacDonald wanted a strong central government. As well, we should answer the question as to why we have a federal system and not a legislative system.

OUTCOME #2

Students will demonstrate an understanding of the policies of Canadian western expansion.

Elaboration:

The government of Canada purchased the Northwest Territories from the Hudson's

Bay Company in 1869 in order to build a nation "from sea unto sea". This event put an end to American northern expansion - "Manifest Destiny" but also led to rebellion and racism in the west and in central Canada. This topic should also lead students to develop an appreciation of western Canada's topography and the First Peoples who lived in the Northwest Territories and how Canada dealt with their land claims.

Suggested Activities:

- The North West Territories:

  Examine a Canadian Historical Atlas and study the topography of the North West Territories to determine:
  - the type of natural vegetation
  - the climate
  - the soil types;
  - the amount of rainfall
  - the number of frost free days.

- Students should examine the motives of the following groups for western expansion:
  - the Canadian government;
  - The Hudson's Bay Company;
  - the United States;
  - the First Peoples;
  - the Metis;
  - the Canada Party.

  This activity would be enhanced by "role playing" the various groups or by a debate. Divide students into groups of 3-5 to research and portray one of the groups.

- A wider view of this topic is how the problems of the west were viewed in Ontario and Quebec. The views of both the Orange Lodge and Quebec sympathy with the Metis should form an integral part of this topic.

Resource material for these activities will be found in the following sources: The Birth of Western Canada (Stanley); The Old Chieftain (Creighton); Louis Riel (Stanley); The Riel Rebellions Revisited (Flanagan); and, The Company of Adventurers - The Hudson's Bay Company (Newman).

OUTCOME #3

Students will demonstrate an understanding of the causes and consequences of the National Policy.

Elaboration:

The National Policy of John A. MacDonald not only won the election of 1878 but was to form the economic basis of Canada for more than a century. Students should understand the main elements of the National Policy and be able to describe how MacDonald viewed the importance of creating a truly great nation north of the 49th Parallel.

Suggested Activities:

- The National Policy:
  - Students should review the history of Canada's trade policies from the advent of British Free Trade in 1846 until the National Policy of 1878. This topic could be developed as an independent research project by one or more students and presented to the class as an oral report.
  - Why did MacDonald believe a National Policy was essential for the Canada? Was it an election ploy or was it the basis of building a Canadian nation? Students should determine the success/failure of the National Policy by examining the

development of East/West Trade. E-STAT is a valuable tool for this exercise. This aspect of the topic lends itself to a class discussion of the National Policy and it's elements. Changing Perspectives has a chapter devoted to this topic which could form the basis for the class discussion. The teacher should prepare an outline of the topic so as to give a focus for the reading and class discussion of the topic. For example: What were the three elements of the policy?; How did MacDonald envision effecting this policy?; What differences existed between MacDonald and Laurier over this policy?

- The Canadian Pacific Railway:

  A number of questions could be given to the class to deal with the building of the Canadian Pacific Railway;

  - How did the railway fit into the national policy?
  - MacDonald wanted the railway constructed by private interests. How did this lead to the Canadian Pacific Railway Scandal of 1872-3? Students should discuss "the scandal" and explore whether it was a scandal or the normal way in which governments did business in the late 19th Century?
  - Use the Atlas to trace the route of the Canadian Pacific Railway. Why was this route chosen?
  - How did MacDonald finally accomplish the building of a Railway "A Mari Usque Ad Mare"? Determine the role of the following in completing the railway: George Stephens; Donald A. Smith; William Cornelius Van Horne and The North

West Rebellion of 1995.

Resource Material for these topics will be found in: The Old Chieftain (Creighton); The National Dream & The Last Spike (Berton); The Birth of Western Canada (Stanley).

OUTCOME #4

Students will demonstrate a knowledge of the tension between the Federal and Provincial Governments and their rights and powers which developed during this era.

Elaboration:

The British North America Act made Canada a strong federal country. It also attempted to address the concerns of the regions of the country by giving equal regional representation in the senate. However, as the end of the century approached, conflicts between the provinces and federal grew. Students should understand the developing conflict between the two levels of government and be able to concisely present this information.

Joseph Howe of Nova Scotia warned maritimers about the "Botheration Scheme". As the end of the MacDonald era approached, federal-provincial relations became strained. Was the confederation "honeymoon" over? Was Joseph Howe correct in his views?

Suggested Activities:

- All students should research the growing differences between the provincial and federal governments.

Two students could present the conflicting views to the class as an oral presentation.

- The character of Joseph Howe is of significance during this period. He was anti-confederation but his views soon changed or were they changed for him by MacDonald? A class discussion could take place over the "about face" of Joseph Howe.

- Students should research and be prepared to discuss the Manitoba School Issue of 1890 to show
  i. Western alienation and,
  ii. the issue of provincial rights.

  How did this turn into both a racial issue and one of federal/provincial rights?

- The Canada First Movement began during this period? What was this movement and who were the leading proponents and why? Students should research and discuss this issue.

Resource material for these topics may be found in: The Old Chieftain (Creighton); Laurier (Skelton).

UNIT 1 - 1867-1896

THE MACDONALD ERA - EXPANSION AND CONSOLIDATION

SECTION 2: Victorian Canada

OUTCOME #1

Students will be able to research and analyze the changing social and economic nature of Victorian Canada as portrayed in the literature of the time.

Elaboration:

Canadian society and its influences had been mainly reflective of England since before confederation. However, by the end of the Victorian era it was beginning to take on a form and format of its own. Canadian writers began to portray Canadian ideas and influences and the population of Canada was changing as newcomers from central Europe began to trickle into the west. A Canadian mosaic was appearing and was reflected in the art and literature of the period.

Suggested Activities:

- Students should read selected items from Archibald Lampman; Bliss Carmen; and, Duncan Campbell Scott; to determine the themes of Canadian Literature during this period. Was it distinctly Canadian? This topic lends itself to co-operative teaching with a teacher of Canadian Literature.

- Examine the census of Canada (E-STAT) to determine

    i. The population of Canada by groups: First Peoples; French;

English; Mennonites; Ukrainians.

ii. Religious groupings in Canada.

iii. Occupations.

iv. Urban versus rural population.

This aspect of the topic could be presented as an individual research project to the class using E-STAT.

Students should be able to present a written report on these aspects of the topic to paint a picture of Victorian Canada.

OUTCOME #2

Students will be able to show how technology was affecting Canada both in a rural and urban setting.

Elaboration:

As Victorian Canada approached the 20th century many technological innovations were occurring and changing both rural and urban life. These changes were part of a continuum that has become part of life in the 20th century. The telegraph; the railway; the steam engine and electricity were to bring dramatic and traumatic changes to Canada.

Suggested Activities:

- A written project on the topic of: " How did development in western Canada occur in proximity to the transcontinental railway ", would ensure that students understood the railway and it's importance to Canada.

- "Was Canada now a Nation with the

completion of the transcontinental railway"?

- Students should research the changing role of women in Canadian society - women were working in manufacturing plants. What influences would this have on the family? E-Stat provides abundant material for this topic.

- How did technology affect the production of wheat and manufacturing?

Resource material for this topic may be found in: The Old Chieftain (Creighton); Laurier (Skelton); E-STAT; An Historical Atlas of Canada. Audio-visual materials which portray the period are: the filmstrip cassette: The MacDonald-Laurier Era (McIntyre Educational Media) and the cartoons on the MacDonald Era (Cole-Pavey). These are taken from newspapers of the day.

UNIT II: 1896-1920

CANADA'S CENTURY BEGINS

SECTION 1: Immigration and Imperialism

OUTCOME #1:

Students will demonstrate their understanding of the factors which contributed to the immigration into Canada and its' subsequent impact.

Elaboration:

Students should understand that the first wave of non-British immigrants that came to Canada under Sifton's policy gave a lasting legacy to the pluralistic society of today. Who came, why, and where they settled and worked, coupled with the racial bias against non-assimible peoples have led to increasingly apparent regional differences and an attitude of nativism.

? upon joining!

Suggested activities:

- Construct a chart to compare attitudes towards British, Asian and the different groups of European immigrants. How did these attitudes reflect Sifton's and other subsequent immigration polices and translate into the development of nativism ?

- Using E-Stat or an historical atlas, prepare a map showing the regional distribution of Canada's population in 1911. Add on this , a map of immigrant settlements. What conclusions can be made? What connections exist to the regional nature of Canada today?

- Compare the reasons various immigrant groups had for coming to Canada during the early years of the 20th century with those of immigrants today.

OUTCOME #2:

Students will demonstrate an understanding of the manner in which industrialization and urbanization transformed Canada.

Elaboration:

Students should understand the impact of industrialization in transforming the economic, social and political structures of Canada. The growth of the railway, automation, mass production and merchandising, American branch plants and the amassing of corporate power shifted the population and societies set of values and attitudes to the new urban reality. Students should recognize both the positive and negative effects of this change. Although industrialization allowed business and industrial growth, poverty for the lower classes and segregation of the social and ethnic classes eventually led to labor unrest. Its impact on the traditional French Canadian lifestyle was far reaching.

Suggested Activities:

- Summarize, in order of importance, the changes in Canadian society due to industrialization and urbanization. What were the major social tensions and divisions caused by this ?

- How did the forces of industrialism and urbanization interact with each other? What was the impact of railway building upon this ?

OUTCOME #3:

Students will be able to differentiate between the two forms of Canadian Nationalism as a response to British Imperialism and the American Manifest Destiny.

Elaboration:

Students should understand that the forces from the United States and Britain led to differing views of Canadian Nationalism. Imperialists felt that through economic and military CO-operation and political changes that gave the dominions more influence over imperial policy, Canada could subscribe to the ideals of British imperialism, but become an independent North American nation. Continentalists felt there was a natural association with the United States because of geography and increasing economic integration through branch plants and investment. Students should understand the effects these forces had on shaping nationalism and polarizing our differences within confederation.

Suggested Activities:

- This topic could lend itself well to student research and debate. The class could be split into Continentalists and Imperialists, and then subdivided into the various groups which supported one side or another- industrialists, French and English Canadians, farmers, etc. Each could look at the various issues that affected their beliefs; Boar War, reciprocity and Imperial preference, Alaskan Boundary Dispute, Naval Crisis, etc. The debate could center around the development of Canadian nationalism.

- Research topic- " It has been said by some that the separatist movement in Quebec today had its roots in the rising nationalist movement of the late 19th century."

UNIT II: 1896-1920

CANADA'S CENTURY BEGINS

SECTION 2: Canada and the Great War

OUTCOME #1

Students will demonstrate their understanding of the role and extent of Canadian participation in World War One.

Elaboration:

Students should understand the contributions of Canadians on the battlefield and how this led to a growing respect and recognition of Canada as an independent nation. This ,in turn, helped pave the way for recognition in other areas.

Suggested Activities:

- At the battles of Ypres, Vimy and Passchendale, Canadians earned high praise. Research one of these battles, and in a visual display, prove this point.

OUTCOME #2

Students will demonstrate their understanding of the internal turmoil caused by Canada's participation in World War One.

Elaboration:

While the Conscription issue divided Canada along cultural, religious and political lines, the efforts at home served to strengthen the fabric of the nation. Students should understand the effect of the war on our economy, nativism and the women's movement.

Suggested Activities:

- As a German immigrant, write a letter describing how the non-British groups suffered a loss of cultural and civil rights between 1914 and 1919 . This may later be related to experiences from World War II.

- List the political and social reforms women achieved during the war. Prepare a short timeline that indicates when women in each of the provinces received their right to vote, both provincially and federally.

- Prepare a chart outlining the arguments for and against the use of conscription in World War I. What groups supported each argument ? Show how this led to greater divisions within Canada.

- As a family member writing to a soldier on the front, describe the conditions of war time Canada. Be sure to include the economic contributions of women, efforts to finance the war and general living conditions at that time.

OUTCOME #3

Students will demonstrate their understanding of the full political maturing of Canada due to participation in World War One.

Elaboration:

One of the most important victories of the war was won at the diplomatic table. When Britain declared war, Canada was automatically involved. Through Bordon's persistence, Canada gained a seat on the Imperial War Cabinet. Later, at the Treaty of Versaille, Canada gained full

international recognition as an autonomous nation. Students should understand the impact of the war on the world's view of Canada as a maturing nation ready to accept its international responsibilities independent of Britain.

Suggested activities:

- Debate: "For Canada, the most important victories of World War I were won at the diplomatic Table rather than on the battle front."

- Participation in World War I changed Canada, but historians have long debated the impact of the war on the country. Prepare a chart that lists both the ways in which World War I strengthened Canada as a nation and the ways in which it was detrimental. Then write a brief personal statement that assesses the impact of the war on Canada.

UNIT III: 1920-1945

NEW CHALLENGES AND NEW IDEAS

SECTION 1: Politics, Protest and the Economy

OUTCOME #1

Students will demonstrate an understanding of the factors leading to the establishment of regional political protest parties and movements.

Elaboration:

Students should understand why and how various protest movements arose across the country in the inter-war years, from the Progressives, Agrarian parties and Maritime Rights Movement of the 1920s to the Cooperative Commonwealth Federation, Social Credit and Union Nationale Parties of the 1930s. The theme of political alienation on a regional basis should be explored as powerful regional personalities like Maurice Duplessis, William Aberhart, J.S. Woodsworth and Moses Coady are introduced.

Suggested Student Activities:

- Group Project
  Organize students in groups of 3 to 5 with each group representing one of the following political parties or movements that were prominent in Canada in the 1920s and 1930s: Progressives, Social Credit, Union Nationale, CCF, Maritime Rights Movement, the Antigonish Movement. (Another possibility is the inclusion of the Klu Klux Klan.) After an appropriate time for research, each

group is to make a class presentation on its party/movement. Students are to answer the following questions in their presentation:

- Who belonged to the party/movement? - both individuals and groups.
- Why was the party/movement formed and what ideas did it promote?
- What successes and failures were experienced by the party/movement during the 1920 - 1945 time period?
- Are the ideas of your party/movement prevalent in Canadian society today? Cite specific examples.

OUTCOME #2

Students will demonstrate an understanding of the increasing influence of the various forces that promoted nationalism and continentalism in Canada during the 1920s, the 1930s, and 1940s.

Elaboration:

Students should understand how the Bennett Government was influenced by the New Deal programs of American President Franklin Roosevelt, how the Statute of Westminster (1931) and other inter-war events reduced Canadian dependence on Britain, and how the Ogdenburg Agreement led to closer relations between Canada and the United States. They should understand how Canadian communities were influenced by the America of the Roaring 20s and the introduction of Prohibition in the United States. They should understand how the media influenced Canadians during times of hardship and times of joy.

Suggested Student Activities:

- Debate over Prohibition

  Students should be arranged in teams to debate a topic like the following:

  > Be It Resolved That Citizens be prohibited by law from manufacturing, selling or transporting alcoholic beverages.

  The purpose of the debate is to have the students research the topic of Prohibition, finding out why government regulation was introduced in the war years and how Canada and its provinces reacted to this issue in a different way from the United States. They should become aware of the influence of the American Prohibition Amendment on life in Canada during the *Roaring 20s* and how the industry known as *Rumrunning* affected the economy of the Maritime provinces.

- Another possible way of introducing the topic of Prohibition could involve a discussion of a recent article by journalist and historian Gwynne Dyer. In an opinion piece in the Daily Gleaner (January 2, 1996) entitled "Call Off War On Drugs", Dyer promotes the legalization of present illegal drugs. He states: "The experience of Prohibition, which created organized crime in the United State, has taught Americans nothing." This article might provide an appropriate catalyst for a study of the Prohibition Era.

OUTCOME #3

Students will demonstrate an understanding of the causes and consequences of the Great Depression on Canada following the Stock Market Crash of 1929.

Elaboration:
Students should understand how the Great Depression began and how a Stock Market crash in a foreign country could have such negative effects on Canada. They should be aware of the disastrous effect the Great Depression had upon primary industries (especially farming) and the lives of individual Canadians and their families and how these citizens attempted to cope and survive. They should be able to trace the introduction of social programs at the beginning of Canada's social safety net.

Suggested Student Activities:

- Research on Social Programs

  The social *safety net* that presently exists in Canada was an attempt by political leaders to prevent the widespread individual and family suffering experienced across the country during the Great Depression. Students should research the present social programs (e.g., unemployment insurance, old age pensions, child tax credits - family allowance, medicare, social assistance - welfare) to find their origins. This could be a group project where each group researches a specific program. An examination of the Rowell-Sirois Royal Commission on Dominion-Provincial Relations should be central to this research. The culmination of the research could be a debate/discussion over what social programs should be provided by government for citizens of Canada today.

OUTCOME #4

Students will demonstrate an understanding of nativist sentiments that emerged in Canada during the inter-war years.

Elaboration:

Students should understand that sentiments existed in Canada during the 1920s and 1930s that opposed both immigrants and ethnic groups that did not fit the White Anglo-Saxon stereotype. They should also understand the attempts made to assimilate Natives in residential schools, the arrival of the Klu Klux Klan to promote the white supremacist ethic, and the restrictionist immigration policy of the King government.

Suggested Student Activities

- Research on Minorities

  Students should research the treatment of various minority groups by the Canadian populace and government during the inter-war years and compare this with how these groups were treated during World War II. Some suggestions are:

  - *Jews*
    "None is Too Many" by Irving Abella and Harold Troper
  - *Italians*
    "Canadese: A Portrait of the Italian Canadians" by Kenneth Bagnell
  - *Japanese*
    "The Enemy That Never Was" by Ken Adachi
  - *First Nations*
    "Native Soldiers: Foreign Battlefields" (Government of Canada, Veterans Affairs)

OUTCOME #5

Students will demonstrate an understanding of the response by the Canadian government and people to the

rise of totalitarian regimes in Europe.

Elaboration:
Students should understand the various types of totalitarian governments that came to power in Europe and the reactions by the Canadian government and citizens to these new regimes. Students should understand the role played by the Canadian government in the League of Nations, especially in the Manchurian and Ethiopian incidents, the reaction by Canadians to the Nazi regime in Germany and the fascists in Italy, and the inroads made by communism in the Canada of the 1930s. Students should be aware of the involvement of Canadian volunteers in the Spanish Civil War.

Suggested Student Activities:

- Discussion Question

  Although Canadian participation in the Spanish Civil War was not major or government-sanctioned, it could provide a starting point for the exploration of Canada's role on the international scene. In recent years surviving members of the MacKenzie-Papineau Battalion made up of Canadian volunteers have petitioned the Canadian government for compensation and military recognition. Students should be asked whether these survivors should receive recognition and remuneration for their service in this war. This should lead to research into the fascist/communist conflict in Europe, the involvement of Germany, Italy and the Soviet Union in the Spanish conflict and the participation of individuals like Dr. Norman Bethune and novelist Ernest Hemingway.

- Another related topic that could provoke discussion is what type of

recognition/remuneration (if any) should be given to persons who fight for their country in an international arena. Should distinctions be made between volunteers and those who were conscripted or drafted into service?

UNIT III: 1920-1945

NEW CHALLENGES AND NEW IDEAS

SECTION 2: Canada and World War II

OUTCOME #1

Students will demonstrate an understanding of the role and extent of Canada's participation in World War II.

Elaboration:

During World War II Canada supplied troops, training facilities and copious supplies to support its allies. Students should understand the contributions of Canada in both military personnel and strategic supplies. They should be aware of the role Canada played in war decision-making and the specific areas where Canadian servicemen and women contributed to the war effort. The Battle of the Atlantic, Canada's role in Dieppe and Normandy, the liberation of the Netherlands, the Commonwealth Air Training Program should become part of the Student's understanding. Students should explore the social aspects of wartime living - from the entertainment of soldiers in ports and training facilities to the introduction of War Brides and their offspring to a foreign land.

Suggested Activities:

- Foreign Contacts

  Canadians often do not recognize their own successes or achievements until these have been confirmed by "outside interests". To find out more about the

contributions of Canadians in Europe during World War II, students should make contact with High Schools and students in the Netherlands. These Dutch students can then enlighten our students on the liberation of the Netherlands as well as the housing of the Dutch Royal family in Canada during the war. The Canadian students should search for persons with Dutch heritage in their community, province and country to see the contributions they have made in Canada.

- Historical Research

  As an exercise in social history, students should find out about the many romantic relationships established by Canadian servicemen and women both at home and overseas. They should find out about the many *war brides* who accompanied their new husbands across the Atlantic at the conclusion of hostilities. By contacting existing War Brides Associations, they may be able to find local members who can relay their wartime experiences to the class.

OUTCOME #2

Students will demonstrate an understanding of the internal turmoil caused by Canada's participation in World War II.

Elaboration:

Students should understand that not all Canadians were wholeheartedly in favour of the roles taken by the Canadian government during World War II. They should be aware of how the War Measures Act changed the lives of ordinary Canadians and how various ethnic groups were deprived of basic human rights and how refugees from war-torn countries were

received in Canada. They should be aware of the establishment of military bases throughout the country and the effects this had on the local economy and life styles. Students should understand how the King government dealt with conscription and the effect this had upon different regions of the country.

Suggested Student Activities:

- Film - *Mackenzie King and the Conscription Crisis*

  Have students view the 30 minute NFB film *Mackenzie King and the Conscription Crisis* which explains the actions taken by the Mackenzie King government to avert a domestic problem between English and French Canada while providing promised troop reinforcements for the European War. A series of background questions that can be answered from the film should be given to students in advance. Discussion following the film should revolve around which should prevail: the individual's right to enlist or to refuse military service - or the collective right of the state to require citizen participation during times of war.

UNIT IV: 1945-PRESENT

CANADA AND THE GLOBAL COMMUNITY

SECTION 1: Canada and the World

OUTCOME # 1

Students will demonstrate an understanding of the factors which allowed Canada to play a significant role as a middle power in the post-war years, and the manner in which Canada exercised that role.

Elaboration:

In the years following the end of the war, Canada played a significant role in international affairs. Students should understand the cold war context in which this role was played and the particular circumstances (Europe's post-war problems, Canada's special relation with the United States, etc.) which allowed Canada to exercise influence quite out of proportion to its power. Students should evaluate how Canada exercised this power by reference to specific events, such as the Suez Crisis.

Suggested Student Activities:

- Prepare a state-of-the-nation address for the Prime Minister in 1950, wherein you review the situation in Europe and at home and outline a foreign policy for Canada.
- Develop an outline for a white paper on Canada's foreign policy in 1950.
- Write a letter to the editor in which you argue for Canadian neutrality as a necessary prerequisite for effective

Canadian participation in international affairs in 1950.

- Write an editorial entitled "What Ever Happened to the Third Option." In the editorial, examine the rationale for the Third Option and the reasons it was not realized.

OUTCOME # 2

Students will demonstrate an understanding of the effect of globalization on Canada and the Canadian response.

Elaboration:

Canada's dependence on trade has always made the nation particularly sensitive to world developments. Students should understand that this sensitivity was heightened as technology and communication created a global village, characterized by increasing interdependence. Students should evaluate the economic, political, and social challenges and the possibilities presented by the forces of globalization. Such an evaluation requires that students examine such topics as the emergence of transnationals, the development of regional trading blocks, the homogenizing of culture, and the issue of national sovereignty.

Suggested Student Activities:

- Make a presentation to the United Nations in which you argue—-based upon the turbot war—for the need for international regulations in preserving fish stocks.
- Make a presentation to the CRTC on the need to protect Canadian culture in a borderless world dominated by communication satellites.
- Develop a map or chart which will

illustrate Canada's dependence on exports and outline a strategy for competing in the global marketplace.

- Debate the following proposition: "Resolved that the concept of national sovereignty is an anachronism in today's borderless world."

UNIT IV: 1945-PRESENT

CANADA AND THE GLOBAL COMMUNITY

SECTION 2: Inside Canada

OUTCOME # 1

Students will demonstrate an understanding of the opportunities and challenges associated with sharing a continent with the American super-power which emerged from the second world war.

Elaboration:

It has been suggested that Canada is a political freak which transcends the north-south pull of geography. Students will already recognize the challenges presented by sharing the continent with our powerful neighbors to the south. During certain periods of the post-war era, the debate between "continentalism" and "nationalist" intensified and students should examine the competing arguments by reference to such issues as NEP and NAFTA.

Suggested Student Activities:

- Draw a map of North America and include the north-south geographic forces. Divide the continent into various nation-states based upon natural geographic regions.
- Develop a chart comparing the Mulroney governments policy to the United States with that of Trudeau's. Draw cartoons which illustrate the two policies.
- Write a profile of the North American man/woman which suggests little or no distinction exists between the Canadian and his/her American counterpart.

- Debate the following: "Resolved that Canadian nationalism is anti-Americanism."

OUTCOME # 2

Students will demonstrate an understanding of the forces which threatened the unity of Canada in the second-half of the 20th Century.

Elaboration:

The 1995 referendum in Quebec reminds us of how fragile the nation is. Students should recognize this as a central theme in our history and should examine the most recent chapters in this story—-the Quiet Revolution, the October Crisis, the 1980 referendum, Meech Lake. Students should evaluate the competing arguments made by federalists and sovereigntist, supporters of a strong federalism, and those who demand a more de-centralized federal structure.

Suggested Student Activities:

- Outline an interpretation of Canadian history such as might be offered by a Quebec nationalist.
- Conduct a round table discussion in which each of the following responses to Quebec is represented:
  a. special status
  b. sovereignty association
  c. independence
  d. community-of-communities
  e. centralized federalism
- Write a response to the October Manifesto of 1970.
- Construct a chart which compares Quebec of the ancient regime with the "new" Quebec produced by the Quiet Revolution.

OUTCOME # 3

Students will demonstrate an understanding of the contemporary factors which shape the social and cultural fabric of today's Canada.

Elaboration:

The United Nations suggests that Canada is a success story. Students must examine the criteria for this judgement and evaluate its legitimacy. This requires students to explore issues related to equity, equality, social security, as well as that persistent question regarding our national identity

Suggested Student activities:

- Write a letter to the editor in which you defend or criticize:
  a. legislating pay equity
  b. extending spousal benefits to gay partners
  c. legalizing "living wills"
  d. allowing user fees in health care.
- Write a "final chapter" in which you describe the state of Canada in 2020.
- Review one of the following books:
  "The Canadian Mosaic"
  "The Myth of Multiculturalism"
  "Straight Through the Heart"

Section V

Assessment & Evaluation

ASSESSMENT & EVALUATION

The assessment method selected at any particular time would depend upon the identified learning outcomes to be evaluated, the conditions under which the student worked and the methodology used. They should be a valid, reliable and objective measure of the student's understanding. Assessment methods could include:

observation	case studies	debates
discussion	interviews	panel discussions
charts and maps	rubrics	tests
check lists	simulations	quizzes
journals	questionnaires	oral presentations
essays and reports	role plays	
group assessment		

Evaluation is a systematic process which determines the student's strengths and weaknesses. Ultimately, each student must master all the outcomes established in each of the units, and thus the over arching outcomes of the curriculum. The value of outcomes is they make it easier to evaluate the student. They can become the basis for testing and activities within the classroom. A checklist for each student can be used to monitor their outcome achievement and as a guide to judge their progress. A list of the broad course outcomes and the specific unit outcomes starts on the following page.

OUTCOMES CHECKLIST

i) COURSE OUTCOMES

Historical Understandings

1. Students understand the regional nature of the country as reflected in the federal system.

2. Students understand how geographic forces have shaped our history.

3. Students understand the evolving face of Canada as various cultural groups become part of the Canadian multicultural reality.

4. Students understand the consequences for Canada operating in an increasingly interdependent world.

5. Students understand the values of Canadians as reflected in their art, literature, music, media and other cultural mediums.

6. Students understand the effect of technology in shaping Canada.

Historical Thinking

1. Students will appreciate that historians are selective in the questions they seek to answer and the evidence they use.

2. Students should recognize that interpretation is an essential ingredient of history.

3. Students will employ processes of critical historical inquiry to reconstruct and interpret the past.

4. Students will apply key concepts such as chronology and causality to explain continuity and change in history.

5. Students will challenge arguments of historical inevitability.

ii) UNIT OUTCOMES

Unit 1: Section 1

1. Students will demonstrate an understanding of and the reasons for the workings of the Canadian Federal system of government.

2. Students will demonstrate an understanding of the policies of Canadian western expansion.

3. Students will demonstrate an understanding of the causes and consequences of the National Policy.

4. Students will demonstrate a knowledge of the tension between Federal-Provincial and Provincial Governments and their rights and powers which developed during this era.

Unit 1: Section 2

1. Students will be able to research and analyze the changing social and economic nature of Victorian Canada as portrayed in the literature of the time.

2. Students will be able to show how technology was affecting Canada both in a rural and urban setting.

Unit 2: Section 1

1. Students will demonstrate their understanding of the factors which contributed to the immigration into Canada and its' subsequent impact.

2. Students will demonstrate an understanding of the manner in which industrialization and urbanization transformed Canada.

3. Students will be able to differentiate between the two forms of Canadian nationalism as a response to British Imperialism and the American Manifest Destiny.

Unit 2: Section 2

1. Students will demonstrate their understanding of the role and extent of Canadian participation in World War I.

2. Students will demonstrate their understanding of the internal turmoil caused by Canada's participation in World War I.

3. Students will demonstrate their understanding of the full political maturing of Canada due to participation in World War I.

Unit 3: Section 1

1. Students will demonstrate an understanding of the factors leading to the establishment of regional political protest parties and movements.

2. Students will demonstrate an understanding of the increasing influence of the various forces that promoted nationalism and continentalism in Canada during the 1920's, 1930's, and 1940's.

3. Students will demonstrate an understanding of the causes and consequences of the Great Depression on Canada following the Stock Market Crash of 1929.

4. Students will demonstrate an understanding of nativist sentiments that emerged in Canada during the inter-war years.

5. Students will demonstrate an understanding of the response of the Canadian government and people to the rise of the totalitarian regimes in Europe.

Unit 3: Section 2

1. Students will demonstrate an understanding of the role and extent of Canada's participation in World War II.

2. Students will demonstrate an understanding of the internal turmoil caused by Canada's participation in World War II.

Unit 4: Section 1

1. Students will demonstrate an understanding of the factors which allowed Canada to play a significant role as a middle power in the post-war years, and the manner in which Canada exercised that role.

2. Students will demonstrate an understanding of the effect of globalization on Canada and the Canadian responses.

Unit 4: Section 2

1. Students will demonstrate an understanding of the opportunities and challenges associated with sharing a continent with the American super-power which emerged from the second world war.

2. Students will demonstrate an understanding of the forces which threatened the unity of Canada in the second-half of the 20th Century.

3. Students will demonstrate an understanding of the contemporary factors which shape the social and cultural fabric of today's Canada.

Appendix

Student Text:

Bennett, Jaenen, Brune, Morgan, "Canada: A North-American Nation: Post-Confederation". Second Edition, McGraw-Hill Ryerson Ltd., Toronto, 1995.

Teacher Resources:

McGuinnes, "Teacher's Resource to Accompany Canada: A North-American Nation". Second Edition, McGraw-Hill Ryerson Ltd., Toronto, 1995.

Videos available from Instructional Resources:

Canada's Relationship with the Rest of the World (703857, 15 min.)
Canada's relationship with the global community in the areas of the environment, trade, culture and politics is examined. A fast-paced music video format presents a collage of sound and images as entertainers, international politicians, industrialists, journalists and others contribute to a perspective of Canada's position in the world.

Identity Canada (703859, 15 min.)
What gives a nation a sense of identity? I.D. Canada is a collage of opinions, perspectives, images and sounds which evoke a sense of the Canadian identity.

Multiculturalism (Rights) (703860, 21 min.)
Canada's population is a brilliant tapestry of people from every nation on earth. How do we handle this beneficial yet often difficult blending of cultures? Why does Canada have an official policy of multiculturalism? This program examines multiculturalism in Canada from a global perspective. Illustrates the waves of immigration which have created our multicultural population and examines the integration of various cultures in Canadian society. The comedy troupe Three Dead Trolls in a Baggie and others attempt to unlock the mysteries of multiculturalism for puzzled reporter Neil, who discovers it is, in the end, a personal quest for each of us.

The Newcomers: 1978 (700038, 59 min.)
The story of an Italian immigrant couple who work as a family to establish themselves in urban Toronto. A warm and often humourous story.

Three Canadians (702881, 30 min.)
A multicultural video on the life of three young people adapting to life in Canada.

Who Gets In? (702878, 53 min.)
An unprecedented front-line view of the Canadian immigration process in action. This documentary, shot in Canada, Africa, and Hong Kong, provides surprising answers to that difficult question raising issues about the nature of Canadian

immigration policy.

News in Review: Meech Lake (703601)

This program covers three important time periods and explores chronologically the events leading to the failure of the Meech Lake Accord. "The Roots of Meech" covers the years 1759-1968. The second period, "The Trudeau Years", takes us through 1968-1984 and during the final period, "The Key Players" brings us to June 24, 1990, the day the Accord died. Archival footage from CBC's news library provides invaluable visuals for understanding this important event in Canadian history. The resource guide includes an article by John Crispo as well as excerpts of submissions made to the Charest Committee.

Taking Stock (704645, 48 min.)

It was a way of life. It was the backbone of society. And then the cod fishery off the east coast of Newfoundland collapsed. "Taking Stock" traces the history leading up to the crisis and the calling for a moratorium of the Northwest Atlantic Cod Fishery. It presents the key players in this complex and tragic story, focusing on those who are now trying to come to grips with an uncertain future. How did the calamity happen? What signals did we ignore? Did we choose the right model in setting up an industry? Ultimately, "Taking Stock" holds a message for the Canadian as well as the global community: In trying to attain economic success, we must recognize that there are limits to how far we can exploit nature's ecosystems.

Meech Lake: Redefining Canada (702752, 24 min.)

Why the controversy surrounding this accord? Was the accord the salvation of the country or a means of "freezing" Canada into the political state of 1989 for the rest of her history? Will change be impossible? What is Quebec's role within the context of Canada? What price will Canadians pay by the accepting or rejecting of the Meech Lake Accord?

Using modern film and video techniques, this video explores the Meech Lake accord from the perspective of Canada's youth. A young man (John Bessai) travels across Canada gathering information; he meets leaders and experts in the Meech Lake controversy. He discusses Meech Lake with friends and people he meets. He wants to prepare for this new Canadian reality. While John tries to understand the Accord, we meet supporters and non-supporters. All sides of this important debate are presented in a neutral manner.

Natives of Lubicon Lake, The (703263, 12 min.)

The history of Native Canadians, their struggle to attain equality, to gain control of their land and resources and to survive as a people, has been brought to the attention of the world by the recent struggles of the Lubicon people, the Inou and the Mohawks of Oka. The story of Bernard Omnyak and his efforts to obtain a reserve for his people is the story of a handful of Lubicon people pitted against the might of the Government of Canada, the Government of Alberta and the interests of powerful and wealthy oil companies. Although the UN Human Rights Committee

has ruled in favour of the Lubicon, Canada continues to deny their rights.

Two Languages: One Country (702034, 20 min.)

This kit was developed by the Office of the Commissioner of Official Languages. The aim of this kit is to help students at the high school level to better understand that the presence of English and French in Canada is an important part of our history and a positive fact of our national life.