

*Catholic District School Board Writing Partnership*

# Course Profile

## **Canadian History in the Twentieth Century**

Grade 10  
Academic

- *for teachers by teachers*

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

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### **Acknowledgments**

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## Course Overview

### Canadian History in the Twentieth Century, Grade 10, Academic

#### Identifying Information

**Department:** History Department

**Course Developer(s):** M. Austin, T. Foggia-Ceolin, C. Chandler, B. O’Sullivan, C. Leskun, T. Tobin

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**District:** York Catholic

**Course Title:** Canadian History in the Twentieth Century

**Development Date:** Fall 1999

**Grade:** 10

**Course Type:** Academic

**Ministry Course Code:** CHC2D

**Secondary Policy Document:** *The Ontario Curriculum, Grades 9 and 10, Canadian and World Studies*

**Credit Value:** 1

#### Description/Rationale

This course explores Canadian participation in global events and traces our development as a nation through the changes in population, economy, and technology. Students analyse the elements that constitute Canadian identity, understand and interpret the stories of both individuals and communities, and study the evolution of political and social structures. Students examine differing interpretations of the past and come to understand the importance in historical studies of chronology and cause-and-effect relationships. They also learn to develop and support a thesis, conduct research and analysis, and effectively communicate the results of their inquiries.

#### How This Course Supports The Ontario Catholic School Graduate Expectations

One of the strongest themes found in the teachings of the Catholic Church concerns social justice. This theme refers to a number of issues raised in this course. The respect for human rights includes the respect for individual rights, Aboriginal rights, labour rights, feminist rights, and cultural group rights. The teachings of Christ concerning the need for community are reflected in Canada’s constant struggle to define that community. This course presents students with historic issues faced by Canadians and interprets them in light of the gospel teachings. Students recognize that there are certain gospel values such as social justice values that transcend history and are still relevant for the future. Students recognize that the story of Canada is not simply dates, events, and personalities but also the struggle to incorporate values in the face of rapid changes and challenges.

#### Unit Titles (Time + Sequence)

Unit 1	1900-1928: Birth of an Identity – Growth, Sacrifice and Dreams of Peace	23 hours
Unit 2	1929-1945: Values Tested – Depression and the Horrors of War	20 hours
Unit 3	1946-1963: Redefining the Nation – Pursuit of Prosperity and Security	18 hours
Unit 4	1964-1983: Troubles in the Family – Canada’s Identity in Crisis	17 hours
Unit 5	1984-1999: Reassessing Values – The North American Reality	18 hours
Unit 6	The Canadian Identity	14 hours

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## Unit Organization

### Unit 1: 1900-1928: Birth of an Identity - Growth, Sacrifice, and Dreams of Peace

**Time:** 23 hours

#### Description

This opening unit introduces students to the study of twentieth-century Canadian history by looking at the period from 1900 to 1928. The unit is divided into five main areas: Canada at the Turn of the Century; World War I – The Course of Events; World War I – On the Homefront; Economic Development; and the Growth of Pressure Groups. Interwoven throughout the unit, students look at the development of both Canada’s autonomy from Britain and international relations. Students are called upon to demonstrate respect and appreciation for the rich historical and cultural heritage of Canadian society and to produce evidence of the dignity of the individual as a gift from God. In particular, students develop an awareness of the Catholic Church’s views on immigration, war, and labour unions. The unit culminates with the students creating a newspaper which reports the major events of the time period.

**Ontario Catholic School Graduate Expectations:** CGE1c, 2a, 2b, 2d,3c, 4f, 5a, 5e, 5g, 7d, 7e, 7g.

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

**Overall Expectations:** CGV.01, CGV.02, CGV.04, CCV.01, CCV.02, CCV.03, CHV.01, SPV.01, SPV.02, MIV.01, MIV.02, MIV.03, MIV.04.

**Specific Expectations:** CG2.01, CG2.03, CG3.02, CG4.01, CG4.02, CG4.03, CG4.04, CC1.01, CC1.04, CC2.01, CC2.02, CC2.06, CC3.01, CH1.01, CH1.02, CH2.01, SP1.01, SP1.02, SP1.03, SP1.05, SP2.01, MI1.01, MI2.01, MI2.02, MI2.03, MI3.01, MI4.03.

### Unit 2: 1929 - 1945: Values Tested – Depression and the Horrors of War

**Time:** 20 hours

#### Description

In this unit, students learn how the world economy collapsed after the Stock Market Crash of 1929, and how different nations reacted, adapted, and survived the Great Depression. Subsequently, students examine the growth of fascism, the causes and events of World War II. Students examine Canada’s evolution politically, socially, and economically in dealing with World War II. Students’ knowledge of their Catholic is be enhanced through an examination of social justice issues in the 1930s and human rights issues at home and overseas during World War II. This unit culminates with students producing a diary that follows the experiences of Canadians from the Stock Market Crash, the Great Depression, Canada’s entry into World War II, and D-Day to the surrender of the Axis Powers.

**Ontario Catholic School Graduate Expectations:** CGE1e, 1h, 2a, 2b, 2c, 2d, 3d, 3e, 4a, 4f, 5a, 5b, 5e, 5f, 7b.

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

**Overall Expectations:** CGV.02, CGV.03, CGV.04, CCV.03, CHV.01, SPV.01, SPV.02, MIV.01, MIV.02, MIV.03, MIV.04.

**Specific Expectations:** CG2.01, CG2.03, CG2.06, CG2.07, CG3.02, CG4.01, CG4.02, CG4.03, CG4.04, CC2.03, CC3.01, CC3.04, CH1.01, CH1.04, CH2.02, CH2.03, SP1.02, SP1.06, SP2.02, SP2.03, SP2.04, SP2.05, SP2.07, MI1.01, MI1.02, MI2.01, MI2.02, MI2.03, MI2.04, MI3.02, MI3.04, MI4.01, MI4.02, MI4.03.

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### **Unit 3: 1946-1963: Reforging the Nation – Pursuit of Prosperity and Security**

**Time:** 18 hours

#### **Description**

This unit examines the ways in which both external and internal forces helped redefine Canada's identity. Students observe how the post war economic boom, fueled by the auto industry, helped fund the creation of the welfare state. In light of the changing face of Canada, students study the expanding and changing nature of Black Culture. The development of Canada's status as a middle power and Canada's decision to join NATO are linked to Canada's part in the Cold War. Canada's role as an international peacekeeper in Korea and peacemaker in the Suez Crisis are evaluated in light of the Sermon on the Mount. This unit culminates with a mock Parliamentary debate focussing on John Diefenbaker's Cold War defense policy and the Bomarc missile issue.

**Ontario Catholic Graduate Expectations:** CGE1 c, e, g, h, 2 b, c, d, e, 3 a, c, d, f, 4 a, e, g, 5 a, c, 6a-e, 7 a, d, e, i, j.

**Strand(s):** Communities: Local, National, and Global; Change and Continuity; Citizenship and Heritage; Social, Economic, and Political Structures

**Overall Expectations:** CGV.01, CGV.02, CGV.04, CCV.02, CCV.03, CHV.01, CHV.02, SPV.01, MIV.01, MIV.02, MIV.03.

**Specific Expectations:** CG1.02, CG2.01, CG2.03, CG2.04, CG2.05, CG2.08, CG4.07, CG4.08, CC 1.04, CC2.03, CC3.02, CC3.04, CH2.03, SP.1.04, SP 1.05, SP 2.04, SP 2.06, MI1.01, MI2.01, MI2.02, MI3.01, MI4.01, MI4.03.

### **Unit 4: 1964-1983: Troubles in the Family – Canada's Identity in Crisis**

**Time:** 17 hours

#### **Description**

In this unit, students examine events that challenged Canada's concept of nationhood. Students study Canada's cultural and economic transition from a British orientation to a North American one. Demographically Canada changed as well. Students examine how the Baby Boom generation and Canada's growing cultural mosaic challenged the traditional values of society. In light of these challenges, students examine the timelessness of Gospel values such as acceptance and toleration. The backdrop to this unit is the national unity issue. In light of the forces released in Quebec as a result of the Quiet Revolution, the unit culminates in oral presentations that call on students to predict whether Canada will be preserved in its entirety.

**Ontario Catholic School Graduate Expectations:** CGE 1d, 2b, 2c, 2d, 2e, 3b, 3c, 3d, 3f, 4a, 4d, 4e, 4f, 5a, 5b.

**Strand(s):** Communities: Local, National, and Global; Change and Continuity; Citizenship and Heritage; Social, Economic, and Political Structures

**Overall Expectations:** CGV.01, CGV.02, CGV.03, CCV.01, CHV.01, CHV.02, SPV.02, MIV.01, MIV.02, MIV.03.

**Specific Expectations:** CG2.03, CG3.01, CG3.03, CG3.04, CG4.06, CC1.01, CC1.02, CC1.05, CC2.05, CC3.03, CC3.04, CH1.03, CH2.02, CH2.03, SP1.02, SP1.07, SP2.02, SP2.07, MI1.01, MI2.01, MI2.02, MI3.01, MI3.02, MI4.03.

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## **Unit 5: 1984-1999: Reassessing Values - The North American Reality**

**Time:** 18 hours

### **Description**

In this unit, students examine how the federal government has tried to promote a common Canadian identity in an era when many of the defining national institutions have been weakened and national unity has been challenged. There have been significant national changes affecting women, labour, and Aboriginal peoples. Students also examine the impact of globalization on the Canadian economy and Canada's increased responsibilities as a UN peacekeeper and supporter of democracy movements around the world. In this unit, the social teachings of the Canadian Catholic Bishops and Pope John Paul II highlight a Catholic perspective on these topics. The culminating activity of this unit is a brief research paper on the globalization of the Canadian economy using the Internet and electronic databases as fundamental resources.

**Ontario Catholic School Graduate Expectations:** CGE1d, 2e, 3b, 3d, 3f, 4d, 5d, 7e.

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

**Overall Expectations:** CGV.01, CGV.02, CGV.03, CGV.04, CCV.01, CCV.02, CCV.03, CHV.01, CHV.02, SPV.01, SPV.02, MIV.01, MIV.02, MIV.03, MIV.04.

**Specific Expectations:** CG1.04, CG2.02, CG3.03, CG3.04, CG4.06, CG4.08, CC1.06, CH1.01, CH1.03, SP1.05, SP1.06, SP2.02, SP2.06, SP2.07, MI2.01, MI2.02, MI2.03, MI2.04, MI3.02, MI3.04, MI4.02, MI4.03.

## **Unit 6: The Canadian Identity**

**Time:** 14 hours

### **Description**

In this unit students identify and analyse the characteristics of Canada's evolving identity. Students will explain the historical importance of various individuals, groups, events, forces, and Catholic social values that have helped constitute the complex and multifaceted Canadian identity. The culminating activity involves concluding the historical inquiry process with the completion of a formal essay which is presented creatively and effectively. Information from previous units is synthesized into a time capsule illustrating Canada's identity in the twentieth century and hypothesizing its future development.

**Ontario Catholic School Graduate Expectations:** CGE1f, 2b, 3c, 4f, 5a, 5b, 5e, 7f, 7g.

**Strand(s):** Communities: Local, National, and Global; Change and Continuity; Citizenship and Heritage; Methods of Historical Inquiry

**Overall Expectations:** CGV.01, CCV.01, CCV.02, CCV.03, CHV.01, CHV.02, MIV.01, MIV.02, MIV.03, MIV.04.

**Specific Expectations:** CG1.01, CG1.02, CG1.03, CG1.04, CC1.01, CC1.02, CC1.03, CC2.05, CH1.03, CH2.02, MI1.03, MI2.01, MI2.02, MI2.03, MI2.04, MI2.05, MI3.01, MI3.02, MI3.04, MI4.02, MI4.03, MI4.04.

### **Teaching/Learning Strategies**

Brainstorming – group generation of initial ideas expressed without analysis.

Case Study – investigating a real or simulated problem.

Co-operative Learning – small group investigation or problem solving.

Conferencing – student-to-student or student-to-teacher discussion.

Computer-assisted learning – use of a computer to learn or reinforce material.

Diagramming – synthesizing concept information into visual illustration.

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Discussion/Debate – exchange of ideas on an issue for clarification of views.  
Graphing – visual tool for problem solving.  
Guest Speakers – experts in the field.  
Lectures – dissemination of information by speakers or teachers.  
Mapping – representing physical, demographic, and numerical data through visual forms.  
Note Making – summarizing text.  
Organizers – an organized outline, based on a pattern, provided as a direction to be followed leading to a desired product.  
Poster Making – synthesizing information or concepts to deliver a message or advertisement.  
Presentation/Report – oral, written, and visual presentation of researched topic to a specified audience or person.  
Reading – periodicals, articles, journals, newspapers, magazines, or scripture for information on a selected topic or issue.  
Researching – use of a variety of historical sources to support a thesis.  
Scenario Writing – describes a situation  
Games – team quizzes  
Seminars – presentation of an opinion or thesis through the use of historical evidence.

## **Resources**

Approved textbooks

*The Beaver Magazine.*

*Canada and the World Atlas Resource.* Scarborough: Prentice Hall Ginn, 1996.

*Canadian Oxford School Atlas* 7th ed.

Canadian Encyclopedia.

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

*Do Justice!* Toronto: CCB, 1987.

Henriot, Peter, Edward DeBerri, and Michael Schultheis. *Catholic Social Teaching: Our Best Kept Secret.*

*Jerusalem Bible.*

*Love Kindness.* Toronto: CCB.

Newspaper and Magazines

*Proclaiming Justice and Peace, Papal Documents from Rerum Novarum through Centesimus Annus.*

## **Computer Software**

Web Sites Cited

*Canadiana Encyclopedia.* CD-ROM.

## **Audio Visual**

*Canada Emerges.* Veterans' Affairs.

*CBC News in Review*

*Heritage Minutes*

## Assessment/Evaluation Techniques

Throughout this course a variety of assessment methods, techniques, and instruments are employed. The chart below can assist teachers in selecting a variety of appropriate assessment strategies.

Method	Sample Strategies	Sample Instruments
<b>Reflection</b>		
Method used to determine how and why students learn to assess dimensions of learning not easily observed or measured through tasks; to assess student understanding of personal growth and development	self-assessment peer assessment response journals learning logs wrap-up activities	probe questions probe statements learning rubrics anecdotal comments checklists surveys
<b>Observation</b>		
Method used to monitor and assess intellectual, social, emotional, and spiritual growth and development not otherwise easily measured or inferred	formal teacher observation informal teacher observation student observation	checklists teacher logs student profile sheets developmental profiles anecdotal notes rubrics rating scales
<b>Conferencing</b>		
Method used to collect evidence of student learning through listening, questioning, responding, explaining; to assess communication and thinking skills; to monitor personal growth and development and attitudes toward learning	student-teacher conferencing parent-teacher conferencing peer conferencing roving conference	anecdotal notes teacher logs probe questions checklists surveys inventories
<b>Paper &amp; Pencil Tests</b>		
Method used to assess students' achievement of particular knowledge or skills in depth	standard tests teacher-made (standards referenced) tests criterion-reference achievement tests provincial (standards referenced) tests diagnostic tests standardized (norm-referenced) tests	teacher tests commercially prepared tests Canadian Achievement tests provincial tests student profiles developmental tracking records
<b>Performance Assessments</b>		
Method used to assess students' ability to apply, integrate, and transfer their knowledge, skills, and values; to evaluate student progress and achievement of learning expectations and standards; to determine expanded opportunities for individual students	presentations, performances exhibitions, demonstrations role performance/role simulations formal written assignments (essays, reports) graphic organizers projects writing folders portfolios	rubrics checklists logs peer assessment developmental profiles rating scales anecdotal notes video/audio taping exemplars standards mind maps, Venn diagrams, T-charts right angles

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## Evaluation of Student Achievement

### Knowledge/Understanding

### Thinking/Inquiry/Problem Solving

### Communication

### Application/Making Connections

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade 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.

### Summary of Activity Assignments Per Category

Unit	Knowledge/ Understanding	Thinking/Inquiry/ Problem Solving	Communication	Application/ Making Connections
1	Newspaper	Poster	Poster/ Newspaper	Poster/ Newspaper
2	Test/Diary	Diary	Diary	Diary
3	Debate	Debate	Debate	Letter
4	Interview/Test	Oral Presentation/ Flag Design/Interview	Oral Presentation	Flag Design/ Interview/ Oral Presentation
5	Letter/Test/ Mini-Essay	Letter/Mini-Essay/ Survey Design	Mini-Essay/ Letter/ Oral Presentation	Mini-Essay/Letter/ Survey Design/ Oral Presentation
6	Essay	Essay/Time Capsule	Essay/Time Capsule	Time Capsule

\* To reflect the academic nature of this course, student assessment strategies place more emphasis on theoretical learning than on applications.

## Additional Information

### Course Notes

This course has been designed to follow a chronological format but teachers are encouraged to examine themes within those timelines. It is important that as themes are presented they are placed within a proper historical context. Each unit concludes with a culminating activity that incorporates the content and skills stressed in the activities. The timelines suggested are meant to be flexible and teachers use them as a guide depending on the composition of the class.

At the end of the course a summative final assignment in the form of a written essay and oral presentation is submitted. This final assignment is ongoing from the beginning of the course. For this reason, it is crucial that teachers become familiar with Unit 6 at the beginning of the course. The essay is researched and written using the historical inquiry process.

The methods of historical inquiry have been integrated throughout the five units of study. Wherever activities call for collaborative rubric creation between the teacher and students, the Achievement Chart model should be used as the model resource.

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Teachers must be aware of special needs students who have IEPs. Teachers should become familiar with the students' strengths, needs, social skills, and instructional strategies that have been effective in the past by reading students' IEPs. Teachers should consult with appropriate itinerant or support staff for specific accommodations for students with IEPs. Refer to Appendix A for an overview of suggested accommodations and modifications for special learners in secondary schools. The Ministry-prepared "A Special Education Guide" is an excellent resource to consult for specific recommendations for assisting pupils with identified difficulties.

Many of the activities in this profile require students to conduct research using the Internet. The teacher must assess the students' skill level in using the Internet as a research tool and the availability of Internet access. The teacher must familiarize the students with the local board's policy regarding the safe use of the Internet and obtain the necessary parental permission forms. The students must be aware of what to do if they become exposed to inappropriate sites. Students must use the Internet in a manner which reflects the local board's Catholic Mission Statements.

### **OSS Policy Applications**

This course gives consideration to integrating technology across the curriculum, career education, students with special needs, community as a resource, and using the school Library/Resource Centre.

### **Course Evaluation**

It is recommended that teachers keep a reflection log after each activity as a tool for making adjustments to future delivery of the course. Teachers ensure that all expectations for the course have been delivered using a tracking checklist. It is recommended that students be involved in the evaluation of the course in the form of periodic short checklists and a more detailed summative evaluation at the end of the course.

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## Appendix A

### Suggested Accommodations and Modifications for Special Learners in the Secondary Schools

#### A. Reading Difficulties

- Teach how to underline or highlight important points.
- Use clear photocopies and highlight notes.
- Describe using diagrams, charts, and graphs. Reinforce verbally.
- Read orally or tape record texts: provide adapted versions of texts.
- Encourage reading for pleasure. Have interesting and relevant books and articles available.
- Teach how to use the text.
- Modify reading and reading requirements.
- Read questions first.
- Use Read, Stop, Write Strategy and/or SQ3R (Survey, Question, Read, Recite, Review) Strategy.
- Use reading partners.
- Choose less difficult reading materials.
- Pre-teach vocabulary and concepts. Discuss new vocabulary.
- Teach note making (e.g., mind, maps outline) and use of index cards.
- Provide near-point copying (student should not copy from the board or the overhead).

#### B. Written Language Difficulties

- Vary assignments and adjust number of assignments.
- Give explicit instructions.
- Modify number of copying tasks.
- Allow point-form notes.
- Use peer editing.
- Teach outlining.
- Copy key words only.
- Give more time to complete written work (copying from the board, proofreading).
- Encourage the use of computers. Have student use a word processor and spell-checker.
- Give several short assignments rather than one long one.
- Let another student copy notes using NCR paper.
- Check notebook consistently.
- Provide overhead copies before the class and photocopied notes.
- Modify the number of copying tasks.
- Provide text in a different format. (e.g., oral presentations)

#### C. Memory Difficulties

- Teach students to verbalize concepts.
- Have students repeat instructions and insist students write things down.
- Provide lists and flow charts.
- Avoid recall questions.
- Encourage daily review; check that daily assignments are recorded in planner.
- Give visual clues and demonstrations.
- Use Mind Mapping.
- Teach Mnemonics and visualization.
- Use chunking.

## Appendix A (Continued)

<b>Motivation Difficulties</b>	<b>Oral Language Difficulties</b>
<p>Involve student in planning assignments.            Provide a variety of types of assignments.            Conference on a one-to-one basis.            Set realistic goals and expectations.            Avoid public confrontation.            Provide praise and positive feedback.            Be flexible with the timelines.            Create personalized assignments.            Provide time outs.            Maintain contact with home.            Break tasks into sub-goals.            Teach the strategy of self-motivation.</p>	<p>Provide non-threatening environments.            Have realistic expectations.            Use co-operative learning.            Work one-to-one.            Permit small groups.            Provide choices.            Provide practice time.            Use electronic medium.            Wait longer for a response.            Do not ask the student to respond to question without forewarning.</p>

<b>For Students With Organization, Concentration, and/or Attention Difficulties</b>	<b>Alternate Evaluation Techniques</b>
<p>Arrange appropriate physical placement in the classroom.            Emphasize eye contact.            Keep distractions to a minimum (noise, physical).            Use visual aids.            Keep oral directions clear, simple, and slow.            State purpose of lesson at the beginning.            Contract breaks during class time.            Write homework assignments on the board.            Encourage use of agenda organizer.            Check regularly.            Tell student what is important to study.            Teach study skills (resource teacher, classroom teacher, or mentor teacher).            Segment long assignments so student may complete work in small amounts.            Use three-ring binder.            Repeat important information.            Read aloud board notes and transparencies.            Use co-operative learning activities.            Move around the room.            Ask student to repeat instructions to you.            Provide immediate feedback.</p>	<p>Use oral tests.            Give open book tests or use of notes.            Give tests (without use of notes) – short answers, multiple choice, true/false, matching.            Assign fewer questions, especially research projects if students are able to indicate that they comprehend and have mastered task.            Tape tests. Student listens and/or responds on tape.            Extend time on tests.            Clarify instructions and questions.            Use short quizzes instead of major tests.            Provide alternate projects.            Permit use of dictionary and calculator.            Reduce language loaded questions, particularly ones with multiple instructions.            Use student demonstration or modelling.            Use in-group presentations.            Give a practice exam.            Teach test-taking skills (resource teacher or classroom teacher).            Prepare students for evaluation: material covered, type of evaluation.</p>

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## **Coded Expectations, Canadian History in the Twentieth Century, CHC2D**

### **Communities: Local, National, and Global**

#### **Overall Expectations**

##### **CGV.01**

– demonstrate an understanding of the elements of Canadian identity;

##### **CGV.02**

– demonstrate an understanding of the ways in which outside forces and events have shaped Canada’s policies;

##### **CGV.03**

– demonstrate an understanding of the main steps in the development of French-English relations;

##### **CGV.04**

– demonstrate an understanding of Canada’s participation in war, peace, and security.

#### **Specific Expectations**

##### **Canadian Identity**

###### **CG1.01**

– explain to what extent certain national symbols (e.g., national anthem, Mounties, Canadian flag, provincial flags and their symbols, Order of Canada, Governor General’s Awards) represent all Canada and Canadians;

###### **CG1.02**

– produce an evaluation of the contributions to Canadian society by its regional, linguistic, ethnocultural, and religious communities (e.g., Aboriginal nations, Franco-Ontarians, Métis, Doukhobors, Black Canadians);

###### **CG1.03**

– demonstrate an understanding of how artistic expression reflects the Canadian identity (e.g., works of Ozias Leduc, Group of Seven, Joy Kogawa, Farley Mowat, Michael Ondaatje, Karen Kain, Susan Aglukark, Miyuki Tanobe);

###### **CG1.04**

– explain how and why the federal government has tried to promote a common Canadian identity through various agencies (e.g., Canadian Broadcasting Corporation, National Film Board, Heritage Canada, Canadian Radio-television and Telecommunications Commission) and assess the effectiveness of these efforts.

##### **External Forces Shaping Canada’s Policies**

###### **CG2.01**

– produce research reports on the ways in which and the extent to which American culture and lifestyle have influenced Canadian identity from 1900 to the present;

###### **CG2.03**

– summarize Canada’s changing relationship with the United States from 1900 to the present;

###### **CG2.04**

– evaluate the influence of Great Britain and Europe on Canadian policies from 1900 to the present;

###### **CG2.05**

– identify post-World War II economic developments that have led to the globalization of the Canadian economy (e.g., Auto Pact, General Agreement on Tariffs and Trade, North American Free Trade Agreement) and produce a report, video, or dramatic presentation illustrating the impact of those developments on Canadians;

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**CG2.06**

– produce a timeline that charts and identifies significant historical events related to the Holocaust and World War II (e.g., anti-semitism, rise of Nazism, Kristallnacht, establishment of ghettos, concentration camps, and death camps) and analyse Canada’s response to those events;

**CG2.07**

– analyse Canada’s response to the Holocaust and the subsequent policy development dealing with hate crimes and Nazi war criminals in Canada;

**CG2.08**

– evaluate the effects of international political trends and events (e.g., end of Cold War; economic globalization; advent of world telecommunications) on Canada’s current political challenges.

**French-English Relations****CG3.01**

– identify the major events that contribute to the growth of Québec nationalism and the separatist movement in Québec from 1900 to the present;

**CG3.02**

– describe how the conscription crises of World Wars I and II created tensions between English Canada and Québec;

**CG3.03**

– assess the changing relationship between English Canada and Québec (e.g., bilingualism and biculturalism, October Crisis, two referenda, Meech Lake and Charlottetown accords, Calgary Declaration);

**CG3.04**

– identify the major groups of French Canadians outside Québec (e.g., Franco-Ontarians, Franco-Manitobans, Acadians) and describe their struggle for recognition.

**Canada’s Participation in War, Peace, and Security****CG4.01**

– explain how Canada became involved in World War I and World War II, after researching the causes of the two wars;

**CG4.02**

– demonstrate a knowledge of Canada’s military contributions in World War I and World War II (e.g., Ypres, Somme, Dieppe, D-Day, Sicily);

**CG4.03**

– evaluate Canada’s role in the Allied victories of World War I and World War II (e.g., Vimy Ridge, D-Day, liberation of Holland, release of prisoners from Nazi concentration camps);

**CG4.04**

– describe how Canadians of various ethnocultural backgrounds, individually and as communities, contributed at home and overseas to the war effort during World War I and World War II;

**CG4.05**

– demonstrate knowledge of how Canada’s foreign and domestic policies in the 1930s contributed to the development of new policies after World War II (e.g., the closed-door policy for Jewish refugees fleeing Europe between 1933 and 1939; the current refugee immigration laws);

**CG4.06**

– explain the influence on Canadian society from 1914 to the present of pacifists, the human rights movement, and the civil rights movement (e.g., Hutterites, Mennonites, Canadian Civil Liberties Union, Elizabeth Fry Society, John Howard Society, Amnesty International);

**CG4.07**

– produce an analysis of Canada’s role in Cold War activities (e.g., espionage, Korean War, nuclear arms race, North American Aerospace Defence Command, North Atlantic Treaty Organization);

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**CG4.08**

– describe the roles and functions carried out by the Canadian armed forces since 1945 (e.g., maintaining collective security, asserting national sovereignty, providing aid to civil powers, peacekeeping, peacemaking) and assess their success in performing these tasks.

**Change and Continuity****Overall Expectations****CCV.01**

– demonstrate an understanding of the changing demographic patterns within Canada since 1900;

**CCV.02**

– demonstrate an understanding of the impact of technological developments on Canadians;

**CCV.03**

– explain how and why Canada’s international status and foreign policy have changed since 1914.

**Specific Expectations****Demographic Patterns****CC1.01**

– identify the major groups that have immigrated to Canada from 1900 to the present and describe the circumstances (e.g., push and pull factors) that led to their immigration;

**CC1.02**

– explain how immigrants, individually and as communities, have participated in and contributed to the development of Canada;

**CC1.03**

– analyse the similarities and differences between contemporary immigration patterns and historical immigration patterns;

**CC1.04**

– evaluate the impact on Canadian society of post–World War I urbanization and post-World War II population shifts to the suburbs;

**CC1.05**

– describe the impact of the baby boom generation on Canadian society since the 1960s;

**CC1.06**

– evaluate the impact of social and demographic change on Aboriginal communities (e.g., relocation, urbanization, education, pressures to assimilate).

**Scientific and Technological Impact****CC2.01**

– explain how and why developments in transportation and communication technology (e.g., cars, airplanes, telephone, radio) affected life during the twentieth century;

**CC2.02**

– demonstrate an understanding of the relationship between invention and the economy (e.g., the invention of the car and its effect on transportation);

**CC2.03**

– examine the relationship between war and inventions and explain how and why the technologies developed during and immediately after World War II (e.g., television, radar, nuclear power, plastics) changed life in the 1950s and 1960s;

**CC2.04**

– produce an analysis of how and why recent innovations in telecommunications (e.g., computers, Internet) are changing life today;

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**CC2.05**

– assess the scientific and technological innovations discovered or created by Canadian scientists and inventors (e.g., Joseph Bombardier, Sir Frederick Banting, National Research Council scientists, Sir Charles Saunders, Eli Burton);

**CC2.06**

– compare how Canadians worked during the industrial era with how they work in the post-industrial era.

**Canada’s International Status and Foreign Policy****CC3.01**

– summarize the early evolution of Canadian political autonomy from Great Britain for the period from World War I to the present (e.g., Treaty of Versailles, Balfour Report, Statute of Westminster, patriation of Constitution);

**CC3.02**

– explain the significance of Canada’s contribution to the United Nations (e.g., Universal Declaration of Human Rights, treaty on land mines, children’s rights);

**CC3.03**

– demonstrate an understanding of how the experience and memory of the Holocaust helped shape Canada’s role as a world leader in human rights (e.g., drafting of Declaration of Human Rights for the United Nations; introduction of Ontario Human Rights Code (1962) and Canadian Human Rights Act (1977); the work of Louise Arbour in Bosnia);

**CC3.04**

– summarize Canada’s changing relationship with the United States (e.g., Alaska Boundary Dispute, Lend-Lease Act, St. Lawrence Seaway Agreement, Auto Pact, voyage of Manhattan, Foreign Investment Review Agency).

**Citizenship and Heritage****Overall Expectations****CHV.01**

– demonstrate an understanding of the contributions of various social and political movements to Canadian history during the twentieth century;

**CHV.02**

– demonstrate an understanding of how individual Canadians have contributed to the development of Canada and an emerging sense of Canadian identity.

**Specific Expectations****Social and Political Movements****CH1.01**

– assess the contributions of the women’s movement (e.g., suffrage, access to employment, equal pay for work of equal value);

**CH1.02**

– research and evaluate the role of the labour movement (e.g., One Big Union, Canadian Labour Congress) in Canadian society;

**CH1.03**

– describe the contributions of Aboriginal peoples in forming national organizations (e.g., National Indian Advisory Council, National Indian Brotherhood, Assembly of First Nations) to gain recognition and rights for Aboriginal peoples;

**CH1.04**

– evaluate the role of movements that resulted in the founding of political parties, such as Social Credit, Union Nationale, Co-operative Commonwealth Federation.

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## **Individual Canadians and Canadian Identity**

### **CH2.01**

– explain how significant individuals (e.g., Robert Borden, Henri Bourassa, Nellie McClung, Billy Bishop, Max Aitken, Arthur Currie) contributed to the growing sense of Canadian identity during World War I;

### **CH2.02**

– assess the contributions of selected individuals to the development of Canadian identity since World War I (e.g., Thérèse Casgrain, Georges and Pauline Vanier, Marshall McLuhan, Chief Dan George, Oscar Peterson, Max Ward, Rosemary Brown);

### **CH2.03**

– assess the backgrounds, careers, and contributions of twentieth-century Canadian prime ministers, in both formal and anecdotal reports.

## **Social, Economical, and Political Structures**

### **Overall Expectations**

#### **SPV.01**

– evaluate how and why changing economic conditions and patterns have affected Canadians;

#### **SPV.02**

– demonstrate an understanding of the changing role of Canadian governments from World War I to the present, including the evolution of Canada's social support programs.

### **Specific Expectations**

#### **Economic Conditions and Structures**

##### **SP1.01**

– assess Canada's economic growth at the start of the twentieth century (e.g., mergers and development of corporations, resource development);

##### **SP1.02**

– describe the founding of the Canadian Manufacturing Association and assess its contribution to the Canadian economy;

##### **SP1.03**

– compare economic conditions of the 1920s and 1930s, and describe the impact of those conditions on Canadians, individually and collectively;

##### **SP1.04**

– explain how and why the Canadian economy developed and became more diversified as a result of World War II;

##### **SP1.05**

– compare the advantages and disadvantages of American participation in the Canadian economy (e.g., reciprocity issue and election of 1911, branch plants, Foreign Investment Review Agency, Free Trade Agreement, fisheries disputes);

##### **SP1.06**

– produce an analysis of the historic roots of economic disparity between the regions of Canada and assess the success of government policies in redressing the inequities;

##### **SP1.07**

– assess the contributions made by Canadian industrialists to the development of the Canadian economy (e.g., K.C. Irving, Edward Rogers, George Weston, Frank Stronach, Samuel Bronfman).

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## **Changing Role of Government**

### **SP2.01**

– research and describe the role of early twentieth-century pressure groups in promoting social support programs (e.g., Woman’s Christian Temperance Union, veterans’ and various ethnocultural associations);

### **SP2.02**

– explain how and why social support programs (e.g., old age pensions, unemployment insurance, family allowance, medicare) were designed, and assess their effectiveness in meeting the needs of various segments of society;

### **SP2.03**

– demonstrate an understanding of the role of government in wartime and explain why the government acted as it did (e.g., implementing centralized planning, rationing, censorship);

### **SP2.04**

– explain how and why the Canadian government restricted certain rights and freedoms in wartime, and describe the impact, both short- and long-term, of these restrictions on the general population and on various groups within the Canadian population;

### **SP2.05**

– produce an analysis of how Canadian governments, at various levels, reacted to the economic conditions of the Depression in the 1930s;

### **SP2.06**

– explain and evaluate the role of government in promoting economic opportunity in post-World War II Canada (e.g., developing infrastructure, negotiating international economic treaties, promoting resource development, protecting freedom of information);

### **SP2.07**

– explain how the government has promoted Canada’s cultural distinctiveness (e.g., through the Canadian Radio-television and Telecommunications Commission; through opposition to split-run magazines).

## **Methods of Historical Inquiry**

### **Overall Expectations**

#### **MIV.01**

– ask questions, identify problems, and effectively use historical research methods to investigate topics and issues in history;

#### **MIV.02**

– use a variety of information sources effectively when researching historical topics or issues, accurately record relevant information, and then organize this information in a meaningful way;

#### **MIV.03**

– analyse and evaluate information when researching historical topics or issues;

#### **MIV.04**

– communicate effectively the results of research in presentations, and demonstrate an ability to apply insights from history to other situations.

### **Specific Expectations**

#### **Investigating Historical Topics and Issues**

##### **MI1.01**

– use terms related to historical organization and inquiry correctly (e.g., chronology, cause and effect, short- and long-term consequences, interpretation);

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**MI1.02**

– formulate different types of questions (e.g., factual, definitional, comparative, causal, decision-making, speculative) to focus their historical research;

**MI1.03**

– formulate a thesis statement and effectively use it to research an historical topic.

**Researching, Recording, and Organizing Information****MI2.01**

– use school and public libraries, resource centres, museums, historic sites, and community and government resources effectively to gather information on Canadian history;

**MI2.02**

– use computer-stored information and the Internet effectively to research Canadian history topics;

**MI2.03**

– record and organize information effectively using notes, lists, concept webs, timelines, charts, maps, graphs, and mind maps;

**MI2.04**

– use computer-based systems effectively to organize information for research and report preparation;

**MI2.05**

– use notation methods (e.g., footnotes, endnotes, parentheses) and bibliographic formats to acknowledge sources of information in reports and essays appropriately.

**Analysing and Evaluating Information****MI3.01**

– identify different viewpoints and explicit biases when evaluating information for a research report or participating in a discussion;

**MI3.02**

– distinguish between primary and secondary sources of information, and demonstrate an understanding of how to use each appropriately in historical research;

**MI3.03**

– distinguish between fact and inference in primary and secondary sources (e.g., artifacts, visuals, articles);

**MI3.04**

– use relevant and adequate supporting evidence to draw conclusions.

**Communicating Research Results and Applying Insights****MI4.01**

– make reasoned generalizations or appropriate predictions based on research;

**MI4.02**

– demonstrate competence in research and writing (e.g., gathering information, building an argument, supporting the argument with evidence, writing clearly, editing);

**MI4.03**

– express ideas and arguments in a coherent manner during discussions and debates, or in graphic displays;

**MI4.04**

– demonstrate, after participating in dramatizations of historical events, insights into historical figures' situations and decisions.

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## Ontario Catholic School Graduate Expectations

The graduate is expected to be:

**A Discerning Believer Formed in the Catholic Faith Community** who

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

**An Effective Communicator** who

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

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### **A Reflective and Creative Thinker** who

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

### **A Self-Directed, Responsible, Life Long Learner** who

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

### **A Collaborative Contributor** who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

- 
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
  - CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
  - CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
  - CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

**A Caring Family Member** who

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

**A Responsible Citizen** who

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

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## Unit 1: 1900-1928: Birth of an Identity – Growth, Sacrifice, and Dreams of Peace

**Time:** 23 hours

**Unit Developer:** Marion Austin, London Catholic District School Board

### Unit Description

This opening unit introduces students to the study of twentieth century Canadian history by looking at the period from 1900 to 1928. The unit is divided into five main areas: Canada at the Turn of the Century; World War I - The Course of Events; World War I - On the Homefront; Economic Development; and the Growth of Pressure groups. Interwoven throughout the unit, students look at the development of both Canada's autonomy from Britain and international relations. Students are called upon to respect and celebrate the rich historical and cultural heritage of Canadian society and to promote the dignity of the individual as a gift from God. In particular, students develop an awareness of the Catholic Church's views on immigration, war, and labour unions. The unit culminates with students creating a newspaper which reports the major events of the time period.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE1c, CGE2a, CGE2b, CGE2d, CGE3c, CGE4f, CGE5a, CGE5e, CGE5g, CGE7d, CGE7e, CGE7g.

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

**Overall Expectations:** CG.01, CGV.02, CGV.04, CCV.01, CCV.02, CCV.03, CHV.01, SPV.01, SPV.02, MIV.01, MIV.02, MIV.03, MIV.04.

**Specific Expectations:** CG2.01, CG2.03, CG3.02, CG4.01, CG4.02, CG4.03, CG4.04, CC1.01, CC1.04, CC2.01, CC2.02, CC2.06, CC3.01, CH1.02, CH2.01, SP1.01, SP1.02, SP1.03, SP2.01, MI1.01, MI2.01, MI2.02, MI2.03, MI3.01, MI4.03.

### Activity Titles (Time + Sequence)

Activity 1	Introduction to the Study of History	75 minutes
Activity 2	Canada At the Turn of the Century	150 minutes
Activity 3	World War I – Causes, Battles	270 minutes
Activity 4	World War I – On the Homefront	270 minutes
Activity 5	Canada's Economic Growth	225 minutes
Activity 6	Influences on Canadian Life: 1919-1928	150 minutes
Activity 7	Culminating Activity – The Newspaper	225 minutes

### Prior Knowledge Required

This introductory unit overlaps in time with the Grade 8 History unit - Canada: A Changing Society. There is also an overlapping of some of the expectations. However, students may not have been exposed to topics such as World War I, women's suffrage, and the labour movement. In the future, teachers may wish to administer a diagnostic test to determine the prior knowledge of their students.

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## Unit Planning Notes

- Internet protocol - check the school policy regarding the use of the Internet.
- Check Individual Education Plans (IEPs) for identified students and suggested accommodations.
- Book computer lab time for Activities 3 and 7
- Reserve Library/Resource Centre for research related to Activities 3 and 7
- Check web sites for information needed in activities

## Teaching/Learning Strategies

### Whole Group

- brainstorming, questioning, discussion, concept clarification, lecturing note-taking

### Small Group

- brainstorming, inquiry process, small group discussions, classifying, collaborative learning, computer-assisted learning, graphing, research, oral presentations

### Individual

- note-making, computer-assisted learning, map-making, creating graphs, research, oral presentations, written interpretation

## Assessment and Evaluation

### Diagnostic and Formative Assessment

- Rubrics; Roving Conferences; Informal Teacher Observation.

### Summative Evaluation

- Rubrics; Paper and Pencil Test

## Resources

### Print

Approved textbooks

D. Santor. *Canadiana Scrapbook Series*. Prentice-Hall, 1978.

D. Quilan. *Canadian Challenge*. Oxford, 1999.

D. DesRivieres, et al. *Decades Forces of Change, 1896-1960*. Prentice-Hall, 1996.

D. DesRivieres, et al. *War and Peace: Canada's Global Role*. Prentice-Hall, 1996.

*Catechism of the Catholic Church*. Doubleday, 1995.

### Computer

Internet: See activities for possible web sites.

### Audio-Visual

See activities for suggested videos.

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## Activity 1: Introduction to the Study of History

**Time:** 75 minutes

### Description

In this activity, students are introduced to the study of history. Through discussion, they begin to develop their understanding of what history is and why it is important to study. Students are also made aware of the problems historians experience in areas such as chronology, perception, bias, and fragmentation.

### Strand(s) and Expectations

**Ontario Catholic Graduate Expectations:** CGE2d, 3c, 5a.

**Strand(s):** Methods of Historical Inquiry

**Overall Expectations:** MIV.01.

### Specific Expectations

MI1.01 - use terms related to historical organization and inquiry correctly;

MI3.01 - identify different viewpoints and explicit biases when evaluating information for a research report or participating in a discussion.

### Planning Notes

- Teachers should review all of the terminology involved in this activity.
- Prepare pieces of pictures for fragmentation activity (about 30).
- Find a story to use for distortion activity. Story should be complex enough that distortion occurs naturally (e.g., use of numbers, list of items, etc.).
- Check IEPs for identified students and suggested accommodations.

### Prior Knowledge Required

Students are familiar with much of the material in this activity from both the Grade 7 and Grade 8 History units (e.g., bias).

### Teaching/Learning Strategies

1. Before beginning this unit, it is important that the teacher read over Unit 6 to begin planning the final assignment. This is a written essay and oral presentation. Teachers need to examine the process and to plan for classroom time.
2. For this particular unit, it is necessary that teachers become familiar with the requirements of the culminating activity. Students should be given both the assignment and the rubric (Appendix 1.7.1) early in the unit to allow them to begin to collect information and plan their newspaper.
3. The teacher poses the question: “What is History?” and, using students’ responses, creates a web.
4. Students are asked to offer examples of different kinds of history (e.g., personal, institutional - school, Catholic Church, local, national, world). The teacher selects one example (e.g., Catholic Church) and asks students to brainstorm a list of what would be important to know about this institution.
5. Students brainstorm in small groups the question: “Why is it important to study history?” As a class generate a list of reasons and discuss and record their responses in notes.

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6. The teacher introduces the problems in studying history by engaging students in a series of mini-activities. Possible activities could include the following:
    - i) Distortion: Pass a Story Through Generations - Students are placed in groups five or six. The teacher in private tells a story to one person from each group who in turn privately tells the story to one person in the group who in turn passes the story. When the final member of the group receives the story, he/she reports it aloud to the class. Students discuss what happened to the story and why. Discuss how distortion is a problem for historians.
    - ii) Fragmentation: In groups, students receive small fragments of larger pictures (e.g., part of an orange, a computer chip, a nose, etc.). The task is to determine what the larger picture was. Students discuss how fragmentation is a problem for historians.
    - iii) Perception: Using the example of why several people all viewing the same event (e.g., a car accident) often give different accounts, discuss how perception affects the historian's work.
    - iv) Bias: Discuss what it means to be biased. Present the following short account to the students: "In 1534, Jacques Cartier sailed up the St. Lawrence River. He landed near present-day Quebec City and set up camp. In the evening his party was attacked by Indians and five members of his party were massacred." Ask students if they see any evidence of bias in this account. Who probably wrote it? Why do you think so?
  7. Students record in their notes definitions of the terms used above.
  8. Students write two short paragraphs about an event involving some conflict or competition (e.g., losing your baseball cap to a teacher because you wore it inside). The first paragraph will offer one point of view (student's) and the second paragraph will offer the second point of view (teacher's).

### **Assessment/Evaluation Techniques**

- Formative assessment of written definitions by teacher – check for accuracy and completion.
- Summative evaluation of bias paragraphs by teacher using the Rubric for Bias Assignment (Appendix 1.1.1).

### **Accommodations**

- Ensure that, in the distortion activity, student is not the last one to publicly repeat story.
- Use a scribe to record definitions in notebook.
- Additional time to complete bias assignment.
- Consult with Resource teachers.

### **Resources**

Magazines that can be cut up for pictures.

### **Appendices**

Appendix 1.1.1 – Rubric for Bias Assignment

Appendix 1.7.1 – Rubric for Newspaper Assignment

## Appendix 1.1.1

### Rubric for Bias Assignment

Categories/ Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding				
Understanding of bias concepts.	- demonstrates a limited understanding of bias concepts	- demonstrates some understanding of bias concepts	- demonstrates a considerable understanding of bias concepts and can apply the understanding	- demonstrates a high degree of understanding of bias concepts and can apply the understanding
Thinking/Inquiry				
Use of critical thinking skills	- applies creative thinking skills in presenting bias scenario with limited effectiveness	- applies creative thinking skills in presenting bias scenario with moderate effectiveness	- applies creative thinking skills in presenting bias scenario with considerable effectiveness	- applies creative thinking skills in presenting bias scenario with a high degree of effectiveness
Communication				
Communicates information through writing.	- communicates concepts of bias through writing with limited effectiveness	- communicates concepts of bias through writing with some effectiveness	- communicates concepts of bias through writing with clarity	- communicates concepts of bias through writing with a high degree of clarity
Application				
Application of bias concepts.	- demonstrates limited skill in applying bias concepts	- demonstrates some understanding of bias concepts	- clearly understands and uses the bias concepts	- understands and uses bias concepts effectively

Overall Level:

Student Name:

Comments:

Strengths:

Areas to Review:

Next Steps:

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

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## **Activity 2: Canada – At the Turn of the Century**

**Time:** 150 minutes

### **Description**

In this activity, students begin their study of Canada's history in the twentieth century. Students examine immigration statistics to determine where immigrants came from and what their destinations in Canada were. The Catholic Church's present-day views on immigration are also studied. To become familiar with Canada at the turn of the century, students complete an organizer comparing Canada in 1900 to the present. This activity gives students information which may be used in their newspaper.

### **Strand(s) and Expectations**

**Ontario Catholic Graduate Expectations:** CGE3c, 4f, 7g.

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

**Overall Expectations:** CCV.01, SPV.01, MIV.02.

### **Specific Expectations**

CC1.01 - identify the major groups that have immigrated to Canada from 1900 to the present and describe their circumstances (e.g., push and pull factors) that led to their immigration;

SP1.01 - assess Canada's economic growth at the start of the twentieth century;

MI2.03 - record and organize information effectively using notes, lists, concept webs, timelines, charts, maps, graphs, and mind maps.

### **Planning Notes**

- Locate statistics for graphing exercise. (See Resources for suggestions.)
- Obtain additional classroom resources to complete the comparison organizer.
- Teachers may wish to administer a diagnostic test to determine the student's level of understanding of the Laurier Era.

### **Prior Knowledge Required**

- In the Grade 9 Geography program, students studied the push and pull factors of immigration.
- Students are familiar with graph construction.
- Students are familiar with Canada at the turn of the century through the Grade 8 unit - Canada: A Changing Society.

### **Teaching/Learning Strategies**

1. The teacher asks students what they believe life was like in Canada in the year 1900. List suggestions. How has Canada changed?
2. Students complete an organizer comparing Canada in the year 1900 and the present. A sample organizer has been provided (Appendix 1.2.1). To find information, students use their text, an atlas, and classroom resources.
3. The teacher leads a discussion on immigration to Canada in the years prior to World War I. The discussions focusses around the following questions:
  - i) What does it mean to immigrate?
  - ii) Why would people want to emigrate? Elicit personal stories from students to illustrate the push and pull factors of immigration.

- 
- iii) Why would people want to come to Canada in 1900?
  - iv) What role did the policies of Laurier and Clifton play in encouraging people to come to Canada?
  - v) To what part of the country would they most likely come?
4. Students analyse immigration statistics by creating graphs to show both the point of origin and the final destinations of the in-coming immigrants. Once students have completed the graphs, the following questions could aid them in their analysis:
- i) From which part of the world did the majority of the immigrants come?
  - ii) Where are they going to? Give reasons why.
  - iii) From which parts of the world are there very few immigrants? Give reasons why.
5. Students examine the following statement from the *Catechism of the Catholic Church*:  
*The more prosperous nations are obliged, to the extent that they are able, to welcome the foreigner in search for the security and their means of livelihood which he cannot find in his country of origin. Public authorities should see to it that the natural right is respected that places a guest under the protection of those who receive him.* (2241)
- Students discuss to what extent Canada's immigration policies in the early twentieth century and today are in keeping with the teaching of the Catholic Church.

### Assessment/Evaluation Techniques

- Formative assessment by the teacher of the graphic organizer for accuracy and completeness.
- Formative assessment by a peer of the graphs for accuracy and completeness (Appendix 1.2.2).

### Accommodations

- Students with writing difficulties may benefit from teacher assistance in organizing information and completing the organizer.
- Use a peer helper in construction of the graph.
- Give more time to complete work.
- Gifted students may extend the organizer by adding more categories or by researching to provide more in-depth information.

### Resources

Approved classroom textbooks.

Classroom Resources - *Canadian Scrapbook Series*

*A Nation Beckons 1896 - 1914*. Prentice-Hall, 1978.

*Canadian Challenges - World Affairs Defining Canada's Role*. Oxford University Press, 1998.

*Decades Forces of Change, 1896 - 1960*. Prentice-Hall, 1996.

*Catechism of the Catholic Church*. Doubleday, 1995.

Sources: for Immigration Statistics – *Atlas, Decades Forces of Change, 1896 - 1960*, pp. 8, 9, 12; for Canadian Challenges – *World Affairs Defining Canada's Role*. p.3.

*Spotlight Canada*. Oxford University Press, 1996. p.56

<http://www.statcan.ca/english/Pgdb/People/Population/demo03.htm>

Population and growth components 1851 – 1996

<http://cicnet.cig.ca/english/pub/facts97e/1a.html>

Immigration - Historical Perspectives 1860 - 1997.

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**Video Sources**

*The Immigration Experience*. National Film Board.

*Prairie Women*. National Film Board. (NFB)

**Appendices**

Appendix 1.2.1 – The Turn of the Century Organizer

Appendix 1.2.2 – Checklist for Graphs

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## Appendix 1.2.1

### The Turn of the Century Organizer

Area of Development	1900	Today
World population		
Location of largest Canadian city and its population		
Average age of death world wide		
Military conflicts		
Most dominant world power		
Main methods of communication		
Transportation methods: Trans-Atlantic, Canada coast-to-coast		
Homelands of new immigrants to Canada		
Canada's relationship to Great Britain		
Canada's relationship to the USA		
Major industries		
Types of employment		
Family life		
Entertainment		
Clothing		

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## Appendix 1.2.2

### Graphing Checklist

Assignment:

Due Date:

	<b>1. Descriptive Title which answers</b>		
	- What? Where? When?	Yes	No
	<b>2. Axis Labels</b>		
	- Both axes labelled	Yes	No
	- Numbers with units	Yes	No
	<b>3. Bar Graph</b>		
	- Bars drawn with ruler	Yes	No
	- Appropriate colours	Yes	No
<b>or</b>	<b>3. Line Graph</b>		
	- Smooth curve drawn	Yes	No
	- Data dots are inconspicuous	Yes	No
<b>or</b>	<b>3. Divided Circle Graph</b>		
	- Calculations are correct	Yes	No
	- Divisions drawn with a ruler	Yes	No
	- Appropriately shaded	Yes	No
	<b>4. Attention to Detail</b>		
	- Data plotted accurately	Yes	No
	- Ruler used for axes	Yes	No
	- Neatness	Yes	No
	- Graph centred on page	Yes	No
<b>Mark for Graphing Skills</b>			<b>/10</b>

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### **Activity 3: World War 1 – Causes, Battles**

**Time:** 300 minutes

#### **Description**

In this activity, students begin their study of World War I. From a global perspective, students study the causes, events, and results of World War I. In particular, they examine Canada's role in this war and how our status changed as a result of this involvement. Students also examine the concept of a "just war" from the Catholic perspective. Much of the information from this activity may be included in the culminating activity newspaper.

#### **Strand(s) and Expectations**

**Ontario Catholic Graduate Expectations:** CGE1d, 2a, 2d, 5d, 7d, 7e.

**Strand(s):** Communities: Local, National, and Global; Methods of Historical Inquiry.

**Overall Expectations:** CGV.02, CGV.03, CCV.03, MIV.02.

#### **Specific Expectations**

CG2.03 - evaluate the influence of Great Britain and Europe on Canadian policies from 1900 to the present;

CG4.01 - explain how Canada became involved in World War I and World War II, after researching the causes of the two wars;

CG4.02 - demonstrate a knowledge of Canada's military contributions in World War I and World War II

CG4.03 - evaluate Canada's role in the Allied victories of World War I and World War II;

CC3.01 - summarize the early evolution of Canadian political autonomy from Great Britain for the period from World I to the present;

MI1.01 - use terms related to historical organization and inquiry correctly;

MI2.02 - use computer-stored information and the Internet effectively to research Canadian history topics;

MI2.03 - record and organize information effectively using notes, lists, concept webs, timelines, charts, maps, graphs, and mind maps.

#### **Planning Notes**

- Obtain video. (See Teaching/Learning Strategy 4.)
- If students use the Internet for work on the timeline and comparison organizer book the computer lab and review school policies regarding the use of the Internet.
- Provide samples of editorials from the local newspaper.

#### **Prior Knowledge Required**

- From the Grade 7 History unit - Conflict and Change students have an understanding of the nature of conflict, types of conflict, and strategies for resolving conflict.
- Students through the Grade 7 program have studied the Seven Years War and the War of 1812.
- From the Grade 8 History unit - Canada: A Changing Society students have examined Canada's participation in World War I.
- Students have written "Letters to the Editor" in the Grade 9 Geography unit - Canada's Economic Diversity.

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## Teaching/Learning Strategies

1. To help students understand the difference between a remote and an immediate cause, teachers may use an example such as the following: “Two friends have lived together in an apartment for five years. One day, one of the roommates forgot to put the cap back on the toothpaste. When the other roommate found it, he/she began to yell and scream. As a result, an enormous fight erupted. It looked like the friendship was irretrievably broken.” Through discussion of the scenario, students arrive at the conclusion that the toothpaste cap was not the only cause of the argument - just the event that started it. There were probably other reasons. Students identify some possible remote causes. From this example, the teacher moves the discussion to the fact that countries often act in a very similar manner. Students are asked to give examples where this is the case.
2. Using the information from the discussion, students use their texts to research the remote and immediate causes of World War I (e.g., nationalism, imperialism, militarism, the alliance system, and the assassination at Sarajevo). To become familiar with the members of the alliance system, students complete a map showing the members of the Triple Alliance and the Triple Entente.
3. Students brainstorm the question: Why did Canada become involved in a war which really did not seem to concern her? Create a web using student responses. The teacher discusses the importance of the historical connection between Canada and Britain. Students discuss whether or not Canada should have been automatically involved when Britain declared war.
4. To help students in their understanding of war, view a video such as Classroom Video *World War I Canada’s Role* (31 minutes) or *All Quiet on the Western Front*. Students complete a teacher-prepared work sheet.
5. Students conduct research using their texts and classroom resources such as *The Canadian Scrapbook - Canadians At War 1914 - 1918* to complete a timeline which lists important events such as battles and the use of new technologies (e.g., tanks, poison gas, the airplane) and an organizer which examines four major battles (Ypres, Somme, Passchendale, and Vimy Ridge). Appendix 1.3.1 is a sample of a possible organizer. If possible, students use the Internet to research these assignments. There is a wealth of excellent material available.
6. The teacher introduces the concepts of stalemate and attrition. Students brainstorm how these concepts apply to World War I. Students speculate on what would break a stalemate. The teacher introduces the events surrounding the entrance of the United States and how their involvement affected the outcome of the war. Students compose notes on the events leading up to the end of the war and the Treaty of Versailles. Students also note what Canada’s role was at the peace talks: How had Canada’s world status changed? Why?
7. The teacher explains the doctrine of a “just war” as presented in the *Catechism of the Catholic Church*, Section 2309, and the class discusses the issue of whether or not World War I was a just war. Students write their thoughts on this issue in the form of an editorial. (Students may decide to use this editorial in their newspaper.)

## Assessment/Evaluation Techniques

- Roving conferences used by the teacher to ensure that students are on task, and to help the students with any concerns they have.
- Informal observation by the teacher ensuring that students are completing worksheet while the film is being viewed.
- The teacher checks the comparison organizer for completion and accuracy.
- Formative teacher assessment of written responses - check for accuracy and completeness.
- Summative teacher evaluation of student’s editorial response using the Rubric for Editorial Assignment (Appendix 1.3.2).

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## Accommodations

- Provide individual support in locating countries on world map.
- The teacher may provide a summary of terms in more simplified language.
- Use taped instructions or questions.
- Students having trouble synthesizing information may need one-on-one help by the teacher or a peer.
- Editorial assignment may be modified through the use of an outline template on the computer.
- Gifted students may write an editorial on a present-day conflict and submit it to a local newspaper.

## Resources

Approved classroom textbooks

Classroom resources - Santor, D. *Canadiana Scrapbook - Canadians At War 1914-1918*.

Henderson, I. *Canadian Challenges - World Affairs Defining Canada's Role*.

Henderson, I., et al. *Global Links Connecting Canada*.

DesRivieres, D., et al. *War and Peace: Canada's Global Role*. Prentice-Hall, 1996.

## Web Sites

The Canadian Great War Home Page

<http://www.rootsweb.com/~ww1can/>

Canadian History Time Line

<http://web.securenet.net/members/chastie/Hisintro.html>

The Dominion Institute

<http://www.dominion.ca>

The Great War

<http://www.infosites.net/general/the-great-war/>

The Great War

<http://www.wtj.com/wars/greatwar/>

The Great War and the Shaping of the 20th Century

<http://www.pbs.org/greatwar/maps/>

Hellfire Corner \_ Great War Web Pages, Tom Morgan's Somme Diary, Canadian Tom Arnott - Soldier 214384, France and Flanders

<http://www.fylde.demon.co.uk/welcome.htm>

Jack Turner's War

<http://collections.ic.gc.ca/turner/>

National Archives of Canada - Canadian Expeditionary Force of World War I

<http://www.archives.ca/index.html>

Robert Lindsay Mackay's First World War Diary

[http://www.finsysgp.com/macbob/RLM\\_Diary.html](http://www.finsysgp.com/macbob/RLM_Diary.html)

Trenches on the Web

<http://www.worldwar1.com/>

Veterans Affairs Canada

<http://www.vac-acc.gc.ca/>

## Video Sources

*All Quiet on the Western Front, The Battle of Vimy Ridge Series, Aces: A Story of the First Air War, Far From Home: Canada, and The Great War*. National Film Board of Canada.

*Canada and World War I, Causes of World War I, The Western Front*. Classroom Video.

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## Appendices

Appendix 1.3.1 – Comparison Organizer for Battles of World War I

Appendix 1.3.2 – Rubric for Editorial Assessment on a “Just War”

### Appendix 1.3.1

#### Comparison Organizer for Battles of World War I

Battle	When	Events of Battle	Role Played by Canadians	Importance to the Outcome of the War
Ypres				
The Somme				
Vimy Ridge				
Passchendale				

## Appendix 1.3.2

### Rubric for Editorial Assignment on a “Just War”

Categories/ Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/Understanding</b>				
Understanding of concept of a “just war”	- demonstrates a limited understanding of concept of a “just war”	- demonstrates some understanding of concept of a “just war”	- demonstrates a considerable understanding of concept of a “just war” and can apply the understanding	- demonstrates a high degree of understanding of concept of a “just war” and can apply the understanding
<b>Thinking/Inquiry</b>				
Use of critical thinking skills	- applies creative thinking skills in writing of editorial with limited effectiveness	- applies creative thinking skills in writing of editorial with moderate effectiveness	- applies creative thinking skills in writing of editorial with considerable effectiveness	- applies creative thinking skills in writing of editorial with a high degree of effectiveness
<b>Communication</b>				
Communicates information through writing	- illustrates concept of a “just war” through writing of the editorial with limited effectiveness	- illustrates concept of a “just war” through writing of editorial with some effectiveness	- illustrates concept of a “just war” through writing of editorial with clarity	- illustrates concept of a “just war” through writing of editorial with a high degree of clarity
<b>Application</b>				
Application of concept of a “just war”	- demonstrates difficulty in applying concept of a “just war”	- demonstrates some ability in applying concept of a “just war”	- clearly able to apply the concept of a “just war”	- applies the concept of a “just war” effectively

Overall Level:

Student Name:

Comments:

Strengths:

Areas to Review:

Next Steps:

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

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## Activity 4: World War I – On the Homefront

**Time:** 270 minutes

### Description

In this activity, students consider the impact of World War I on Canadians at home. Their examination includes a study of how people at home helped with the war effort and the increased role of the government. Students also examine the impact of the introduction of conscription - especially on French-Canadians. Students may decide to report on some of these issues in their newspaper.

### Strand(s) and Expectations

**Ontario Catholic Graduate Expectations:** CGE2a, 5a.

**Strand(s):** Communities: Local, National, and Global; Change and Continuity; Citizenship and Heritage; Methods of Historical Inquiry.

**Overall Expectations:** CGV.02, CGV.04, CHV.02, SPV.02, MIV.02, MIV.03.

### Specific Expectations

CG3.02 - describe how the conscription crisis of World Wars I and II created tensions between English Canada and Quebec;

CG4.04 - describe how Canadians of various ethnocultural backgrounds, individually and as communities contributed at home and overseas to the war effort during World War I and World War II;

SP2.03 - demonstrate an understanding of the role of government in wartime and explain why the government acted as it did;

MI2.03 - record and organize information effectively using notes, lists, concept webs, timelines, charts, maps, graphs, and mind maps;

MI3.01 - identify different viewpoints and explicit biases when evaluating information for a research report or participating in a discussion.

### Planning Notes

- Teacher collects samples of propaganda posters to display.
- Teacher obtains picture referred to in Teaching/Learning Strategy 4.
- Collect additional background information students may need for the conscription debate.
- Prepare paper and pencil test.

### Prior Knowledge Required

From the Grades 7 and 8 History programs, students have studied key French-Canadian historical issues: the Seven Years War, Rebellion in Lower Canada, Confederation, Red River Rebellion of 1870, and the North West Rebellion of 1885.

### Teaching/Learning Strategies

1. In small groups, students brainstorm how people at home helped with the war effort. The class discusses the efforts of people at home in Canada. Using their texts and other sources, students compose notes identifying different groups and their contributions.
2. Students read about the growth of government in wartime. In their notes, students summarize the reasons why the Canadian government became a larger factor in people's lives during World War I. Students list examples of increased government involvement in citizen's lives (e.g., conscription, income taxes, rationing, censorship, etc.).
3. The class discusses the concept of propaganda and the use of government propaganda in time of war. After studying examples of World War I propaganda posters, students create their own poster.

- 
4. Through the use of a picture of Canadian soldiers leaving home early in the war to fight (See *Canadiana Scrapbook - Canadians At War 1914 - 1918 - The Call to Arms*, pp. 2-3) students list adjectives to describe the mood and suggest reasons why men would be eager to fight. Class discusses what would cause a change in this eagerness to fight and how this would affect the armed forces. Students offer suggestions on how to deal with declining numbers of enlistments. The teacher introduces the concept of conscription. Students speculate on which groups in Canada would be opposed to conscription such as farmers. The teacher focusses discussion on French-Canadians: Why would this group be opposed to conscription?
  5. The teacher divides the class in half and asks one group to research reasons why conscription should be introduced in Canada in 1917. The other half of the class examines reasons why conscription should not be introduced. Students conduct their research using the class text and other print sources provided by the teacher. After the research is completed, one side role plays the elected members of the Robert Borden government while the other side role plays the elected members of the opposition Liberals.

### **Assessment/Evaluation Techniques**

- Informal teacher observation and feedback to students; monitor student progress in both small groups and individual work and record anecdotal notes when needed.
- Informal teacher assessment using probe questions to collect evidence of the students' understanding of the increased role of government during wartime.
- Summative evaluation by the teacher of propaganda poster through use of a rubric (Appendix 1.4.1).
- Formative assessment by the teacher of students' performance in the debate through a checklist (Appendix 1.4.2).
- Paper and pencil test prepared by the teacher for summative evaluation of the concepts taught in the preceding activities on World War I.

### **Accommodations**

- Allow shorter written responses.
- Responses could be taped or given orally.
- Use a peer helper to scribe the notes.
- Provide extra time to complete poster or write test.
- Use alternative forms of testing, e.g., use of a scribe, taped responses.

### **Resources**

Approved classroom textbooks.

Classroom resources – Santor, D. *Canadiana Scrapbook - Canadians at War 1914 - 1918*.

Coomber, J. and R. Evans. *Women Changing Canada*.

Henderson, I., et al. *Canadian Challenges - World Affairs Defining Canada's Role*.

### **Web Sites**

<http://www.rootsweb.com/~ww1can/> On the Homefront

### **Video Sources**

*The Kid Who Couldn't Miss*, (Billy Bishop). NFB.

*And We Knew How to Dance: Women in World War I*. NFB.

### **Appendices**

Appendix 1.4.1 – Rubric for Propaganda Poster

Appendix 1.4.2 – Checklist for Debate Presentation

## Appendix 1.4.1

### Rubric for Propaganda Poster

Categories/ Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/Understanding</b>				
Understanding of propaganda concepts	- demonstrates a limited understanding of propaganda concepts	- demonstrates some understanding of propaganda concepts	- demonstrates considerable understanding of propaganda concepts and can apply the understanding	- demonstrates a high degree of understanding of propaganda concepts and can apply the understanding
<b>Thinking/Inquiry</b>				
Use of critical thinking skills	- applies creative thinking skills with limited effectiveness	- applies creative thinking skills with moderate effectiveness	- applies creative thinking skills with considerable effectiveness	- applies creative thinking skills with a high degree of effectiveness;
<b>Communication</b>				
Communicates information through the use of symbols and visuals	- communicates information through the use of symbols and visuals with limited effectiveness	- communicates information through the use of symbols and visuals with some effectiveness	- communicates information through the use of visuals and symbols with clarity	- communicates information through the use of symbols and visuals with a high degree of clarity
<b>Application</b>				
Application of propaganda concepts	- demonstrates difficulty in applying propaganda concepts	- demonstrates some understanding of propaganda concepts	- clearly understands and uses propaganda concepts	- understands and uses propaganda concepts effectively

Overall Level:

Student Name:

Comments:

Strengths:

Areas to Review:

Next Steps:

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



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## Activity 5: Canada's Economic Growth

**Time:** 270 minutes

### Description

In this activity, students take a look at the Canadian economy from a variety of perspectives including the growth of labour unions, the role of the Canadian Manufacturers Association, the impact of new technologies, and the growth of consumer products. In their study of labour unions, students examine the views of the Catholic Church. Students may decide to include a section in their newspaper advertising the new consumer products.

### Strand(s) and Expectations

**Ontario Catholic Graduate Expectations:** CGE1d, 2a, 7e.

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

**Overall Expectations:** CCV.02, CHV.01, SPV.01, MIV.02.

### Specific Expectations

CC2.01 - explain how and why developments in transportation and communication technology affected life during the twentieth century;

CC2.02 - demonstrate an understanding of the relationship between invention and the economy;

CC2.06 - compare how Canadians worked during the industrial era with how they worked during the post-industrial era;

CH1.02 - research and evaluate the role of the labour movement in Canadian society;

SP1.02 - describe the founding of the Canadian Manufacturers Association and assess its contribution to the Canadian economy;

SP1.03 - compare economic conditions of the 1920s and 1930s, and describe the impact of those conditions on Canadians, individually and collectively;

MI2.03 - record and organize information effectively using notes, lists, concept webs, timelines, charts, maps, graphs, and mind maps.

### Planning Notes

- Gather additional classroom resources on labour unions and the Winnipeg General Strike.
- Prepare student copies of the *Papal Encyclical Rerum Novarum* or Section 2435 from the *Catechism of the Catholic Church*.
- Assemble background information on the Canadian Manufacturers Association.

### Prior Knowledge Required

From the Grade 8 History unit - Canada: A Changing Society students have studied the following: the effects of technology, working conditions of Canadian workers, and events in the Canadian labour movement (development of unions, Winnipeg General Strike)

### Teaching/Learning Strategies

1. The teacher leads discussion by asking students to describe what they think it is like to work in a factory today and then what it would be like to work in a factory in 1918. Students generate a list of reasons as to why conditions have changed. Class creates and completes a comparison chart for their notes.
2. The class discusses the concept of a labour union. Students brainstorm on the purposes of a labour union and name examples of labour unions today. Using their textbook or resources provided by the

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teacher, students read on the early Canadian labour unions and the Winnipeg General Strike of 1919. Through class discussion, students become familiar with the concepts of collective bargaining and “general strike”. Students research and compose notes about the causes, events, and results of the Winnipeg General Strike.

3. Students study the view of the Catholic Church on labour unions. The teacher may make reference to the *Papal Encyclical Rerum Novarum* (1891) and 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, students, in small groups, discuss whether or not the Winnipeg General Strike of 1919 was “morally legitimate”. Students present decisions to class.
4. Using their textbooks or resources provided by the teacher, students research and compose notes describing the founding of the Canadian Manufacturers Association. In their research, students examine the activities of the CMA and assess its contribution to the Canadian economy.
5. Students generate a list of consumer products that we use today which their grandparents would not have had. The teacher leads students in a discussion as to why their grandparents would not have had these products. Students examine their texts or a source such as the *Canadiana Scrapbook - The Confident Years: Canada in the 1920s* and list new consumer products which appeared in Canada during the 1920s. Students speculate how the introduction of these new goods would impact on the economy. Students compose notes describing the growth of the Canadian economy during this time period.
6. The teacher asks students how the computer has affected their lives. Using students’ responses, the teacher constructs a chart showing the benefits and the problems that have resulted from the invention of the computer. Students individually research and create a similar chart which shows the impact of the automobile in the 1920s.

### **Assessment/Evaluation Techniques**

- Informal teacher assessment using probe questions to collect evidence of the students’ understanding of the differences in working conditions.
- The teacher checks students’ notes on the Winnipeg General Strike for completeness and accuracy.
- Informal teacher observation for formative assessment of students’ group work discussing the Church’s view on labour unions.
- The teacher checks students’ notes on the Canadian Manufacturers Association for completeness and accuracy.
- The teacher checks students’ notes on the growth of the Canadian economy for completeness and accuracy.
- Informal teacher assessment using probe questions to collect evidence of students’ understanding of the impact of the automobile.

### **Accommodations**

- Students with writing difficulties may benefit from teacher assistance in organizing information and structuring their notes.
- Some students may require a scribe to assist with note taking.
- Students may use computer for note-making.
- Provide assistance with completing chart on the benefits and problems of the automobile.
- Ensure front of the class seating to assist in note-making.

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## Resources

Approved classroom texts.

Classroom Resources – Bondy, R. and W. Mattys. *Canadiana Scrapbook - The Confident Years: Canada in the 1920s*. Prentice-Hall, 1978.

Kolpin, R. *Canadian Challenges - Global Links Connecting Canada*. Oxford, 1999.

DesRivieres, D., et al. *Decades Forces of Change, 1896-1960*. Prentice-Hall, 1996.

## Web Sites

Winnipeg General Strike

<http://www.geocities.com/CapitolHill/5202/win1919.htm>

Industrial Workers of the World (The Wobblies)

<http://www.iww.org/>

National Interfaith Committee on Worker Justice

<http://www.igc.org/nicwj/index.htm>

History of General Motors

[http://www.gmcanada.com/english/about/hist\\_time.html](http://www.gmcanada.com/english/about/hist_time.html)

Henry Ford

<http://www.hfmvgv.org/histories/hf/henry.html#top>

## Video Sources

*Imperfect Union: Canadian Labour and the Left - Part 1*. NFB.

*On Strike: The Winnipeg General Strike, 1919*. NFB.

## Activity 6: Influences on Canadian Life: 1919-1928

**Time:** 150 minutes

### Description

In this activity, students examine the influences of both Britain and the United States on Canada. They also examine what a pressure group is and compare the Women's Christian Temperance Union to a modern-day pressure group. Students continue to collect information for their culminating activity.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE1d, 2d, 4f.

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

**Overall Expectations:** CGV.02, CHV.01, SPV.02, MIV.02.

### Specific Expectations

CG2.01 - produce research reports on the ways in which and the extent to which American culture and lifestyle has influenced Canadian identity from 1900 to the present;

CH1.01 - assess the contributions of the women's movement;

SP2.01 - research and describe the role of early twentieth-century pressure groups in promoting social support programs;

MI2.03 - record and organize information effectively using notes, lists, concept webs, timelines, charts, maps, graphs, and mind maps.

### Planning Notes

- Collect information on pressure groups.
- Gather additional classroom material on the United States in the 1920s.

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## Prior Knowledge Required

- From Activity 4, students have gained some insights into the influence of Britain.

## Teaching/Learning Strategies

1. Using their texts and other class resources, students create a list of American influences on Canadian life in the 1920s (e.g., motion pictures, slang, sports, dress, music). Class discusses the positive and negative results of this influence. The teacher introduces the question of American participation in the Canadian economy. Students suggest advantages and disadvantages of this participation. Using their texts, students research American economic involvement by examining the reciprocity issue, the election of 1911, and the development of American branch plants.
2. Students offer suggestions to the question: If Canada was being influenced by the Americans then which country was losing its influence? Students brainstorm the reasons why Canada was moving away from the influence of Britain. Students research and create a timeline which shows the events which moved Canada away from Britain. The timeline should include: Canada's signing of the 1919 Versailles Peace Treaty, Canada joining the League of Nations, signing the 1923 Halibut Fishing Treaty with the United States, and the Balfour Declaration in 1926.
3. The teacher introduces the concept of a pressure group. Students are asked for examples of modern-day pressure groups and their purposes. The teacher introduces students to an early twentieth-century pressure group - the Women's Christian Temperance Union (WCTU). Students are asked to create an organizer comparing the WCTU to a modern-day pressure group. Comparison topics could include: purposes, tactics used in applying pressure, public and governmental responses, and overall effectiveness of the groups in bringing about change.

## Assessment/Evaluation Techniques

- The teacher checks students' notes on the American influence of the economy – check for completion and accuracy.
- Informal teacher assessment using probe questions to collect evidence of the students' understanding of Canada's increasing independence from Britain.
- The teacher checks the students' organizers for completion and accuracy.

## Accommodations

- Provide assistance with completing the timeline.
- Provide peer help with completing notes e.g., scribing notes.
- Gifted students may be encouraged to contact a pressure group to gain more information and report findings to the class.
- Prepare an outline to assist students with note-taking.

## Resources

Approved classroom textbooks

Classroom resources - *Canadiana Scrapbook - A Nation Beckons 1896-1914, The Confident Years: Canada in the 1920s.*

Canadian Challenges – Kolpin, R. *Global Links Connecting Canada.*

Coomber, J. and R. Evans. *Women Changing Canada.*

DesRivieres, D. *Decades Forces of Change, 1896-1960.*

## Web Sites

Women's Christian Temperance Union (American) <http://www.wctu.org/history.htm>

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## Video Sources

*Canada and the USA*. Classroom Video.

*The Good Bright Days (1919-1927)*. NFB.

*Women on the March*. NFB.

## Activity 7: Culminating Activity - The Newspaper

**Time:** 225 minutes

### Description

In this culminating activity, students produce a newspaper which reflects the important events of the previous twenty-five years. It is an opportunity for students to gain an overview of the entire period. This activity should be ongoing throughout the entire unit. The teacher has the flexibility to decide whether to give students class time during the unit or at the end.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE2d, 4f, 7g.

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

**Overall Expectations:** CGV.04, CCV.02, CCV.03, CHV.01, CHV.02, SPV.01, MIV.02, MIV.04.

### Specific Expectations

CG3.02 - describe how the conscription crises of World Wars I and II created tensions between English Canada and Québec;

CG4.02 - demonstrate a knowledge of Canada's military contributions in World War I and World War II (e.g., Ypres, Somme, Dieppe, D-Day, Sicily);

CG4.03 - evaluate Canada's role in the Allied victories of World War I and World War II (e.g., Vimy Ridge, D-Day, liberation of Holland, release of prisoners from Nazi concentration camps);

CG4.04 - describe how Canadians of various ethnocultural backgrounds, individually and as communities, contributed at home and overseas to the war effort during World War I and World War II;

CC2.01 - explain how and why developments in transportation and communication technology (e.g., cars, airplanes, telephone, radio) affected life during the twentieth century;

CH1.02 - research and evaluate the role of the labour movement in Canadian society;

CH2.01 - explain how significant individuals contributed to the growing sense of Canadian identity during World War I;

SP1.03 - compare economic conditions of the 1920s and 1930s, and describe the impact of those conditions on Canadians, individually and collectively;

MI2.01 - use school and public libraries, resource centres, museums, historic sites, and community and government resources effectively to gather information on Canadian history;

MI2.02 - use computer-stored information and the Internet effectively to research Canadian history topics;

MI2.03 - record and organize information effectively using notes, lists, concept webs, timelines, charts, maps, graphs, and mind maps;

MI4.03 - express ideas and arguments in a coherent manner during discussions and in debates, or graphic displays.

### Planning Notes

- Book Library/Resource Centre and computer lab to enable students to carry out research.
- Provide samples of newspapers.

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## **Prior Knowledge Required**

- Students need to know how to organize a newspaper.

## **Teaching/Learning Strategies**

1. The newspaper which the students are asked to create should be a reflection of key events of the first twenty-five years of the 20th century. The date of publication is December 31, 1925. The paper should be four to six pages in length. It is suggested that students be given time to work on this assignment through the course of the unit. This allows those students who do not have easy access to a computer to use the school's facilities. Teachers should also review the skills needed to complete the newspaper assignment such as paragraph writing.
2. The newspaper contains the following elements (teachers may add or delete elements):
  - i) Proper format of a newspaper (e.g., title, dates, sections)
  - ii) International, national, and local news items (e.g., World War I, Winnipeg General Strike)
  - iii) Biography of a prominent Canadian (e.g., Robert Borden, Henri Bourassa, Nellie McClung)
  - iv) An editorial
  - v) A timeline of important events
  - vi) Comparison between Canada and the United States
  - vii) Fads, Fashions, and Entertainment
  - viii) Advertising
  - ix) Arts Review (e.g., poetry of Pauline Johnson, writings of Nellie McClung)
  - ix) Student/Teacher Choice

## **Assessment/Evaluation Techniques**

- Summative teacher evaluation of the newspaper through a rubric (Appendix 1.7.1)

## **Accommodations**

- Modify the requirements for the newspaper in terms of length and detail.
- Assist the student with research and organization of the material.
- Allow the student extra time to complete the newspaper.

## **Resources**

Extensive resources and Internet sites have been given at the end of each activity.

## **Appendices**

Appendix 1.7.1 – Newspaper Rubric

## Appendix 1.7.1

### Newspaper Rubric

Categories/ Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge and Understanding				
Demonstrates an understanding of the events influencing Canada in the first 25 years.	- demonstrates limited understanding of the events influencing Canada	- demonstrates some understanding of the events influencing Canada	- demonstrates considerable understanding of the events influencing Canada	- demonstrates thorough and insightful understanding of the events influencing Canada
Thinking/Inquiry				
Collect, organize and synthesize information from a variety of sources	- collects, organizes and synthesizes information with limited effectiveness	- collects, organizes and synthesizes information with moderate effectiveness	- collects, organizes and synthesizes information with considerable effectiveness	- collects, organizes, and synthesizes information with a high degree of effectiveness
Communication				
Use of written language Use of symbols and visuals	- uses written language with limited effectiveness uses symbols and visuals with limited accuracy and effectiveness	- uses written language with some effectiveness uses symbols and visuals with some accuracy and effectiveness	- uses written language with a high degree of effectiveness uses symbols and visuals with considerable accuracy and effectiveness	- uses written language with a high degree of effectiveness uses symbols and visuals with a high degree of accuracy and effectiveness
Applications				
Transfer of concepts to a new context	- transfers concepts to a new context with limited effectiveness	- transfers concepts to a new context with moderate effectiveness	- transfers concepts to a new context with considerable effectiveness	- transfers concepts to a new context with a high degree of effectiveness

Overall Level:

Student Name:

Comments:

Strengths:

Areas to Review:

Next Steps:

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

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## Unit 2: 1929-1945: Values Tested-Depression and the Horrors of War

**Time:** 20 hours

**Unit Developer:** Colleen Chandler, Toronto Catholic District School Board

### Unit Description

In this unit students come to understand how the world economy collapsed after the Stock Market Crash of 1929 and how the different nations of the world reacted, adapted, and survived the Great Depression. From this students examine the causes of the growth of fascism and the resulting World War II. Students examine Canada's political, social, and economic evolution in dealing with World War II. Students develop an awareness of the responsibility involved in following the teachings of the Catholic Church towards social justice and human rights, especially during the Great Depression, the Holocaust, and the internment of Japanese-Canadians. This unit culminates with students producing a diary which follows the experiences of Canadians from the Stock Market Crash, the Great Depression, Canada's entry into World War II, and D-Day to the surrender of the Axis Powers.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE 1d, 2b,c,d,e, 3c,e,f, 4a,d, 5a,g, 7b,e,f,g,j.

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

**Overall Expectations:** CGV.02,03,04; CCV.03; CHV.01,02; SPV.01,02; MIV.01,02,03,04.

**Specific Expectations:** CG2.06,07; CG4.01,02,03,04,05; CC2.03; CC3.03; CH1.04; SPI.03,06; SP2.03,04,05; MI1.01; MI2.01,03; MI3.01,03; MI4.03.

### Activity Titles (Time + Sequence)

Activity 1	Causes of the Great Depression	100 minutes
Activity 2	Political Response to the Great Depression	175 minutes
Activity 3	Surviving the Great Depression	150 minutes
Activity 4	Causes of World War II – the Growth of Fascism	285 minutes
Activity 5	Canadian Reaction and Participation	230 minutes
Activity 6	The Fall of the Axis	260 minutes

### Prior Knowledge Required

- Grade 7-8 Expectations:
  - (a) how to construct and interpret graphs, charts, and maps to organize information;
  - (b) how to demonstrate an understanding of the nature of change and conflict, and to identify the types of conflict;
  - (c) how to analyse, synthesize, and evaluate historical information;
  - (d) how to communicate the results of inquiries for specific purposes, by using written notes and reports, tables, charts, and graphs.
- The expansion of the North American economy during the 1920s
- The Terms of the Treaty of Versailles and the German reaction
- Students need to be familiar with how to develop and prove a thesis.
- Students need to be familiar with the computer and how to access the Internet.

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## Unit Planning Notes

- Obtain copies of stock market pages from the newspaper for use in Activity 1.
- Check web sites for information needed for all activities.
- Book computer lab for Activity 5.
- Book VCR/TV for videos to be shown.
- Obtain CD-ROM *Canada's Coming of Age, 1939-1945* for Activity 5.
- Obtain videos from school Library/Resource Centre, History Department Office, or local sources.
- Check Individual Education Plans (IEPs) for identified students for accommodation strategies.

## Teaching/Learning Strategies

### Whole Group

- brainstorming, questioning, discussion, concept clarification

### Small Group

- inquiry process, issue-based analysis, classifying, collaborative learning, computer-assisted learning

### Individual

- note-making, organizers, chart making, map making, computer-assisted learning, research, questioning

## Assessment and Evaluation

### Diagnostic and Formative Assessment

- Formal teacher observation
- Roving conferences
- Checklist for map
- Map assessment rubric
- Content quizzes
- Analysis writing

### Summative Evaluation

- Formal teacher observation
- Teacher-created pencil and paper tests
- Rubric for diary exercises

## Resources

### Print

Classroom texts

Newspaper-stock pages

Braithwaite, Max. *Why Shoot the Teacher*. Toronto: McClelland and Stewart, Inc., 1965.

Frank, Anne. *Anne Frank: The Diary of a Young Girl*. New York: Pocket Books, 1952.

Jarvis, Geoffrey, et al. *War and Peace: Canada's Role*. Scarborough, Ontario: Prentice-Hall Ginn Canada, 1996.

Mennill, Paul. "The Depression Years: Canada in the 1930's." *Canadiana Scrapbook*. Scarborough, Ontario: Prentice-Hall of Canada, Ltd., 1978.

Santor, Donald, M. "Canadians at War, 1939-1945." *Canadiana Scrapbook*. Scarborough, Ontario: Prentice-Hall of Canada, Ltd., 1979.

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Sheridan, E.F., ed. *Do Justice! The Social Teachings of the Canadian Catholic Bishops*. Sherbrook, Quebec: The Jesuit Centre for Social Faith and Justice, 1987.

### Computer

*Canada Coming of Age, 1939-1945*. CD-ROM. Ottawa: Veterans Affairs, 1995.

*The 1999 Canadian and World Encyclopedia*. CD-ROM. Toronto: McClelland and Stewart Inc., 1999.

### Audio-Visual

*Canada at War Series*.

*Canada Remembers Series*.

*A & E Biography Series*.

*Minoru-Memory of an Exile*.

*The World's Great Disasters-The New York Stock Market Crash*. New York: A & E Television Network, 1995.

*Witness to History – The New Deal*.

*World War II*.

## **Activity 1: Causes of the Great Depression**

**Time:** 100 minutes

### **Description**

During this activity students examine the condition of the New York Stock Market in 1929. To make this exercise more relevant, students examine current stock prices and follow the daily variations of the stock price for a specific time period to be determined by the teacher. Students should then be able to appreciate why the Crash of 1929 was so devastating to the North American and world economies. Students also examine the other contributing factors which led to the Great Depression.

### **Strand(s) and Expectations**

**Ontario Catholic School Graduate Expectations:** CGE2b, 2d.

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

**Overall Expectations:** SPV.01, MIV.01, MIV.02.

### **Specific Expectations**

SP1.03 - compare economic conditions of the 1920s and 1930s and describe the impact of those conditions on Canadians, individually and collectively;

MI1.01 - use terms related to historical inquiry correctly;

MI2.01 - use school and public libraries, resource centres, museums, historical sites, and community and government resources effectively to gather information on Canadian history.

### **Planning Notes**

- In order to compare the present system to that of 1929, the teacher needs to obtain copies of the daily newspaper or have students bring in copies of the stock market page from the daily newspaper.
- Many forms of a Stock Market Game exist; teachers should investigate and find the one that best meets the needs of their students.
- Check with the Economics teacher who may have valuable resources on the stock market.
- Local newspapers often run a Stock Market Challenge Game; the teacher may decide to enroll the class.

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### **Prior Knowledge Required**

- Students must have an understanding of the economic growth of Canada and North America during the 1920s.
- Students need to be reminded that, during the “Roaring Twenties”, people freely spent on items such as the automobile and new appliances and invested in the Stock Market, often buying on credit.

### **Teaching/Learning Strategies**

1. The teacher explains the culminating activity (Activity 6). This provides the focus for the activities that precede the culminating assignment.
2. (a) The teacher explains the basic principles of how the stock market works. Students understand and make notes on terms such as stock, stock broker, shareholder, and dividend.  
(b) Students examine the newspaper, select a stock, and follow its progress over a specific period of time. These results are recorded in students’ notebooks. As an alternative, the teacher can provide the students with stock market prices from 1929 and have students purchase shares in many companies and then lose them as a result of the market crash.
3. (a) The students read in their text the conditions present in 1929 that contributed to the fall of the New York Stock Market and the subsequent results to the Canadian markets. Students become familiar with terms such as buying on margin and understand the circumstances that led to the fall of the market.  
(b) The class, after discussion and reading their text, compiles a list of all forces that contributed to the Great Depression.
4. The teacher can show the video *World’s Great Disasters – the New York Stock Market Crash*. Students brainstorm about the effects the crash had on the average person.
5. The teacher leads a discussion on how the New York Stock Market Crash affected Canada.
6. Students write a quiz on the causes of the Great Depression.

### **Assessment/Evaluation Techniques**

- Informal teacher observation of students' contributions to class discussions and to the development of their oral and listening skills
- Roving assessment of attention to task as students read the newspaper and decide what stocks to follow
- Pen and pencil quiz on the causes of the Great Depression

### **Accommodations**

- Appoint a peer-helper to scribe the required notes for students.
- Modify the quiz as needed (e.g., allowing extra time, providing a scribe as required, reading the quiz aloud).
- Allow students to take the quiz in the Resource Room or with a peer-helper.

### **Resources**

Approved classroom textbooks

Newspapers

### **Video**

*The World’s Great Disasters – The New York Stock Market Crash*. New York: A & E Television Network, 1995.

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## Activity 2: Political Response to the Great Depression

**Time:** 175 minutes

### Description

This activity concentrates on how the governments of the USA and Canada reacted first to their economic collapse, and how subsequent governments tried to deal with the hardships facing North Americans. Students then evaluate the different regional needs of Canada and the rise of political parties that addressed these needs.

### Strand(s) and Expectations

**Ontario Catholic School Expectations:** CGE1d, 2c, 3c, 5a.

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

**Overall Expectations:** CGV.02, CHV.01, SPV.01, MIV.01.

### Specific Expectations

CG2.03 - summarize Canada's changing relationship with the United States from 1900 to present;

CH1.04 - evaluate the role of movements that resulted in the founding of political parties such as the Social Credit, Union Nationale, Co-operative Commonwealth Federation;

SP1.03 - compare economic conditions of the 1920s and 1930s and describe the impact of those conditions on Canadians individually and collectively;

SP1.06 - produce an analysis of the historic roots of economic disparity between the regions of Canada and assess the success of government policies in redressing the inequalities;

SP2.05 - produce an analysis of how Canadian governments, at various levels, reacted to the economic conditions of the Depression in the 1930s;

MI2.03 - record and organize information effectively using notes, lists, concept webs, timelines, charts, maps, graphs, and mind maps.

### Planning Notes

- The teacher needs to book the VCR/TV to show the video *Witness to History: The New Deal*.
- The teacher constructs an organizational chart to help students categorize the needs of the different regions and people of Canada and the growth of Third Parties in Canada.

### Prior Knowledge Required

- Students should know that, in 1929, William Lyon Mackenzie King was prime minister of Canada and Herbert Hoover was the president of the USA.
- Based on Activity 1, students know that the New York Stock Market Crash sent North America into an economic depression.

### Teaching/Learning Strategies

1. Students examine how Herbert Hoover, president of the USA, tried to correct the economic problems in the USA. Specific reference should be made to the high Hawley-Smoot Tariff. Through question and answer, the class draws conclusions as to the unsatisfactory nature of Hoover's policies and the future effects that the high tariffs would have on world trade.
2. Before showing the video *Witness to History – The New Deal*, students brainstorm possible solutions that might help people manage through the Depression. Students then view the video and compare their solutions to those that Roosevelt inaugurated through his New Deal.
3. (a) The students read the text to understand why the people of Canada did not re-elect William Lyon Mackenzie King in 1930, but instead elected R.B. Bennett.

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- (b) The teacher and students then create a list of solutions that the Canadian people expected from Bennett.
  - (c) The students then read their text and make notes on Bennett's decision to implement Bennett's New Deal, with specific reference to the Conservative government policies on relief and relief camps.
4. The teacher arranges students into groups, each one representing a region of Canada (the Maritimes, Quebec, Ontario, and the West). Each group needs to research information by reading from their text and complete a chart, examining the economic problems and conditions distinctive of each of the regions of Canada and what the Bennett government was doing to help that specific region. Each group summarizes their findings and shares the information with other groups.
  5. (a) Students then read about the growth of new political parties in Canada, such as the Social Credit, the Union Nationale, and the Co-operative Commonwealth Federation. They examine the parties' policies and solutions to help their particular area of Canada.  
(b) The teacher then leads a discussion to answer the question "Could any of the new parties provide the solutions that the Canadian people needed?"

### **Assessment/Evaluation Techniques**

- Informal teacher observation can be used to monitor the small groups.
- Peer-assessment, using student-developed checklist, can be used to evaluate each student's contribution to the group.
- Using a student-designed checklist, the teacher can collect the charts and assess their completeness.

### **Accommodations**

- Students with writing difficulties may benefit from teacher assistance or a scribe in organizing and structuring their group work and completion of their chart.
- Individuals with special needs could be grouped with students who are able to assist with the needs of the particular students.
- Gifted students could be challenged into researching biographical information on Presidents Hoover and Roosevelt, and Prime Ministers King and Bennett, to obtain more detailed information.

### **Resources**

Approved classroom textbooks

#### **Video**

*Witness to History – the New Deal*. Rexdale, Ontario: McIntyre Media Limited, 1994.

#### **Web Sites**

Canadian Prime Ministers – biographies

<http://cnet.unb.ca/achn/pme>

Canadian Prime Ministers – history

<http://www.canadianprimeministers.com/biogs.html>

R.B. Bennett

<http://cap.unb.ca/achn/pme/learning/pm/rbbcb.htm>

William Lyon Mackenzie King

<http://cap.unb.ca/achn/pme/wlmkdb.htm>

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## Activity 3: Surviving the Great Depression

**Time:** 130 minutes

### Description

In this activity students understand how Canadians survived the economic hardships during the 1930s. Students are encouraged to appreciate how people survived after losing many of their possessions. Students understand that some people could not cope as well as others and turned to the Canadian government and organizations for help. Students reflect on the Church's teachings on social justice and sharing.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE2b, 3f, 4a.

**Strand(s):** Social, Economic, and Political Structures; Methods of Historical Inquiry

**Overall Expectations:** SPV.02, MIV.01, MIV.02.

### Specific Expectations

SP1.03 - compare economic conditions of the 1920s and 1930s and describe the impact of those conditions on Canadians, individually and collectively;

MI2.01 - use school and public libraries, resource centres, museums, historical sites, and community and government resources effectively to gather information on Canadian history;

MI3.01 - identify different viewpoints and explicit biases when evaluating information for research or participation in a discussion.

### Planning Notes

- The teacher arranges to provide student with the opportunity to listen to music from the Depression and view photos and drawings of the fads and fashions, possibly through the school Library/Resource Centre or *The Canadiana Scrapbook*.
- The teacher organizes access to online materials and web sites.
- The teacher should review the teaching of the Catholic Church on the issue of Social Justice and the responsibility of sharing. For reference, the teacher may want to use The Episcopal Officers for Social Action, "Labour Day Message-1972, Simplicity and Sharing." *Do Justice! The Social Teachings of the Canadian Catholic Bishops* (1987), pp. 233-238.

### Prior Knowledge Required

- Students need to become familiar with the entertainment industry (music, movies, sports heroes, fads, and fashions) of the 1920s for comparison with today's industry.
- Familiarity with the economic conditions of the 1920s
- Students need to be reminded of the circumstances that lead the Bennett government to implement relief camps.

### Teaching/Learning Strategies

1. The teacher reminds students of the culminating activity (Activity 6). Students use much of the information acquired from this activity and incorporate it into their culminating activity.
2. (a) The teacher brainstorms with students and discusses what happens to people once they face unemployment. At this time, the teacher should remind the students that in Canada in the 1930s there were no social programs.

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- (b) The class reads in their text about the types of problems that Canadians faced specifically in the 1930s (e.g., drought in the West). The teacher then instructs students to draw up a list of the types of items that were necessary for survival in the 1930s. Through a class discussion, a consensus should be reached as to the list of essential items. At this point, the teacher asks students what items in their lives are essential today and compares this list with the essential items of the 1930s.
  - (c) Students can be provided with a list of grocery costs in the 1930s and, using the relief payments, do the family shopping. Students produce a list of alternative ways for Canadians to survive. This leads to a discussion of government help (i.e., relief), and help from outside agencies (i.e., churches).
3. After reading from their text, examining pictures and photos, and listening to the music of the 1930s, students summarize the entertainment industry of the 1930s to understand how Canadians were able to survive the Great Depression. Topics include movies and movie stars, sports heroes, radio stars, and favourite songs and dances of the 1930s.
  4. Using notes from the previous unit on the topic of the Roaring Twenties and from their text, students draw up a comparison chart to compare the economic conditions of the 1920s to those in the 1930s. Topics include: the percentage of unemployment, the average weekly wage of Canadians, the amount of government involvement, and the general spirit or mood of the people of Canada. Following completion of the chart, the teacher brainstorms with the students what could have been done to avoid such an economic catastrophe and what can be done in the future to make sure that history does not repeat itself.
  5. Using information from their text and online services, students gather information that led to the On-to-Ottawa Trek and reflect on the human impact of the relief camps.
  6. After reviewing the Catholic Church's teaching on social justice and sharing, the teacher leads a discussion with students about the responsibilities in caring for the less fortunate and the role of the different levels of government, the community, churches, and society.

### **Assessment/Evaluation Techniques**

- Roving conference to ensure that all students are on task and help students with their concerns
- Informal teacher observation

### **Accommodations**

- Assign a scribe to provide for notebook summaries.
- Pre-select articles at the appropriate reading levels for the discussion on Catholic Social Justice.
- To provide further insight into life in the Canadian Prairies, gifted students could read Max Braithwaite's *Why Shoot the Teacher*.

### **Resources**

Approved classroom textbooks

Braithwaite, M. *Why Shoot the Teacher*. Toronto: McClelland and Stewart Inc., 1965.

Mennill, P. "The Depression Years: Canada in the 1930's", *Canadiana Scrapbook*. Scarborough, Ontario: Prentice-Hall of Canada, Ltd., 1978.

Sheridan, E.F., ed. *Do Justice! The Social Teachings of the Canadian Catholic Bishops*. Sherbrook, Quebec: The Jesuit Centre for Social Faith and Justice, 1987.

Music tapes or compact discs from the 1930s

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## Web Sites

On-To-Ottawa Trek

<http://www.workingtv.com.oto/trek.html>

Fashion and Images – 1930s

<http://www.civilization.ca/membrs/canhist/hats/hat53eng.html>

slideshow – The Depression in Canada

<http://www.arts.uwaterloo.ca/~ghayes/1931/sld001.htm>

## Activity 4: Causes of World War II - The Growth of Fascism

**Time:** 285 minutes

### Description

During this activity, students are introduced to a new political philosophy - fascism. By examining the economic and political forces at work in the 1930s, students understand why Italy and Germany supported fascist governments. Students also examine the personalities of Adolf Hitler and Benito Mussolini and understand their powerful influence. Students, understand their role in leading the world into war and analyse policies such as appeasement and blitzkrieg.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE2b, 2d, 7g.

**Strand(s):** Communities: Local, National, and Global: Methods of Historical Inquiry

**Overall Expectations:** CGV.04, MIV.01.

### Specific Expectations

CG2.04 - evaluate the influence of Great Britain and Europe on Canadian policies from 1900 to present;

CG4.01 - explain how Canada became involved in World War I and World War II, after researching the causes of the two wars;

MII.01 - use terms related to historical organization and inquiry correctly (e.g., chronology, cause-and-effect, short- and long-term consequences, interpretation).

### Planning Notes

- In order to understand causes of World War II and how the world's nations became involved in this cataclysmic event, it is necessary to examine some specific aspects of European history in the 1920s and 1930s. The teacher explains to students that in order to understand Canada's role in World War II, it is first necessary to understand what caused World War II.
- The teacher asks the teacher-librarian's assistance to teach students about the available resources that they can use to access appropriate research materials, such as the Internet, CD-ROMs, encyclopaedias, and multimedia sources.
- The teacher constructs a chart on Blitzkrieg so that students can record information concerning the countries that were invaded, the date of invasion, and Hitler's reasons for the takeover of those countries.
- Outline maps of Europe 1919 need to be prepared ahead of time for this activity.
- There is a wealth of video footage available for this activity that the teacher can access to show visually this information. The teacher should locate, preview, and decide which videos are appropriate.
- Reserve (if necessary) the TV/VCR for use when showing the videos necessary for this activity.

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## Prior Knowledge Required

- A good understanding of the terms of the Treaty of Versailles, from Unit 1
- Recall of the economic hardships that faced the world during the Great Depression, Activity 1
- A review of terms such as cause-and-effect and the role they played in Europe in the 1920s and 1930s

## Teaching/Learning Strategies

1. Students review the Hawley-Smoot tariff and the effects that it played on the world economies, the reaction of some countries to the high tariffs, the loss of trade, and the resultant high employment in their countries.
2. Students read in their text how Japan dealt with the harsh economic realities in 1930. To further the military goals of the Japanese government, Japan invaded Manchuria. The League of Nations was unable to react and provide security to the Chinese. The students find Manchuria on a map of Asia and see its advantageous proximity to Japan. Students brainstorm why the world powers were unable and unwilling to help the Chinese.
3. (a) Students view a video on the Rise of Fascism or on Mussolini and then, in a class discussion, discuss how Mussolini was able to take power in Italy in 1922. Students also analyse why the Italian people were willing to ignore some of the Fascist practices.  
(b) Students read in their text how Mussolini reacted to the world wide depression in the 1930s and how Italy tried to solve its economic problems. The teacher should point out on a map of Africa the location of Ethiopia (Abyssinia) and discuss why Mussolini decided to invade in 1935. Students continue to read and make notes about the role of the League of Nations, specifically the role of the Canadian ambassador to the League, and the effects of the implementation of the trade sanction on Fascist Italy.
4. (a) The teacher leads a discussion with the class concerning the economic hardships that faced Germany in the 1920s and the inability of the Weimar Republic to deal with high inflation and worsening economic conditions. Through brainstorming students discuss the possibilities of salvation for the Germans. Into this discussion, the teacher introduces the personality of Adolf Hitler and his effect on Nazism. Students watch a video on the rise of Nazism in Germany.  
(b) Students record in their notebooks a summary of the reasons Hitler came into power in Germany by selecting points such as his joining the NAZI party, the failure of the Beer-Hall Putsch, the publication of *Mein Kampf*, his election in Germany, assumption of the role of Chancellor, the Reichstag Fire, and the Enabling Act. With each point, students draw conclusions as to how Hitler was able to use these circumstances to enhance his political and dictatorial powers.  
(c) The teacher leads a discussion with students as to why the German people supported Hitler and why the world powers and the League of Nations were unwilling or unable to stop him. At this point the teacher includes Mackenzie King's visit to Hitler and his assessment of the man. The teacher asks under what circumstances could Mackenzie King have drawn those conclusions. This leads to the introduction of appeasement.
5. Students locate on a European map the place names of the Rhineland, Austria, and Czechoslovakia. They read in their text and make notes on how Hitler was able to add these areas to Germany's territorial possessions. Students need to examine the Appeasement Policy devised by Neville Chamberlain and see why England was convinced that this policy would bring world peace.
6. The teacher informs students about the German invasion of Poland on September 1, 1939 and asks the students why England, who had been responsible for the Appeasement Policy, now declared war on Nazi Germany. At this point students also understand that Canada did not immediately declare war on Germany and discuss the reasons why Canada decided to wait one week. Students then realize that Canada declared war on Nazi Germany on September 10, 1939. Students compare the circumstances of Canada's declaration of war in 1914 to that in 1939.

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7. In small groups, students gather information on Blitzkrieg and then report back to the class on the effectiveness of this policy in the spring of 1940. To help students see visually the effectiveness of this warfare and to appreciate the devastation of the Nazi war machine, the teacher shows the film *Blitzkrieg*. The class can record this information on a chart and then complete a map of Hitler's Possessions to June 1940.
  8. Continuing with the discussion of Blitzkrieg, students read about the Battle of Britain to see how the British were able to withstand the Blitz and hold off Hitler's invasion, presenting the first roadblock to the Nazi domination of Europe. The teacher also points out to students how the war had been diverted into Africa and the Balkans.

### **Assessment/Evaluation Techniques**

- Roving conference to ensure that students are on task
- Formative evaluation on the causes of World War II, using a teacher-designed pen and paper test
- Teacher assessment of individual and group activities to ensure accuracy and completeness
- Teacher evaluation of the map, Hitler's Possession to June 1940, using map rubric

### **Accommodations**

- Students with writing difficulties may benefit from teacher assistance in organizing information.
- Provide scribes for students who have difficulty in writing, recording information, and processing the map.
- Students with ability challenges should be paired with students with well-developed skills in mapping.
- Orally rephrase test questions for some students.
- Gifted students and students who are keenly interested in military techniques can investigate the details of the German *Lufftwaffe* and the military machinery of the Blitzkrieg, evaluate their effectiveness, and design strategies to defend against them.
- Use additional videos to convey content material.
- Provide individual support in locating places on maps or diagrams.
- Provide more time or different location, such as the Resource Room, for the writing of the test.

### **Resources**

Approved classroom textbooks

Map: Hitler's Possession to June 1940

Chart: Blitzkrieg

Santor, D. M. "Canadians at War, 1939-1945," *Canadiana Scrapbook*. Scarborough, Ontario: Prentice-Hall of Canada Ltd., 1979.

### **Video**

*Canada at War; Part I- Dusk*. Ottawa: National Film Board of Canada, 1992.

*Canada at War: Part 2-Blitzkrieg*. Ottawa: National Film Board of Canada, 1992.

*Fascism*. Fort Erie, Ontario: Films for Humanities and Sciences, 1999.

*Hitler* (Biography). New York: A & E Television Network, 1997.

*How the Nazis Came to Power*. Fort Erie, Ontario: Films for Humanities and Sciences, 1999.

*Life Under Hitler*. Burnaby, British Columbia: Classroom Video, 1999.

*Mussolini* (Biography). New York: A & E Television Network, 1997.

*The Rise and Fall of Adolf Hitler*. Fort Erie, Ontario: Films for Humanities and Sciences, 1999.

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### **Web Sites**

World War II – A Brief History

<http://collections.ic.gc.ca/courage/worldwariabriefhistory.html>

Canada and WWII – slideshow

<http://www.arts.uwaterloo.ca/~ghayes/1939/sld001.htm>

### **Appendices**

Appendix 2.1 – Map Rubric

## Appendix 2.1

### Map Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
TITLE	- uses writing instead of printing	- printed somewhere on the map, but easy to find	- printed at the top of the map	- printed neatly at the top of the map
	- does not accurately describe the contents	- the purpose or content of the map is not clear	- states the purpose of the map adequately	- highlighted inside a box and underlined
LABELS	- written and not printed	- printed but sloppy or hard to read, messy	- printed neatly in an orderly fashion	- printed neatly in an accurate fashion
	- not positioned carefully or accurately	- not very orderly	- few inaccuracies, spelling errors	- no missing, inaccurate, or misspelled labels
LEGEND	- poorly positioned	- well positioned	- well positioned frame containing almost all symbols used on the map	- well positioned frame with a neat and complete set of symbols
	- sloppy in appearance, with many inaccuracies	- frame/box is missing, with several inaccuracies	- few inaccuracies	- no inaccuracies
FRAME	- hand-drawn frame that appears to be hastily drawn and messy	- ruler-drawn frame; not neatly done; looks sloppy	- ruler-drawn with deficiencies	- ruler-drawn frame with no deficiencies, very neat
APPEARANCE	- absence of colour and shading	- inconsistent use of colour; shading is inconsistent	- correct use of colour; neat	- great care taken to be neat in colouring and shading

Overall Level:

Student Name:

Strengths:

Areas to Review:

Next Steps:

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

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## Activity 5: Canadian Reaction and Participation

**Time:** 230 minutes

### Description

During this activity, students examine how Canadians, through their military contributions and at home, responded to another world war. Students begin following Canadian support of the Allies then look at participation of the Canadian armed forces, with specific reference to the disaster at Dieppe. This is followed by examining the Canadian home front, how Canadians survived, and the problems that arose at home in Canada. Particular interest should be paid to the role of Canadians of different ethnic origins, their contributions to the war effort, and the policies of the Canadian government towards some of those groups, especially the Japanese-Canadians. Students examine the church's teachings of toleration and the need to speak out against injustice.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE1d, 2b, 3c, 4c, 7b.

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

**Overall Expectations:** CGV.02, CGV.04, SPV.02, MIV.01, MIV.02, MIV.03.

### Specific Expectations

CG4.02 - demonstrate a knowledge of Canada's military contributions in World War I and World War II;

CG4.04 - describe how Canadians of various ethno-cultural backgrounds, as individuals and as communities, contributed at home and overseas to the war effort during World War I and World War II;

SP2.03 - demonstrate an understanding of the role of government in wartime and explain why the government acted as it did;

SP4.04 - explain how and why the Canadian government restricted certain rights and freedoms in wartime and describe the impact, both short- and long-term, of these restrictions on the general population and the various groups within the Canadian population.

### Planning Notes

- Obtain class sets of resource materials, such as the *Canadiana Scrapbooks*, to provide visual and written information. If the History Department does not have these materials at hand, then the teacher-librarian should be consulted and research time reserved in the Library/Resource Centre.
- Reserve TV/VCR (if necessary) and videos.
- Reserve the computer lab and obtain a copy of the CD-ROM *Canada's Coming of Age, 1939-1945*.
- The teacher may wish to contact the local Royal Canadian Legion to arrange to bring in a veteran as a guest speaker.

### Prior Learning Required

- How and why Canada declared war on the Axis Powers on August 10, 1939
- The role of the Canadian military and their contributions during World War I for comparison purposes
- The role and contributions of Canada and Canadians on the home front during World War I for comparison purposes

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## Teaching/Learning Strategies

1. The teacher reminds students of the culminating activity (Activity 6) and that some information is available to them in this activity.
2.
  - (a) Students read in their texts about the role of the Canadian military in the war, sub-dividing the information into the different branches of the military: the army, the navy, and the air force. For each branch, students examine the size of the branch and the significant battles of involvement. The teacher needs to make sure that topics such as Dieppe, the Battle of the Atlantic, the convoy system, the Blitz, etc. are covered, with specific reference to the role of the Canadian military.
  - (b) In a large group discussion students evaluate the role and participation of Canadians and why they were so essential to the defence of the Allies.
  - (c) Students read in their text and make notes on British Commonwealth Air Training Program. They draw conclusions as to the changing role of the Canadian military from World War I to World War II.
3. In order to understand the role of Canadians on the homefront, the teacher should take students into a computer lab and, using the CD-ROM *Canada's Coming of Age, 1939-1945*, examine the contributions that Canada and Canadians made to the total war effort on the home front. Students follow the role of Canadians of all ages in contributing to the war effort and discover what life was like in Canada from 1939 until 1945. If the teacher does not have access to this CD-ROM, the information is available in the textbook.
4. Students then examine the role of the Canadian government, looking at how the war-time government grew and coped and what problems they faced. At this point, students re-assess the changing relationship between Prime Minister William Lyon Mackenzie King and the American President, Franklin D. Roosevelt, including the Ogdensburg Agreement and the Hyde Park Agreement. Particular interest should be paid to the Conscription Crisis of 1944 and the reaction of the French-Canadians to that policy.
5. The teacher divides the class into small groups to research the role of different Canadian groups during World War II and report their findings to the class. Topics include pacifist groups (e.g., Mennonites and Hutterites), German-Canadians, Italian-Canadians, Jewish-Canadians, French-Canadians, African-Canadians, and Japanese-Canadians. Students explain the government policies that applied to these groups and the results of these policies. At the conclusion of the time allotted for group research, group members complete the evaluation of the group's progress and a self-evaluation of their own contributions to the group. Each group then reports back to the whole class on their findings so that the class can make comprehensive notes and analyse the effects of the war on each ethnic and religious group.
6.
  - (a) The teacher then emphasizes the internment of the Japanese-Canadians in British Columbia in 1942 and, through question-and-answer with students, analyses the circumstances that led the Canadian government to this action. For added information, the teacher may choose to show *Minoru Memory of Exile* and gather information on the effects of the internment to the children of Japanese-Canadians.
  - (b) With reference to the Catholic Church's teaching on human rights, the teacher leads a discussion on the moral righteousness of such an action and why such an action occurred in 1942. Students can complete a reflection paper on our moral responsibility of such an action. The class orally discusses whether such circumstances and actions could happen in Canada today and the reactions of the Canadian people.
7. To conclude this activity, the teacher shows the video *World War II Canada's Role*. Students note any contributions missed in the previous exercise.

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## Assessment/Evaluation Techniques

- Informal teacher observation can be used to monitor the small groups as well as the individual student's ability to contribute and participate in group activities.
- Paper and pencil quiz on the role of the Canadian military in World War II
- Group Assessment Checklist and Self-Assessment Checklist can be used to assess each student's contribution to the group.

## Accommodations

- Some students with writing difficulties may require a scribe to assist in note-taking.
- Allow students who are more computer-literate to help those with weaker computer skills.
- Pre-select the groups to which students are assigned to accommodate social needs.
- Modify the tasks given in group work by providing students with a summary of the information in more simplified language.
- Resource students may wish to write their quizzes in the Resource Room where their special needs can be more individually addressed, such as extra time, open book, a scribe, or reader assigned.
- More capable students can prepare a model of the raid at Dieppe and demonstrate to the class what happened in August 1942.
- The teacher circulates through the groups to help students with task analysis, time management, and on-task behaviour.

## Resources

Approved classroom textbooks

Adachi, K. *The Enemy That Never Was: A History of the Japanese Canadians*. Toronto: McClelland and Stewart, 1976.

Sheridan, E.F., ed. *Do Justice! The Social Teachings of the Canadian Catholic Bishops*. Sherbrooke, Quebec: The Jesuit Centre for Social Faith and Justice, 1987.

Sunahara, A.G. *The Politics of Racism: the Uprooting of Japanese Canadians During the Second World War*. Toronto: James Lorimer and Company, 1981.

*Canada's Coming of Age, 1939-1945*. CD-ROM. Ottawa: Veterans Affairs Canada, 1997.

### Video

*Minoru Memory of Exile*. Ottawa: National Film Board Of Canada, 1993.

*World War II Canada's Role*. Burnaby, British Columbia: Classroom Video, 1992.

### Web Sites

Canada and World War II

<http://www.valourandhorror.com/DB/SPEC>

Canadian History Timeline

<http://web.securenet.net/members/chastie/Hisintro.html>

Canadian Warplane Heritage Museum

<http://www.warplane.com>

British Commonwealth Air Training Plan

<http://www.lexicom.ab.ca/~nanton/bcatp.html>

British Commonwealth Air Training Plan

<http://www.lexicom.ab.ca/~nanton/nanton.html>

Veteran's affairs – various battles

<http://www.vac-acc.gc.ca/general/sub.cfm?source=history/secondwar>

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Role of the Chinese-Canadians

<http://www.vac-acc.gc/general/sub.cfm?source=history/secondwar/courage/chinese>

Women in the War

<http://www.valourandhorror.com/DB/ISSUE?Women/index.htm>

## **Appendices**

Appendix 2.2 – Group Assessment Checklist

Appendix 2.3 – Self-Assessment Checklist

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## Appendix 2.2

### Group Assessment Checklist

Group Members:

<b>Tasks</b>	
<b>A. Group:</b> (check one of the responses for each)	
1. (a) Did not get started.	<input type="checkbox"/>
(b) Slow to start.	<input type="checkbox"/>
(c) Started immediately.	<input type="checkbox"/>
2. (a) Did not remain on topic.	<input type="checkbox"/>
(b) Remained on topic to some extent.	<input type="checkbox"/>
(c) Remained on topic well.	<input type="checkbox"/>
3. (a) Did not co-operate.	<input type="checkbox"/>
(b) Worked together to some extent.	<input type="checkbox"/>
(c) Worked together quite well.	<input type="checkbox"/>
<b>B.</b>	
1. Did anyone dominate the group and not let others state their opinions?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Did anyone not participate?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Did members ask for and listen to each other's points of view and ideas?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>C.</b> How would you rate the group's performance?	<input type="checkbox"/> Could be better <input type="checkbox"/> Satisfactory <input type="checkbox"/> Very good
<b>D.</b> How could the group work better next time?	

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## Appendix 2.3

### Self-Assessment Checklist

Evaluate your performance in your group using the following scheme:

ALWAYS = 2    SOMETIMES = 1    NEVER = 0

NAME:		/2	SELF-REFLECTION
A.	I started immediately.		
B.	I contributed my ideas.		
C.	I asked others in the group for their ideas.		
D.	I helped others in the group to learn.		
E.	I asked for help when I needed it.		
F.	I checked to make sure that everyone in my group understood the work.		
G.	I encouraged others to participate.		
H.	I praised others for their ideas.		
I.	I stayed on topic.		
J.	I helped others stay on topic.		
MY TOTAL ASSESSMENT IS:		/20	

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## **Activity 6: The Fall of the Axis**

**Time:** 260 minutes

### **Description**

Students follow the fall of the Axis Powers from the Battle of Britain to the atomic bombings at Hiroshima and Nagasaki. By viewing a series of films covering many of the topics, students visualize the horrors of this war. As the Allied armies marched through Nazi Germany, they released prisoners of war but also discovered the concentration camps. Students examine the policies, actions, and responses to the Holocaust and reflect on the Gospel teachings of human rights. The culminating activity for this unit is finalized and evaluated.

### **Strand(s) and Expectations**

**Ontario Catholic School Graduate Expectations:** CGE1e, 2b, 2c, 3e, 4d, 4f, 5g, 7e.

**Strand(s):** Communities: Local, National, and Global; Methods of Historical Inquiry

**Overall Expectations:** CGV.04, CCV.03, MIV.01, MIV.02, MIV.03, MIV.04.

### **Specific Expectations**

CG2.06 - produce a timeline that charts and identifies significant historical events related to the Holocaust and World War II;

CG2.07 - analyse Canada's response to the Holocaust and the subsequent policy development dealing with hate crimes and Nazi war criminals in Canada;

CG4.02 - demonstrate a knowledge of Canada's military contributions in World War I and World War II;

CG4.03 - evaluate Canada's role in the Allied victories of World War I and World War II;

MI1.01 - use terms related to historical organization and inquiry correctly;

MI2.01 - use school and public libraries, resource centres, museums, historical sites, and community and government resources effectively to gather information on Canadian history;

MI2.02 - use computer-stored information and the Internet effectively to research Canadian history topics;

MI3.03 - distinguish between fact and inference in primary and secondary sources;

MI4.03 - express ideas and arguments in a coherent manner during discussions and debates or in graphic displays.

### **Planning Notes**

- The teacher needs to reserve the TV/VCR to show the videos.
- The teacher should consult with the teacher-librarian and reserve the school Library/ Resource Centre for research appropriate to the culminating activity.
- Ensure that the evaluation rubric for the culminating activity is complete and that copies are available for each student.
- Internet sites can be bookmarked to ease access by students.
- If the school is within easy access to a local Holocaust centre, the teacher could, as an alternative activity, take the students to visit the centre. The necessary paperwork, permission forms, etc. must be arranged.
- Use roving teacher conference and informal teacher observation to gauge students' ability and willingness to discuss sensitive issues on the Holocaust

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## Prior Knowledge Required

- A good understanding of the success of the Nazi Blitzkrieg policy up to June 1940
- Use of a computer to access information
- Familiarity with a world map, especially Africa, Asia, and Europe, and the locations of countries and the theatres of war

## Teaching/Learning Strategies

1. The teacher begins the process to show the fall of the Axis Powers through the use of class texts and available videos. This is done in chronological order to understand how the Nazi stranglehold on Europe was broken, beginning with the Battle of Britain and continuing through with the invasion of Egypt, the Balkans, the Invasion of the USSR, the entry of the USA after the bombing of Pearl Harbour, the war in Africa, the invasion of Sicily, the ascent up the Italian peninsula, to the success of the Allied invasion on D-Day and the surrender of the Germans on V-E Day. Students understand the unravelling of the Nazi strongholds, including Hitler's reaction to defeat. The use of maps, a timeline, and films helps students to understand this chronology of events.
2.
  - (a) Students then read about Hitler's policy on the extermination of the Jewish people. Students summarize the key components of the Nazi policies and complete a timeline to follow the implementation of those policies.
  - (b) Students then plot, on a map of Europe, the location of the concentration camps. The teacher questions the class as to why the camps were concentrated in the eastern portions of Germany and Poland rather than in the western portion of Germany.
  - (c) The teacher shows a video on the Holocaust. Following this, the teacher brainstorms with students the reasons why the Nazis resorted to these practices and the effects of these practices on the Jewish people and other groups (e.g., Polish Ukrainian, Roma).
  - (d) Students read in their text about what the Allied Powers, including Canada, did to help the Jewish people in their attempts to escape from Nazi Germany in the 1930s when these exclusionist policies began; what was done during World War II; and finally what was done after D-Day, once the concentration camps were liberated.
  - (e) If the school is within easy distance of a Holocaust centre, the teacher should make arrangements to have students visit the centre and learn firsthand the horrors of the Holocaust by speaking to Holocaust survivors. Alternatively, the teacher arranges with the teacher-librarian for students to access web sites on the Holocaust. Following this activity, the teacher leads a class discussion about our responsibilities as Canadians and as Catholics who follow the Gospel teachings of Christ to help all humans being, especially the less fortunate.
3. Students complete their notes on World War II by reading in their texts about the Manhattan Project and the development of the Atomic Bomb. They examine why the USA decided to drop the bombs on Hiroshima and Nagasaki in August 1945. The teacher leads a class discussion on the morality of using atomic weapons today.
4. The teacher designs and administers to students a content test on World War II.
5. The teacher explains to students the culminating activity of this unit. Students apply knowledge from all of the activities by keeping a diary. Students assume the identity of a Canadian, who was alive as a teenager in 1929, and keep diary entries for the following seven events. Each entry should be a minimum of one page in length and contain historical facts to illustrate the events of the diary.
  - (a) 1929 – The Stock Market Crash – describing reports of prices of stocks, newspaper headlines, details from their families and friends;
  - (b) 1934 – Life in Canada in the midst of the Great Depression – describing tales of "riding the rails", being unemployed, life in the Prairies, as a participant in the On-to-Ottawa Trek;
  - (c) 1939 – Enlisting in the Canadian Armed Forces – why you choose to enlist in the armed forces, what your thoughts on Nazism were, and your dreams and fears;

- 
- (d) 1942 – Dieppe – news when you heard that you were finally going into action, feelings on board ship during the Channel crossing, what happened once you landed on the beach, and your escape and thoughts of survival. Females as nurses may reflect on treating the wounded survivors back in England;
  - (e) June 6, 1944 – D-Day – thoughts, dreams, fears as you crossed the Channel, the landing at Normandy, the liberation of France, Holland, moving into Germany, liberating POW camps;
  - (f) May 8, 1945 – V-E day – thoughts, actions, relief that the war was over.

### **Assessment/Evaluation Techniques**

- Teacher-designed classroom quizzes to evaluate knowledge of the war
- Teacher-designed test on World War II, with help of teacher resource or textbook packages
- Diary rubric

### **Accommodations**

- Students with writing difficulties could benefit with the help of a scribe for note-taking.
- Some students may require a reduction of content or questions and modification and/or clarification of test questions.
- Students may require their test to be administered orally or to be written in the Resource Room where extra time may be allotted.
- Pair students to assist with tasks such as Internet research.
- Prepare an outline to assist students with note-taking.

### **Resources**

Approved classroom textbooks

Santor, Donald M. “Canadians at War, 1939-1945.” *Canadiana Scrapbook*. Scarborough, Ontario: Prentice-Hall, Ltd., 1979.

### **Video**

*Canada at War, Part 1: Dusk*. Ottawa: National Film Board of Canada, 1992.

*Canada at War, Part 2-Blitzkrieg*. Ottawa: National Film Board of Canada, 1992.

*Canada at War, Part 3-Year of the Siege*. Ottawa: National Film Board of Canada, 1992.

*Canada at War, Part 4-Days of Infamy*. Ottawa: National Film Board of Canada, 1992.

*Canada at War, Part 5-Ebbtide*. Ottawa: National Film Board of Canada, 1992.

*Canada at War, Part 7-The Road to Ortona*. Ottawa: National Film Board of Canada, 1992.

*Canada at War, Part 9-Norman Summer*. Ottawa: National Film Board of Canada, 1992.

*Canada at War, Part 11-Crisis on the Hill*. Ottawa: National Film Board of Canada, 1992.

*Canada at War, Part 12-V is for Victory*. Ottawa: National Film Board of Canada, 1992.

*Canada at War, Part 13-Clouded Dawn*. Ottawa: National Film Board of Canada, 1992.

*Canada Remembers. Vol. 1-Turning of the Tide: 1939-D-Day*. Ottawa: National Film Board of Canada, 1995.

*Canada Remembers. Vol. 2-The Liberators: D-Day to the Rhine*. Ottawa: National Film Board of Canada, 1995.

*Canada Remembers. Vol. 3-Endings and Beginnings: 1945*. Ottawa: National Film Board of Canada, 1995.

*The Diary of Anne Frank*. Fort Erie, Ontario: Films for Humanities and Sciences, 1999.

*The History of Anti-Semitism*. Fort Erie, Ontario: Films for Humanities and Sciences, 1999.

*World War II*. Fort Erie, Ontario: Films for Humanities and Sciences, 1999.

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**Web Sites**

D-Day

[http://www.historyguy.com/normandy\\_links.html](http://www.historyguy.com/normandy_links.html)

World War II – A Brief History

<http://collections.ic.gc.ca/courage/worldwariabriefhistory.html>

Holocaust Education and Memorial Centre – Toronto

<http://www.feduja.org/puzzled/department/eduintro.stm>

**Appendices:**

Appendix 2.4 – Unit 2 Culminating Activity Rubric

## Appendix 2.4

### Unit 2 Culminating Activity Rubric

Category/ Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding				
	- demonstrates limited knowledge of the history or events	- demonstrates some knowledge of the history and events	- demonstrates considerable knowledge of the history and events	- demonstrates a thorough knowledge of the history and events
Thinking/Inquiry				
	- examples and explanations of the history are vague, repetitious, illogical, or with limited accuracy	- examples and explanations of the history are partially relevant and appropriate, but are minimally developed	- examples and explanations of the history are relevant, accurate, convincing, and specific	- strong examples and explanations support the controlling ideas effectively
Communication				
	- minimal paragraph skills	- some topic sentences and some supporting sentences; makes some attempt to make connections within each paragraph	- unified paragraphs, with topic, supporting and concluding sentences; makes connections within the paragraph; sentences are linked	- organization is strong throughout
	- headings for each diary entry are limited	- some headings for some diary entries	- all diary entries have headings, but they are messy	- all diary entries have strong headings
	- limited skill with spelling, grammar, and punctuation	- moderate skill with spelling, grammar, and punctuation	- considerable skill with spelling, grammar, and punctuation	- skillful control of spelling, grammar, and punctuation
Application				
	- limited use of correct historical terms; repetitive sentence structure	- some correct historical terms; attempts variety in sentence structure	- historical terms are used correctly; effective sentence structure variety	- skillful use of historical terms; strong control of sentence structure

Overall Level:

Student Name:

Strengths:

Areas to Review:

Next Steps:

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

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## Unit 3: 1946-1963: Redefining the Nation – Pursuit of Prosperity and Security

**Time:** 18 hours

**Unit Developer:** Charles Leskun, Dufferin-Peel Catholic District School Board

### Unit Description

This unit examines the ways in which Canada's identity evolved due to both external and internal forces. Students observe how the postwar industrial and economic boom helped create a prosperous, urban society that presaged the creation of the welfare state. In light of the growing influence of the United States on the changing face of Canada, students study the expanding and evolving nature of the Canadian culture and Canadian defense policy, wrinkles and all. The development of our status as a middle power and the decision to join NATO are linked to our relationship with the US in the Cold War. Our role as an international peacekeeper in Korea and peacemaker in the Suez Crisis are evaluated in light of the Sermon on the Mount. This unit culminates with a mock debate focussing on John Diefenbaker's Cold War defense policy and the Bomarc missile issue. Ultimately, we must ask, who was in charge?

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE1c,e,g,h, 2b,c,d,e, 3a,c,d,f, 4a,e,g, 5a,c, 6a-e, 7a,d,e,i,j.

**Strand(s):** Communities: Local, National, and Global; Change and Continuity; Citizenship and Heritage; Social, Economic, and Political Structures

**Overall Expectations:** CGV.01, CGV.02, CGV.04, CCV.02, CCV.03, CHV.01, CHV.02, SPV.01.

**Specific Expectations:** CG1.02, CG2.01, CG2.03, CG2.04, CG2.05, CG2.08, CG4.07, CG4.08, CC1.04, CC2.03, CC3.02, CC3.04, CH2.03, SP1.04, SP1.05, SP2.04, SP2.06.

### Activity Titles (Time + Sequence)

Activity 1	Peace, Leisure, and the New Material Culture.	180 minutes
Activity 2	External Affairs, the United Nations, and the Suez Crisis	300 minutes
Activity 3	Middle Power Status and the Cold War	300 minutes
Activity 4	The Changing Face of Canadian Culture	180 minutes
Activity 5	Defense '63: A Mock Government Debate	240 minutes

### Prior Knowledge Required

#### Unit Planning Notes

- Internet protocol – review school policy regarding Internet usage.
- Check Individual Education Plans (IEPs) for identified students.
- Ensure videos, scrapbooks, and additional resources are available.
- Reserve Library/Resource Centre and plan with the teacher-librarian for research.

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## Teaching/Learning Strategies

### Whole Group

- Brainstorming, questioning, discussion, concept clarification, lectures, video observation, note-taking

### Small Group

- Brainstorming, inquiry process, small group discussions, classifying, collaborative learning, research, oral presentations, written interpretations

### Individual

- Note making, research, classifying, oral presentations, written interpretations

## Assessment and Evaluation

### Diagnostic and Formative Assessment

- Roving Conferences, Informal Teacher Observation, Checklists

### Summative Evaluation

- Rubrics, Paper and Pencil Test, Oral Presentation

## Resources

Approved textbooks.

Santor, D. *Canadiana Scrapbook Series*. Prentice Hall, 1978.

Sheridan, E.F., ed. *Do Justice!* Editions Pauline, 1987

*Love Kindness! The Social Teaching of the Canadian Catholic Bishops*. Pauline, 1991.

*The New Testament*.

*Vatican Council II Volume*. Costello, 1984.

## Activity 1: Peace, Leisure, and the New Material Culture

**Time:** 180 minutes

### Description

In the early years after the war Canadians welcomed a period of hope and prosperity. A mood of optimism spread throughout the land. Despite the memory of the Depression, the war, world tensions, and life before indoor plumbing, there was a recognition of real improvement in the lives of average Canadians. In this introductory activity students begin to examine the changes in technology, mass production, and advertising that made life more comfortable and American. In order to appreciate these changes students inventory them by examining a variety of print, audio, and video material of the time and compare this to life before the war and at present.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE2c, 2e, 3f, 4g.

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

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**Overall Expectations:** CGV.01, SPV.01.

**Specific Expectations**

SP1.04 – explain how and why the Canadian economy became more diversified as a result of World War II;

SP1.05 – compare the advantages and disadvantages of American participation in the Canadian economy (Industrial branch plants);

SP2.06 – explain and evaluate the role of government in promoting economic opportunity in post-World War II Canada;

CG2.01 – produce research reports on the ways in which and the extent to which American lifestyle and culture have influenced Canadian identity from 1900 to the present;

CC1.04 – evaluate the impact on Canadian society of the post-World War I urbanization and post-World War II population shifts to the suburbs;

MI3.01 – identify different viewpoints and explicit biases when evaluating information for a research report or participating in a discussion;

MI4.01 – make reasoned generalizations or appropriate predictions based on research.

**Planning Notes**

- The teacher provides supplemental texts to help illustrate the technological and economic boom.
- The teacher ensures that a variety of A/V resources are in the classroom.
- The teacher gathers appropriate music, TV shows, and magazines.
- The teacher completes the development of Appendices 3.1.1 and 3.1.2.

**Prior Knowledge Required**

- Students understand the concepts of urbanization, bias, culture, and medicare.
- Students understand the social and technological changes that were brought about by WWI.

**Teaching/Learning Strategies**

1. Students make a list of their perceptions of what it means to be Canadian. Two possible elements of being a Canadian a) Prosperity and b) anti-Americanism could be used as themes to focus a brief class discussion around. At the end of this activity the students reflect upon these two questions: Did the image of the middle class become the benchmark that the average Canadian aspired for? Did we become Americanized?
2. Using the text as the primary resource, students examine a number of areas and terms to illustrate where the new prosperity came from: Leduc and the western oil and gas boom, the automobile industry, the nuclear and natural resource industry, the Trans-Canada pipeline, and the St. Lawrence Seaway.
3. Accompanying the huge resource development and the increase in American trade and investment was the introduction of popular American culture. Could Canadians resist? How did the world of leisure, and especially the most important new instrument of leisure, the television, influence, if not homogenize, the baby boom generation? Could the Canadian Broadcasting Corporation or the Canada Council combat this? Furthermore, did the transition to a suburban, material culture create a religious indifference amongst Canadians? What does Vatican II say about Materialism? To answer these questions the teacher:
  - a) breaks the class up into four groups for four centres;
  - b) provides a list of all the popular television shows from *Ozzie and Harriet* to *Leave it To Beaver* and commercials seen in Canada in the 50s;
  - c) provides a list of popular radio programs;

- 
- d) provides a number of magazines that were delivered to Canadian homes such as *Maclean's*, *National Geographic*, *Time*, *Life*, *Look*, *McCalls*, *Reader's Digest*, and other magazines from that time;
  - e) provides a series of music hit parade lists from that time.
4. In the chart (Appendix 3.1.1) students list which element of the media the program is from, which country it comes from, and if it portrays a positive or negative lifestyle. Which level of income is it directed at and where does the target audience live, in the city or in the country?
  5. In a second checklist (Appendix 3.1.2) students examine the same materials and evaluate what status and role women have in this new commercial society. Are the women portrayed as homemakers, labourers, leaders, or objectified?
  6. Lastly students examine these resources to see what spiritual values or religious messages are being conveyed.
  7. Once the students have completed the charts they record their image of post-war Canada.
  8. Students then discuss whether Canadian society was a caring society, or merely a materialist society, by examining the transformation of welfare and health care in the 1950s.
  9. As a concluding exercise students organize their results and then discuss them based on our introductory question.

### **Assessment/Evaluation Techniques**

- Roving conferences to ensure the students stay on track.
- The teacher checks the charts for completion and accuracy.

### **Accommodations**

- Accommodations should be made for students who have difficulty recording and/or synthesizing information. Individuals with these special needs could be grouped with students who are able to assist with the needs.

### **Resources**

Approved classroom textbooks.

Magazines either in hardcopy, CD-ROM, or Internet form. The archival CD-ROMs of *Maclean's* and *National Geographic* can be purchased directly from the publisher

Selections from the video series *Popular T.V. Shows of the 1950s*. (These may be found at most large video outlets)

*Born at the Right Time*. UTP, 1996.

Vatican Council II. *Apostolic Exhortation on The Renewal of Religious life*.

### **Appendices**

Appendix 3.1.1 – Media Form 1 Organizer

Appendix 3.1.2 – Media Form 2 Checklist

## Appendix 3.1.1

### Media Form 1 Organizer

Element of the media (TV, Magazine, etc.)	Media element country of origin	Lifestyle portrayed	Level of income portrayed: <i>upper, middle, low</i>	Target audience residence: <i>urban or rural</i>

## Appendix 3.1.2

### Media Form 2 Checklist

Media area viewed

Origin of the media image and a brief description of the ad, show, etc.	A	B	C	D

<p>A = Women are portrayed as homemakers            B = Women as worker, producer, or labourer            C = Women as teacher, politician, or societal or business leader            D = Women objectified</p>
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## **Activity 2: External Affairs the United Nations, and the Suez Crisis**

**Time:** 300 minutes

### **Description**

The maintenance of peace has been one of the most important aspects of Canadian foreign policy in this century. In this activity students first examine the forces that helped shape the United Nations and how we as Canadians took an active role in its development and how we take an active role in its operation. Students become familiar with Lester Pearson and John Humphrey and how the United Nations was framed around a Canadian mindset. Furthermore students learn how the Holocaust helped shape some of the UN policies and procedures. Students examine and reflect on the UN Declaration of Human Rights and compare it to the Canadian Charter of Rights and Freedoms to answer this question. Students learn how another aspect of the United Nations, conflict resolution, can be applied to their lives to help resolve conflict without resorting to violence. To put this into practice students mediate a contrived conflict and then apply what they have learned to the Suez Canal crisis. Students are asked whether Pearson's solution was consistent with both Judeo-Christian values as expressed in the teachings of the Sermon on the Mount and Canadian foreign policy. Lastly, students understand how our efforts have affirmed our identity as peacekeeping experts, unique and distinct from the United States.

### **Strand(s) and Expectations**

**Ontario Catholic Graduate Expectations:** CGE1c, 1e, 1h, 3c, 3d, 4a, 4c, 5a, 5c.

**Strand(s):** Change and Continuity; Methods of Historical Inquiry; Citizenship and Heritage;  
Communities: Local, National, and Global

**Overall Expectations:** CCV.02, CHV.02, CGV.04.

### **Specific Expectations**

CC3.02 – explain Canada's contribution to the United Nations;

CC3.03 – demonstrate an understanding of how the experience of the Holocaust helped shape Canada's role as world leader in Human rights;

CH2.03 – assess the backgrounds, careers, and contributions of twentieth-century Canadian Prime Ministers, Lester Pearson, in both formal and anecdotal reports;

CG4.07 – produce an analysis of Canada's role in Cold War activities (Suez);

MI2.01 – use school and public libraries, resource centres, museums, historic sites, and community and government resources effectively to gather information on Canadian history;

MI1.02 – formulate different types of questions to focus their historical research;

MI1.03 - formulate a thesis statement and effectively use it to research a historical topic;

M12.03 – record and organize information effectively, using notes lists, concept webs, timelines, charts, maps, graphs, and mind maps.

### **Planning Notes**

- The teacher becomes acquainted with an overview of the time frame which illustrates the contradiction of the post-war period: the search for global peace and continuing conflict throughout the world.
- The teacher becomes acquainted the formation of the United Nations (UN) and its various functions.
- The teacher provides a short organizer for the various contributions that Canada made to the UN during this period.

- 
- The teacher provides a summary reading and questionnaire (a speculative activity on conflict and resolution).
  - Prior to this unit the teacher contacts the Department of National Defense, The Department of Veterans Affairs, and/or the Royal Canadian Legion to get approval and names of Canadian peacekeepers and peacemakers who served at Suez, Cyprus, and/or Somalia. The teacher distributes names of the veterans and students write a letter of introduction and number of questions that relate to their UN experience. The teacher reviews the letters for appropriateness; students make any amendments and send them off. Possible questions may include: Why did you join the armed forces and how did you become a peacekeeper/peacemaker? What kind of special training and skills are needed to become a peacekeeper? Where did you serve and what were your impressions of the area and the people? What tasks did you perform as a peace keeper? What were the most difficult and most gratifying aspects of peacekeeping?
  - The teacher gathers specific maps of the world and the Mediterranean to reinforce the exercise.
  - The teacher familiarizes self with the Sermon on the Mount.
  - The teacher makes the New Testament available.
  - The teacher contacts school Chaplain or Priest to participate in the classroom activity.
  - The teacher gathers other sources on the Suez Crisis and Somalia Affair.

### **Prior Knowledge Required**

- Conflict resolution and change found in Grade 7 History unit: Conflict
- Ancient Biblical history of the Levant and Egypt found in Grade 9 Religion: Scripture unit
- The ability to write a proper business letter
- The ability to read and locate sites on a world map as found in Grade 9 Geography: Mapping
- The ability to write a thesis statement/position paragraph (Grade 10 Essay Writing Process)

### **Teaching/Learning Strategies**

1. From the text and/or other material students examine and record how Canada, and especially Lester Pearson and John Humphrey, played a significant role in creating the United Nations. Students identify and explain these terms: Security Council, General Assembly, the International Court of Justice, and the Universal Declaration of Human Rights (1948).
2. When students have completed the assigned terms they examine the similarities and differences between the Universal Declaration of Human Rights and the Canadian Charter of Rights and Freedoms. Both documents can be found on the Internet. Upon completion, the teacher leads a discussion on why Canada has continually been voted the best country in which to live (Appendix 3.2.1).
3. Students review the terms Negotiation, Mediation, and Arbitration, see the 12-minute film *Resolving Conflict Creatively in a Multi-cultural Community*, and then read the case study *The Lobster Trap: A Speculative case on Conflict Resolution*. (Appendix 3.2.2). Students complete the accompanying questions. (This could be done for homework.) When completed, the teacher breaks the class up into groups of five and gives each group the task of mediating the dispute and writing a resolution. Each group has a member from disputing party F and disputing party N and three mediators. Groups read their resolutions to the rest of the class (Appendix 3.2.3). A brief student-directed discussion and debriefing ensue.
4. By applying Strategy 3, students attempt to answer, “What is peace?” Students can brainstorm and jot down a list of words that come to mind. Next the students can read Matthew 5: The Beatitudes and a small excerpt from the Canadian Catholic Bishops declaration *On Development and Peace*, March 1968 and document four *Global Justice –Global Peace*, March 11, 1986.

- 
5. From the text and other resources, students examine the origins of the Suez crisis. Why was this such a critical issue? Was this issue in the interest of Canadian foreign policy?
  6. Before examining Lester Pearson's resolution students tackle the task of settling the Suez crisis imagining the role of Jesus. Two students could assume the organizing role and direct a brainstorming session while another two students chart the responses on the board. When the task is finished, students complete the discussion by contrasting the solutions of Pearson and Jesus. Students should re-examine Beatitude 8 in relation to Pearson's action.
  7. The teacher reviews the criteria of choosing a Nobel Peace Prize winner. Individually, students evaluate and justify, in a position paragraph (thesis-directed), whether Pearson was an appropriate choice for the Peace Prize (Appendix 3.2.4).
  8. As a homework assignment to conclude this unit, students write to a veteran and share their veterans' responses. Students take time to reflect on the sacrifices that these Canadians have made and evaluate whether the international institutions of peace are sufficiently capable of intervening to stop further death destruction, and possible genocide.

### **Assessment/Evaluation Techniques**

- Informal observation by the teacher to ensure that students completed the assigned reading and definition of terms.
- Roving conferences to keep activities on track. Check for accuracy and completion of map.
- Assessment of Human Rights chart response.
- Teacher observes group activity informally, using a checklist for effective communication, presentation of ideas, and group work. Probe questions can be used to assess both the students' reading levels and their ability to stay on task.
- Informal assessment for The Lobster trap questionnaire and resolution
- Formative assessment of letter writing

### **Accommodations**

- Students with writing difficulties should be paired with other students with well-developed skills to scribe for them.
- Specific accommodations are made by the teacher for students who have problems analysing or engaging in debate by matching them with other group member who are strong in these areas.

### **Resources**

Approved classroom textbooks

Atlas

The Canadian Charter of Rights and Freedoms.

The UN Declaration of Human Rights.

*The Toronto Star and Globe and Mail*. Summer 1992 and July 1994.

*The New Testament*.

*Love Kindness: The Social Teachings of the Catholic Bishops 1958 –1989*. Pauline, 1991.

*Do Justice! The Social Teachings of the Catholic Bishops 1945-19868*. Pauline, 1987.

*War and Peace Canada's Global Role*. Prentice Hall, 1996.

*Canadian Reference Guide to the United Nations*. Ministry of Supply and Services, 1994.

*The Spirituality of the Beatitudes*. Orbis, 1980.

*Resolving Conflict Creatively in a Multi Cultural Community: Intercultural Mediation*. Scarborough: Triune, 1996.

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**Web Sites**

[www.dnd.ca/menu/legacy/father\\_e.htm](http://www.dnd.ca/menu/legacy/father_e.htm)

[http://parscanada.risq.qc.ca/st-laurent/en/his/history\\_politician\\_suez\\_e.html](http://parscanada.risq.qc.ca/st-laurent/en/his/history_politician_suez_e.html)

<http://www.us-isreal.org/jsourc/UN/unres3675.html>

<http://www.un.org>

<http://www.heritageproject.ca/media/minutes>

**Appendices**

Appendix 3.2.1 – Contrast between the UN Declaration of Human Rights and the 1982 Canadian Charter

Appendix 3.2.2 - The Lobster Trap

Appendix 3.2.3 - Mediation Task Sheet

Appendix 3.2.4- Pearson or Suez/Somolia Position Paragraph Rubric

Appendix 3.2.5- Veteran Letter Outline

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### Appendix 3.2.1

#### Contrast between the UN Declaration of Human Rights and the 1982 Canadian Charter

Treaty	Goals	Similarities	Differences	Evaluation
UN				
Canada				

In your view was the Canadian Charter of Rights and Freedoms modelled after the UN Declaration of Human Rights?

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## Appendix 3.2.2

### The Lobster Trap

A few months ago, two neighbouring societies, F and N, argued over a narrow seabed and the right to harvest lobsters. F had wrestled most of the control of the lobster fishery, like other things, from N some time ago. The people of both communities wanted to be able to trap the lobsters but they found it difficult to share the fishing ground. Sometimes their disputes ended in fights. Not long ago, the head of Group F's fisher's union decided that the people of society N should be barred completely from use of the fishing area for good. The leader told the most aggressive members of the community to use their boats to set up a blockade along the fishing grounds. When the members of N approached the grounds, they were met with violence. The chief of society N immediately retaliated, sending his strongest workers to battle the fishers of F. The N lobster workers were strong and they pushed the fishers from group F off the grounds. The fighting continued and before long N had taken some of F's boats and traps. Fighting now escalated to the land.

Meanwhile the people of both communities suffered from the conflict. As more and more people were dragged into the fight, fewer people were able to fish, farm, work in the factories, or go to school. Soon there were food shortages and the hospitals were overrun. Lives were lost. With the help of a statesperson from a nearby larger community, N and F agreed to stop fighting and they called a truce. The statesperson sent his officials to observe the truce. He also formed a group of university professors to work out a permanent settlement. The question of traps, boats, quotas, length of season, and fishing boundaries remained in dispute. When the fighting stopped F's forces had many of N's boats and were occupying some of N's territory. F believed that the settlement should include the newly-won territory and boats. N wanted F to return to the rules that were established long before the troubles.

#### Guide Questions

1. What caused the conflict?
2. Who is the aggressor? Why do you think the communities behaved as they did? Was it hate, fear, insecurity, tradition?
3. If you were the representative of either community what arguments would you put forth to support your side? How much are you willing to give up? How difficult would it be to accept a mediator's decision? Can you save face by submitting to the mediator's suggestions?
4. If you are a statesperson identify two or three points of contention.
5. What are the basic needs of each side?
6. What measures might you recommend to reduce the violence?
7. What kind of proposals would you make to resolve this conflict?
8. Will you need peacekeepers? Explain.
9. What kind of timelines will you need to establish order and peace?
10. Are the solutions acceptable to both parties?

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## Appendix 3.2.3

### Mediation Task Sheet

(To be completed by all students)

Statespersons

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Representative N

Representative F

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Problems in the mediation process

Resolution

## Appendix 3.2.4

### Pearson or Suez/Somalia Position Paragraph Rubric

Categories/ Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Communication 1				
Presents information in the form of an argument	- communicates information in the form of an argument with limited effectiveness	- communicates information in the form of an argument with some effectiveness	- communicates information in the form of an argument with clarity	- communicates information in the form of an argument with a high degree of clarity
Application or Communication 2				
Develops arguments from thesis	- thesis statement does not clearly state a focus or predict an outcome for the argument	- thesis statement vaguely binds the writer to an outcome	- thesis statement is clear and binds the writer to the argument with clarity	- thesis statement is clear and binds the writer to the argument with a high degree of clarity.
Knowledge/Understanding				
Understands the concept of the peace process and the Nobel selection process	- demonstrates a limited understanding of the concept of the peace process and the Nobel selection process	- demonstrates some understanding of the concept of the peace process and the Nobel selection process	- demonstrates a considerable understanding of the concept of the peace process and the Nobel selection process	- demonstrates a high degree of understanding of the concept of the peace process and the Nobel selection process
Thinking/Inquiry				
Use of critical thinking skills	- applies creative thinking skills with limited effectiveness	- applies creative thinking skills with moderate effectiveness	- applies creative thinking skills with considerable effectiveness	- applies creative thinking skills with a high degree of effectiveness

Student's Name \_\_\_\_\_ Overall level \_\_\_\_\_

Comments:

Strengths:

Areas to Review:

Next Steps:

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

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## Appendix 3.2.5/1

### Veteran Letter Outline

#### Objectives of questions for my letter

- 1.
- 2.
- 3.
- 4.
- 5.

#### Rough Draft

Veterans Name  
Anyville, Canada  
MIL 1T1

\_\_\_\_\_, 2000

Dear Peacemaker:

Yours sincerely,  
Everystudent

---

## Appendix 3.2.5/2

### Letter/question Evaluation Form

Name: \_\_\_\_\_

Veteran's name and campaign : \_\_\_\_\_

1.	Appropriateness of questions	
	- Evidence of research on the campaign.	2 4 6 8 10
	- Knowledge of UN activity	1 2 3 4 5
	- Originality of questions	1 2 3 4 5
	- Appropriateness of the questions	1 2 3 4 5
2.	Letter Writing style and format	
	- Letter writing follows proper conventions	1 2 3 4 5
	- Grammar, sentence structure and spelling	1 2 3 4 5
3.	Overall comments and recommendations	
		/35

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### Activity 3: Middle Power Status and the Cold War

**Time:** 180 minutes

#### Description

Despite being ideological opposites the Soviet Union and the Capitalist West were able to overcome their differences to defeat the Axis powers. Canada emerged with a Middle Power status. Nevertheless, the suspicion, tension, and intrigue that was recognized with the Gouzenko spy case cast a dark shadow over the relations between the two superpowers that emerged in the summer of 1945. The world fractured into two hostile camps and a Cold War ensued for the next forty-five years. Canada was stuck in the geographic centre. Students examine Canada's foreign policy in light of these tensions. As well, they assess whether alliances such as NATO and NORAD served Canada's needs during the Cold War.

#### Strand(s) and Expectations

**Ontario Catholic Graduate Expectations:** CGE3a.

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

**Overall Expectations:** CGV.02, CGV.04, CCV.03.

#### Specific Expectations

CG2.08 - evaluate the effects of international political trends and events (the Cold War) on Canada's current political challenges;

CG4.07 – produce an analysis of Canada's role in Cold War activities (Korean War, NATO, NORAD);

CG4.08 – describe the roles and functions carried by the Canadian armed forces since 1945 and assess their success in performing their tasks;

CC2.03 – examine the relationship between war and inventions and explain how and why technologies developed during and immediately after World War II changed life in the 1950s and 1960s.

#### Planning Notes

- The teacher arranges an overview on the purpose and the key factors of Canadian foreign policy between 1945–1963.
- Review bias assessment with students prior to Internet activity.

#### Prior Knowledge Required

- Students understand how to research on the Internet including noting bias and perspective.
- Students know what an alliance is (Unit 1).
- Students understand that war is the engine of change (Unit 1).

#### Teaching/Learning Strategies

1. To start this activity the teacher polls students to see how many of them have seen a James Bond, Austin Powers, or other recent movie that pertains to espionage. Students can brainstorm the role and purpose of a spy. Why would anyone spy on Canada? Do spies operate in Canada today? Does Canada have a spy network? From the textbook, students investigate why our wartime ally, the Soviet Union, spied on Canada. Who was Igor Gouzenko? What does Cold War mean?
2. To emphasize the tension created by the affair, students should see a short video clip from “The Clouded Dawn” from the *Canada at War* series, NFB Volume 13. The teacher begins with an examination of how a bi-polar world developed after the war. Students will define the term superpower and review how the US and the USSR emerged as the two superpowers as a result of the war.

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3. Students examine where Canada fits in this mix. How did we come to be a Middle Power? Were we assured a Middle Power status as a result of the war or was it our geography?
  4. Continuing from Strategy 3, students brainstorm why nations develop foreign policy and then examine the four major areas of concern that Canada's foreign policy was based on in the post-war period. Was it developed as a result of our Middle Power status or in reaction to Cold War tensions?
  5. From the text and other sources students define nuclear arms race, arsenal, communism, capitalism, balance of terror, deterrence, iron curtain, sphere of influence, the Marshall Plan, and the Truman doctrine.
  6. Students map a list of countries so they can plot Canada in its relation to its Cold War allies and enemies.
  7. Membership in an organization or alliance has its privileges but it also has its responsibilities. It means more than a commitment to a cause. Money, equipment, and military personnel are needed. In a balance sheet students individually examine and assess whether Canada supported and fulfilled its *middle power* status and bolstered its defences by entering into either the NATO or NORAD alliances. Was Canada able to retain its sovereignty? What was the risk? Was the cost worth it? In order to complete this task students gather appropriate information using the class text, school and public libraries, and the Internet. The results are handed in. Use Appendix 3.3.1 for this assignment.
  8. A pen and paper test is given.

### **Assessment/Evaluation Techniques**

- Informal observation to ensure students are completing the task at hand
- Formative teacher assessment of written responses – check for accuracy and completeness.
- Summative evaluation of chart using criteria based assessment tool (Appendix 3.3.2)
- Summative paper and pencil test

### **Accommodations**

- The teacher provides terms or a scribe for those students with visual, copy, or output problems.
- Students having difficulty with analysis and synthesis meet with a peer tutor or teacher to help complete the task.
- Provide extra time for test if necessary.

### **Resources**

Approved classroom textbooks

[www.nato.int/](http://www.nato.int/)

Spy Video tape

*Canadian Nuclear Weapons*. Dundurn, 1998.

*Pragmatic Idealism*. McGill Queens, 1998.

*For Better or Worse Canada and the United States to the 1990s*. Longman, 1991.

*Cold War Experiencing History*. Harcourt, 1993.

*Canada and The United States Ambivalent Allies*. McGill, Queens 1996.

*Decisions, Decisions: A Computer Based Cold War Simulation*. Tom Snyder Pr, 1998.

### **Appendices**

Appendix 3.3.1 – Canada's Cold War Alliances

Appendix 3.3.2 – Evaluation Rubric for Canada's Cold War Alliances Exercise

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## Appendix 3.3.1

### Canada's Cold War Alliances

Canada	UN (Korea)	NATO	NORAD
Year Canada joined the alliance			
List alliance partners.			
Purpose and most important terms of the treaty			
Country that makes the final decisions			
Veto power on operations?			
Membership cost in Canadian dollars.			
Number of personnel needed			
Were Nuclear weapons part of the alliance? If yes, what type? How would they be delivered?			
List and give a brief description of actions taken by the alliance.			

Choose one alliance and evaluate whether Canada's interest was best served by its membership in the alliance, or whether our sovereignty or autonomy was ever compromised during the period up to 1964. The student's oral response to this question is evaluated using the rubric in Appendix 3.3.2

## Appendix 3.3.2

### Evaluation Rubric for Canada's Cold War Alliances Exercise

Categories/ Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding				
Understands the concepts of Canada's Cold War alliances	- demonstrates a limited understanding of foreign policy, Canada's Cold War alliances	- demonstrates some understanding of foreign policy, Canada's Cold War alliances	- demonstrates a considerable understanding of foreign policy, Canada's Cold War alliances	- demonstrates a high degree of understanding of foreign policy, Canada's Cold War alliances
Thinking/ Inquiry				
Use of critical thinking skills	- applies critical thinking skills with limited effectiveness	- applies critical thinking skills with moderate effectiveness	- applies critical thinking skills with considerable effectiveness	- applies critical thinking skills with a high degree of effectiveness
Communication				
Communicates information through chart and written presentation.	- communicates information through the chart or summary written presentation with limited effectiveness	- communicates information through the chart or summary written presentation with some effectiveness	- communicates information through the chart or summary written presentation with clarity	- communicates information through the chart or summary written presentation with a high degree of clarity
Application				
Application of concept of sovereignty with regard to Canada's alliances between 1945-1963	- demonstrates difficulty in applying concept of sovereignty with regard to Canada's alliances between 1945-1963	- demonstrates some understanding of concept of sovereignty with regard to Canada's alliances between 1945-1963	- clearly understands the concept of sovereignty with regard to Canada's alliances between 1945-1963	- understands the concept of sovereignty with regard to Canada's alliances between 1945-1963 effectively and with preciseness and clarity

Student name: \_\_\_\_\_

Overall Level: \_\_\_\_\_

Comments:

Strengths:

Areas to Review:

Next Steps:

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

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## Activity 4: The Changing Face of Canadian Culture

**Time:** 180 minutes

### Description

The post-war period saw the transformation from a rural to a mainly urban society. The peaceful and prosperous times saw over four million babies being born, two million new Canadians arrive, and a tenth province join Confederation. Furthermore, a Canadian character began to emerge as that of a multi-cultural society. This activity looks at one cultural community, Canadians of African heritage, as an example of our multicultural society. Students observe the obstacles that Canadians of African heritage, like other emerging cultural communities, were able to overcome. In this exploration of the relationship between culture and identity the lives, experiences and specific compositions of acclaimed international jazz artists Oscar Peterson and Joe Sealy are examined. From this, students reflect on the impact of urban growth on small unique communities.

### Strand(s) and Expectations

**Ontario Catholic Graduate Expectations:** CGE7g, 2d,7a.

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

**Overall Expectations:** CCV.01, CGV.01.

### Specific Expectations

CG1.02 – produce an evaluation of the contributions to Canadian society by its regional, linguistic, ethnocultural, and religious communities (e.g., Aboriginal nations, Franco-Ontarians, Métis, Doukhobors, Black Canadians);

CG1.03 – demonstrate an understanding of how artistic expression reflects the Canadian identity;

CG2.01 – produce research reports on the ways in which and the extent to which American lifestyle and culture have influenced Canadian identity from 1900 to the present;

CC1.04 – evaluate the impact on Canadian society of the post-World War I urbanization and post-World War II population shifts to the suburbs;

CH2.02 – assess the contributions of selected individuals to the development of Canadian identity since World War I (e.g., Thérèse Casgrain, Georges and Pauline Vanier, Marshall McLuhan, Chief Dan George, Oscar Peterson, Max Ward, Rosemary Brown).

### Planning Notes

- The teacher familiarizes self with history of Canadian immigration and prepare overview of Black immigration.
- The teacher acquires the appropriate videos, recordings and handouts.
- The teacher checks school Library/Resource Centre and Internet computer lab for research.

### Prior Knowledge Required

- From the Grade 8 History unit – Canada: A Changing Society – students have been exposed to examples of Canada’s immigration policy.

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## Teaching Learning Strategies

1. In order to understand the demographic and social changes that were a product of the post-war boom the teacher gives background (chalk and talk) on immigration and population growth. Questions to be discussed: What are the reasons why post-war immigration was not a disruptive force? Why was immigration limited to traditional sources? Who and how many were there? Why did 50% of the immigrants come to Ontario? What skills did the immigrants bring? Were any peoples excluded?
2. The teacher now focusses on why some groups were not represented, specifically people of African Heritage. Did Canada have a Jim Crow Iron Curtain? The teacher polls the class to see why they think this occurred and records the answers on the board. After reviewing Canada's immigration policy the teacher examines how the Negro Citizenship Council influenced the Immigration Department in 1954 to change its restrictive policies regarding Canadians of African heritage.
3. The teacher provides a list of Canadians of African heritage who have made an impact on Canadian society. An extensive list is not possible but may include: Judge Stanley Grizzle, Lincoln Alexander, Jean Augustine, Dr. Carrie Best, Rosemary Brown, Howard McCurdy, Dr. Dan Hill, Leonard Brathwaite, Austin Clarke, Michael Smith, Sylvia Sweeney, Harry Jerome, Neil Bissoondath, and Oliver Jones. For homework students research on the web or at the library one person and write a biography of 100-150 words outlining the person's life and his/her accomplishments. It should be typed and include a picture. (Appendix 3.4.1.) The teacher displays the final products on a bulletin board for the entire class to peruse.
4. Oscar Peterson is a Canadian artist who gained international acclaim in this period with his grand debut at Carnegie Hall in New York in 1949. To introduce this Canadian impresario, his life, and his accomplishments, students view a few clips from the CBC biography, *In the Key of Oscar*. The teacher poses the question, How can an artist's creation, be it art, literature, music, or dance, reflect some aspect of the Canadian identity? The teacher reminds students of the interplay between the rugged north and the work of the Group of Seven or Gordon Lightfoot's ballad, *The Great Railroad Trilogy*, on the building of the CPR. The teacher plays a few brief excerpts from Peterson's *Canadiana Suite* and then asks the class to assess what region or area he was trying to portray.
5. To conclude this segment the teacher and students review the terms prejudice, community, protest, and civil liberties and the figures Martin Luther King and Alan Borovoy. The teacher plays Joe Sealy's *Africville*, and then reads Sealy's commentary on Africville (see liner notes accompanying the compact disc). Selected excerpts from the NFB films *Remember Africville* and *Fields of Endless Day* are shown to the class. From the text and handouts, the teacher asks students to think about whether the experiences of Canadians of African heritage were similar to that of Americans of African heritage. Students answer the questions from Appendix 3.4.2.

## Assessment/Evaluation Techniques

- Informal observation to ensure students are completing the task at hand
- Formative teacher assessment of written responses – check for accuracy and completeness.

## Accommodations

- The teacher provides terms or a scribe for those students with visual, copy, or output problems.
- Students having difficulty with analysis and synthesis meet with a peer tutor or teacher to help complete the task.

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## Resources

Approved classroom textbooks

Pachi, Bridgal. *Beneath the Clouds of the Promised Land The Survival of N.S. Blacks* Volume 2. Halifax: Lancelot, 1990.

Alexander, Ken and Mavis Glaze. *Towards Freedom*. Toronto: Umbrella, 1996.

Recordings: The Oscar Peterson Trio Canadiana Suite, Joe Sealy/Paul Novotny Dualvision.

## Videos

*Fields of Endless Day*. NFB, 1993.

*In The Key of Oscar*. CBC, 1996.

*Remembering Africville*. NFB, 1991

## Appendices

Appendix 3.4.1 - Biography Checklist

Appendix 3.4.2 - Africville Impact Questionnaire

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## Appendix 3.4.1

### Biography Checklist

Student's name \_\_\_\_\_ Date \_\_\_\_\_ Name of Person studied \_\_\_\_\_

Included	Yes	No
Birth date		
Birthplace		
Education		
Family Background		
Religion and practice		
Marital status and offspring		
Occupation(s)		
Life challenges		
Obstacles overcome		
Accomplishments		
Awards		
Reasons why person recognized		
Summary and message		
Proper sentence structure		
Appropriate grammar		

## Appendix 3.4.2

### Africville Impact Questionnaire

1. Was the destruction of the community an extension of the quiet prejudice that existed in Canada earlier in the century, or merely a one time callous episode? Explain.
2. Are there any other Canadian communities that have overcome similar obstacles or had similar experiences to those of the people of Africville?
3. Should compensation be given to the former residents of Africville? Justify your answer.
4. What would you have done to solve the problem? What might Pearson have done? What might Jesus have done?
5. What problems can you anticipate when tightly knit communities are dispersed, fractured, or reorganized?
6. Do your conclusions address any anticipated concerns about the current municipal restructuring in Ontario?

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## **Activity 5: Defense '63 : A Mock Government Debate**

**Time:** 240 minutes

### **Description**

Canada faced a serious crisis of conscience in 1963 when it was forced to examine a number of serious military concerns. Prime Minister Diefenbaker had to assess whether we were fulfilling our commitment to NATO and NORAD. As technology improved and the arms race grew Canada had to choose with which weapons it would restock its arsenal. In this concluding activity students are responsible for synthesizing the material covered in this unit, especially Activities 2, 3, and 4. Students assume the roles of members of a mock parliament and with their team formulate a position for the debate entitled The Defense of Canada 1963, Where do we go? Although never fully resolved in the House of Commons, this was a debate that was settled by the Canadian public in the election of 1963. For the debate each team presents a resolution, debates the case, and makes amendments, if necessary, to resolve the issue. The activity concludes with a comparison of the students' resolution with what was actually decided in the election of 1963.

### **Strand(s) and Expectations**

**Ontario Catholic Graduate Expectations:** CGE5c, 2d, 3c, 7j.

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

**Overall Expectations:** CCV.02, CGV.02, CGV.04, CCV.03, MI3.04, MI4.03.

### **Specific Expectations**

CC3.04 - summarize Canada's changing relationship with the United States;

CG4.07 - produce an analysis of Canada's role in Cold War activities (The Bomarc and Cuban Missile Crisis).

### **Planning Notes**

- Make video machine and seminar rooms available for private team organization meetings.
- Contact the teacher-librarian to help with this assignment. In the library, reserve books germane to the topic.
- Reserve school forum or theatre for final debate.
- Review debate procedures appropriate behavior and proper language used in debate and in the House of Commons.

### **Prior Knowledge Required**

- Debate procedures
- Writing a position statement
- Defense terms Avro Arrow, CF 104 Star Fighter, Intercontinental Bolistic Missile, Tactical missile, and DEFCON
- Figures such as John Diefenbaker, Lester Pearson, Fidel Castro, Douglas Harkness, and Norman Robertson

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## Teaching/Learning Strategies

1. The teacher outlines the purpose of the mock parliamentary debate. *What is the state of defense readiness? Are we fulfilling our obligations? What direction should we move in?*
2. The teacher breaks the class up into three teams.  
Team Blue (45% of the class). (Their position: Anti-American, shutdown the Avro Arrow project, deploy Tactical Missiles without nuclear warheads, and hesitate as the Cuban missile crisis unfolds. Therefore they are modelled after the Conservatives).  
Team Red (40% of the class). (They stand opposed to team Blue, seek more amicable relations with the US and arming the missiles. Therefore we see them paralleling the Liberals).  
Team Green (15% of the class). (By and large they agree with Party Red but a number of their delegates disagree with Nuclear armaments. They represent the scattered Creditist and NDP members).
3. Each team will caucus and divvy the tasks, research, prepare a program and position paper, and write an opening statement.
4. Each team is given two minutes for an opening statement. Next is a 50-minute period for general debate and caucusing. Each team is given the percentage of debate time proportional to their percentage of members. Each team is then given two minutes to deliver their concluding remarks.
5. Students elect a chair/speaker. Students create a self- and peer evaluation sheet.
6. The teacher may wish to invite other staff in to perform the task of evaluator.
7. Closing remarks. Students close with an open forum discussion on “Was Canada really a nuclear free nation?” and then return to the original question “How much influence did the United States have on Canada during this period and who really was in charge?”

## Assessment/Evaluation Techniques

- Self- and peer debate evaluation created by the students
- Summative individual debate evaluation

## Accommodations

- Place students of mixed abilities or students with disabilities with strong students.
- Students with auditory or oral problems are paired with students who can interpret for them.

## Resources

Approved classroom textbooks

Black, J.L. *Canada in the Soviet Mirror*. Ottawa: Carlton University Press, 1998.

Clearwater, John. *Canadian Nuclear Weapons*. Hamilton: Dundurn Press, 1998.

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

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

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

Meloakopides, Costas. *Pragmatic Idealism*. Montreal: McGill Queen’s University Press, 1998.

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

James, Lloyd. *Arrow: From Dream to Destruction*. Burlington: Aviation Videos, 1992.

## Web Sites

[www.//totavia.com/arrow/](http://totavia.com/arrow/)

<http://ecn.ca/FlightDeck/Arrow>

[www.bomarc.com/RocketsBomarc%20Data/bomarclist.htm](http://www.bomarc.com/RocketsBomarc%20Data/bomarclist.htm)

## Appendices

Appendix 3.5.1 – Individual Debate Assessment Rubric

Appendix 3.5.2 – Individual Debate Assessment Debriefing Checklist

### Appendix 3.5.1

#### Individual Debate Assessment Rubric

Categories/ Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding of the facts to support their argument	- supports argument with limited relevant facts	- supports arguments with some relevant facts	- supports argument with relevant facts and good illustrations	- supports argument frequently with many relevant facts and numerous excellent illustrations
Critical Thinking Quality of rebuttal	- rebuttal has limited effectiveness; few good counter arguments	- rebuttal is somewhat effective; a few fair counter arguments	- rebuttal is effective; many good counter arguments	- rebuttal is highly effective; numerous excellent counter arguments
Communication (oral)	- communicates orally with limited effectiveness	- communicates orally with some effectiveness	- communicate orally with considerable effectiveness	- communicate orally with a great effectiveness
Application	- knowledge previously gained from unit is transferred to the debate with minimal effectiveness	- knowledge previously gained from unit is transferred to the debate with moderate effectiveness	- knowledge previously gained from unit is transferred to the debate in an effective manner	- knowledge previously gained from unit is transferred to the debate in a highly effective manner

Student's Name \_\_\_\_\_ Overall level \_\_\_\_\_ Mark \_\_\_\_\_

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

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## Appendix 3.5.2

### Individual Debate Assessment Debriefing Checklist

Area observed	Strengths	Problem areas/concerns	Recommendations
Research notes Were they sufficient? Were they organized?			
Preparedness, studied materials?			
Willingness to contribute and participate			
Attentiveness, distractibility Interrupts/distracts others?			
Collegiality, team play, and leadership?			
Objectivity			
Other			

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## Unit 4: 1964 – 1983: Troubles in the Family – Canada’s Identity in Crisis

**Time:** 18 hours

**Unit Developer:** Tim Tobin, Dufferin-Peel Catholic District School Board

### Unit Description

In this unit, students examine events that challenged our concept of nationhood. Students study our cultural and economic transition from a British orientation to a North American one. Demographically, Canada changed as well. Students examine how the Baby Boom generation and our growing mosaic challenged the traditional values of society. In light of these challenges, this unit examines the timelessness of Gospel values. The backdrop to this unit is the national unity issue. The unit culminates in oral presentations that ask students to predict, in light of the forces released in Quebec as a result of the Quiet Revolution, whether Canada will be preserved in its entirety for the foreseeable future.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1d, 2b, 2c, 2d, 2e, 3b, 3c, 3d, 3f, 5a, 5d, 7e, 7f, 7g, 7h.

**Strand(s):** Communities: Local, National, and Global; Change and Continuity; Citizenship and Heritage; Social, Economic, and Political Structures

**Overall Expectations:** CGV.01, CGV.02, CGV.03, CCV.01, CHV.01, CHV.02, SPV.02.

**Specific Expectations:** CG1.01, CG2.01, CG2.03, CG2.04, CG3.01, CG3.03, CG3.04, CG4.05, CG4.06, CC1.01, CC1.02, CC1.05, CC2.05, CC3.03, CC3.04, CH1.03, CH1.04, CH2.02, CH2.03, SP1.02, SP2.02, SP2.07.

### Activity Titles (Time + Sequence)

Activity 1	The Great Canadian Flag Debate	120 minutes
Activity 2	Values Tested – Challenge, Change, and Constancy	180 minutes
Activity 3	Remaining Canadian in a North American Economy	180 minutes
Activity 4	Multiculturalism – The Mosaic Realized?	180 minutes
Activity 5	The Quiet Revolution and its Impact	300 minutes
Activity 6	Unity/Disunity – Oral presentation on National Unity and the Future of Canada	120 minutes

### Prior Knowledge Required

- This unit builds on knowledge that students learned regarding French–English relations in Grade 7 in the Conflict and Change unit.
- Students also require an understanding of the different views of the nature of Confederation of different groups in Canada with particular emphasis on the French and English perspectives. This was covered in the Grade 8 expectations in the Confederation unit.
- It would be advisable for teachers to administer a diagnostic test to determine their students’ recall of this information and to cover deficits that the teacher deems necessary.

### Unit Planning Notes

- Internet protocol – check the school policy regarding the use of the Internet.
- Check Individual Education Plans (IEPs) for identified students.
- Reserve Library/Resource Centre for research related to Activities 5 and 6.

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## Teaching/Learning Strategies

### Whole Group

- brainstorming, questioning, discussion, concept clarification, lecturing, note-taking

### Small Group

- brainstorming, inquiry process, small group discussions, classifying, collaborative learning, research, oral presentations, written interpretation

### Individual

- note-making, computer- assisted research, research, oral presentations, written interpretation

## Assessment and Evaluation

### Diagnostic and Formative Assessment

- Rubrics, Roving Conferences to clarify material and ensure that students are on task, Informal Teacher Observation.

### Summative Evaluation

- Rubrics, Paper and Pencil Test, Oral Presentation

## Resources

### Print

Approved textbooks

*Catechism of the Catholic Church*. Doubleday, 1995.

Conway, John F. *Debts to Pay: English Canada and Quebec from the Conquest to the Referendum*. Toronto: James Lorimer and Company, 1992.

Dickinson, John A. and Brian Young. *A Short History of Quebec*. Toronto: Copp Clark Pitman Co.

Huebsch, Bill. *Vatican II in Plain English – The Decrees and Declarations*. Allen: Thomas More, 1997.

Huebsch, Bill. *Vatican II in Plain English – The Constitutions*. Allen: Thomas More, 1997.

Huebsch, Bill. *Vatican II in Plain English – The Council*. Allen: Thomas More, 1997.

Santor, D. *Canadiana Scrapbook Series*. Prentice-Hall, 1978.

Sheridan, E.F., ed. *Do Justice!* Toronto: Editions Paulines, 1987.

### Videos

Brittain, Donald. *The Champions*. NFB

### Other

School Library/Resource Centre

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## Activity 1: The Great Canadian Flag Debate

**Time:** 120 minutes

### Description

In this activity, students are introduced to the struggle that segments of the Canadian population were experiencing the changing nature of Canadian identity. This activity also impresses upon students the power that symbols have on people. Canada was forging an identity that was distinctly Canadian. We see evidence of this attitude in the creation of our new national flag. The Red Ensign with its distinct Union Jack was replaced by a symbol to which more Canadians could relate, the Maple Leaf. In order to appreciate the task that our politicians had in creating a new flag, students are given the job of designing a flag that they feel would be appropriate for the development of a distinctly Canadian identity.

### Strand(s) and Expectations

**Ontario Catholic Graduate Expectations:** CGE3c, CGE2b, CGE2c, CGE3b, CGE3c.

**Strand(s):** Communities: Local, National, and Global; Methods of Historical Inquiry

**Overall Expectations:** MIV.02, CGV.01.

### Specific Expectations

MI2.01 – use school and public libraries, resource centres, museums, historic sites, and community and government resources effectively to gather information on Canadian history;

CG1.01 – explain to what extent certain national symbols (e.g., the Canadian flag) represent all Canada and all Canadians.

### Planning Notes

- Preview the concept of symbols and their meaning.
- Locate information on the flag debate in the early 1960s.
- Check IEPs for students receiving Special Education support.
- Supply blank paper for flag design assignment

### Prior Knowledge Required

- Students review information covered in Grades 7 and 8 regarding our British and French heritage and the symbols that represented this heritage (e.g., the Union Jack and the fleur-de-lis).

### Teaching/Learning Strategies

1. At the beginning of class, to give students an idea of how change is not always expected or welcomed, without explanation the seating arrangement, with which students have become comfortable, is changed. Note how students react to this change.
2. A brainstorming session on the importance or lack of importance that symbols have in our lives is conducted. Some examples include religious symbols (the Cross, the Star of David, etc.), cultural symbols (tattoos, ritual scars, etc.) sport symbols (team logos, numbers, etc.), or political symbols (the swastika, Rising Sun, etc). The teacher leads a discussion on the power of symbols and the importance that they have in our lives.
3. To understand the emotions revolving around the Flag Debate, the teacher should spend some time discussing the class's reaction to the change in seating arrangements. Students can draw upon personal insight to observe how they reacted to change. After a number of students have been given the opportunity to share their reactions, the teacher places the Flag Debate in its historical context including feelings that people in Canada had regarding an important change to an important national symbol

- 
4. Students read from the class text, or assigned handouts, the debate that unfolded on the appearance and meaning of our new national flag.
  5. Students could visit the web sites listed at the end of the activity to research the effort to design a new national flag. Especially helpful would be a visit to the National Archives site with samples of flags that were sent to Ottawa as contenders to become our new flag.
  6. Students design a flag that they feel would have been a contender in the competition for the choice to become our new national flag. Students have an opportunity to problem-solve with this activity. They take into consideration some of the concerns that people have about changing our national flag and try to address these concerns in their flag's design. This is handed in with an accompanying sheet explaining the symbols that have been used in the design and an explanation as to why this flag should have been considered to be the flag to replace the Red Ensign.
  7. At the end of the activity, the class discusses the variety of ways that people responded to change.

### **Assessment/Evaluation Techniques**

- A summative evaluation of the flag using the checklist (Appendix 4.1.1)

### **Accommodations**

- Provide extra time to complete design.
- Use a peer helper to scribe explanation of design.

### **Resources**

Approved classroom texts

#### **Canadian Flag. Web Sites**

[www.pch.gc.ca/ceremonial-symb/english/emb\\_flag\\_intro.html](http://www.pch.gc.ca/ceremonial-symb/english/emb_flag_intro.html)

<http://collections.ic.gc.ca/flag/>

[www.archives.ca/exec/naweb.dll?fs&041003&top&0](http://www.archives.ca/exec/naweb.dll?fs&041003&top&0)

### **Appendix**

Appendix 4.1.1 – Flag Design and Explanatory Note Checklist

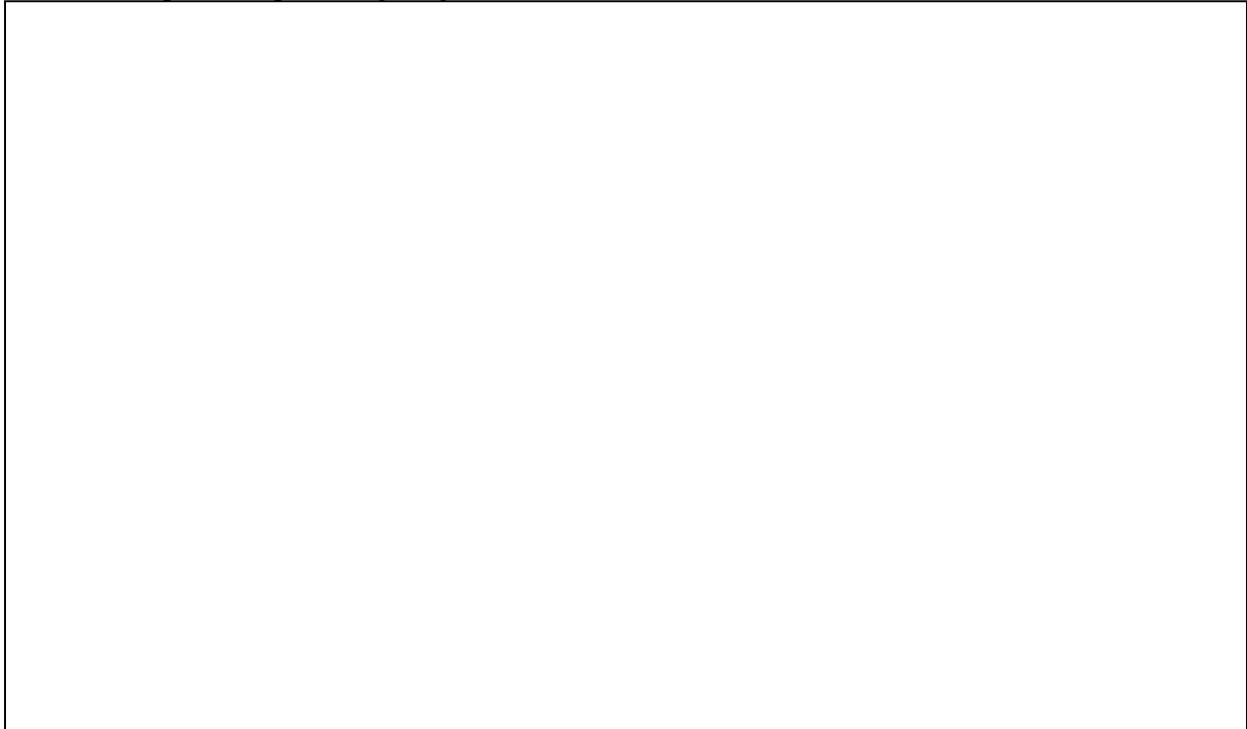
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## Appendix 4.1.1

### Flag Design and Explanatory Note Checklist

Name:

Students design the flag in the space provided.



The flag should include the following considerations:

- |  |           |
|--|-----------|
| a) Evidence of the use of Canadian symbols | 1 2 3 4 5 |
| b) Evidence of creativity in the design    | 1 2 3 4 5 |
| c) Creative use of space                   | 1 2 3 4 5 |

Explanation of design. This explanation should include how your flag's design took into consideration people's sensitivities to the new flag and the symbols that you use to make the flag "Canadian".

5 marks  
Total - 20 marks

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## **Activity 2: Values Tested – Challenge, Change, and Constancy**

**Time:** 180 minutes

### **Description**

The key theme of this activity is helping students appreciate the challenge of change. This concept, introduced in Activity 1 with the flag debate, is expanded to include examining political and social changes that are taking place in Canada. Our values are being tested throughout this period of time. Starting with the sixties and carrying through the seventies and beyond, change and what to make of change are the focus of student activities. Students also appreciate that the Catholic Church is experiencing great change, as Vatican II is underway in Rome. The spirit of change is making its mark on Canada.

### **Strand(s) and Expectations**

**Ontario Catholic Graduate Expectations:** CGE1d, CGE2b, CGE3b, CGE3c, CGE3d, CGE5d.

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

**Overall Expectations:** CGV.01, CCV.01.

### **Specific Expectations**

CG4.06 – explain the influence on Canadian society from 1914 to the present of pacifists, the human rights movement, and the civil rights movement;

CC1.05 – describe the impact of the baby boom generation on Canadian society since the 1960s.

### **Planning Notes**

- Review the discussion on change that was used in Activity 1.
- Check IEPs for students receiving Special Education support.
- Library/Resource Centre time should be booked for student research. Teacher-librarian is asked to review research skills and note-taking from sources with the class.
- Review the format to be used for oral presentations. This format is essentially the format used for the culminating activity.
- Review the history of Vatican II.

### **Prior Knowledge Required**

- Students have been introduced to the concept of conflict and change in the Grade 7 unit of the same name. Students should have mastered the expectation of understanding the nature of change and conflict.

### **Teaching/Learning Strategies**

1. It is essential that students have an opportunity to revisit the discussion in Activity 1 on the challenge of change. Included in this discussion is an opportunity to discuss the value of constancy.
2. Students divided into groups of five. Each group investigates one institution or segment of society that underwent change during this time period (1964–1983).
3. The institutions/segments of society to be researched include: the government, the family, the Church (Vatican II), youth (baby boomers), media, women, and Aboriginal groups. Teachers add/delete any institution that they wish.

- 
4. Students begin research in the library. The teacher-librarian reviews proper research skills and note-taking from sources with the students. Research can carry on to the next class. When filling in the chart, students consider the power, status, and influence that the institution/segment had at that time, e.g., economic, social, and political. If time is a concern, the teacher may divide groups in two with half of the group researching the 1964 column and the other half the 1984 column. Information is then shared within the group (Appendix 4.2.1).
  5. By the end of the second period, the group presents their research to the class. Students comment on the changes observed for each institution/segment. Students fill in chart provided for each institution/segment of the population that is covered in group presentations. The teacher evaluates students in each group's presentation with the form provided (Appendix 4.2.2).
  6. Students are encouraged to discuss the positives and negatives of change and to discuss the positives and negatives of constants of attitudes and values.

### **Assessment/Evaluation Techniques**

- Roving conferences are used by the teacher to ensure that students are on task, and to help with any concerns the students may have.
- The teacher checks the chart for completion and accuracy (Appendix 4.2.1).
- The teacher evaluates students in each group using form provided (Appendix 4.2.2).

### **Accommodations**

- Consult with the Special Education Department to assist students that require help in preparing for and delivering an oral presentation.
- Students with difficulties in oral communication skills may present their oral presentation to the teacher only or to a small group

### **Resources**

Approved classroom texts

School Library/Resource Centre

Internet research- Use keyword search. Keywords may include Vatican II, The Sixties

*Vatican II in Plain English – The Council.* Thomas More, 1996.

*Vatican II in Plain English – The Decrees and Declarations.* Thomas More, 1996.

*Vatican II in Plain English – The Constitutions.* Thomas More, 1996.

### **Appendices**

Appendix 4.2.1 – Assessment of Chart

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## Appendix 4.2.1

### Assessment of Change Chart

Group:

Each group is assigned one or more institutions/movement to research.

<b>Institution/ Movement</b>	<b>Characteristics 1964</b>	<b>Characteristics 1984</b>	<b>Assessment of Change +/-</b>
The Government			
The Family			
The Church			
Role of Youth			
Education			
Media			
Women			
Civil Rights Movement			
Aboriginal Movements			

Which changes to the institution/movement seem to be positive?

Which changes to institution/movement seem to be negative?

Overall did the changes to the institution/movement serve Canada well?

Did any institution/movement remain constant during this time period? Is there value in this?

*The answers to these questions serve as the group's presentation focus.*

## Appendix 4.2.2

### Oral Presentation Evaluation Rubric

Group: \_\_\_\_\_

Student: \_\_\_\_\_

Institution/Movement Studied: \_\_\_\_\_

Categories/ Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding				
Understanding of concept of change	- demonstrates a limited understanding of concept of change	- demonstrates some understanding of concept of change	- demonstrates a considerable understanding of change and can apply the understanding	- demonstrates a high degree of understanding of change and can apply the understanding
Communication				
Communicates information through an oral presentation	- communicates concepts through oral presentation with limited effectiveness	- communicates information through oral presentation with some effectiveness	- communicates information through oral presentation with clarity	- communicates information through oral presentation with a high degree of clarity
Thinking/Inquiry				
Use of critical thinking skills	- applies critical thinking skills with limited effectiveness	- applies critical thinking skills with moderate effectiveness	- applies critical thinking skills with considerable effectiveness	- applies critical thinking skills with a high degree of effectiveness
Application				
Application of the concept of the impact of change	- demonstrates difficulty in applying concept of the impact of change	- demonstrates some understanding of the concept of the impact of change	- clearly understands the concept of the impact of change	- in-depth understanding of the concept of the impact of change

Overall Level: \_\_\_\_

Comments

Strengths:

Areas for Review:

Next Steps:

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

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### **Activity 3: Remaining Canadian in a North American Economy**

**Time:** 180 minutes

#### **Description**

In this activity, students study the challenge that Canada faced in trying to maintain a Canadian identity in an era that sees tremendous pressure to integrate into the American economy. The Auto Pact is an example of the challenge that the Canadian government faces in this vein. Students analyse the measures that were taken during the Trudeau era to maintain Canadian control over our key economic sectors. The economic strategy of this era compared to the free trade ethic that Prime Minister Mulroney ushered in. By the end of the unit, students have a solid understanding of the major economic issues that challenged and helped develop our concept of who we are. Students analyse Canada's economic policies during this time period and decide which served the interests of Canada best.

#### **Strand(s) and Expectations**

**Ontario Catholic Graduate Expectations:** CGE2b, CGE2c, CGE3c, CGE3f.

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

**Overall Expectations:** CCV.02, SPV.01.

#### **Specific Expectations**

CC2.05 – assess the scientific and technological innovations discovered or created by Canadian scientists and inventors;

CC3.04 – summarize Canada's changing relationship with the United States;

SP1.05 – compare the advantages and disadvantages of American participation in the Canadian economy;

SP1.07 – assess the contributions made by Canadian industrialists to the development of the Canadian economy;

SP2.07 – explain how the government has promoted Canada's cultural distinctiveness.

#### **Planning Notes**

- The teacher books library time so that students can locate information on the Canada-United States Auto Pact; the National Energy Plan (NEP); Investment Canada; the Foreign Investment Agency (FIRA); and the Canadian Radio and Telecommunications Commission (CRTC).
- The teacher designs a short organizer that assesses the contributions of Canadian innovators, inventors, or entrepreneurs.
- The teacher reviews what a thesis is with the class. This is required when the students are to answer the summary question in this activity, as the students will be taking a position and corroborating it.
- The teacher designs a summary question for the activity to which students respond in a long essay question format.

#### **Prior Knowledge Required**

- From the Grade 8 History unit – Canada: A Changing Society – students have been exposed to the contribution of Canadian inventors, innovators, and entrepreneurs.
- Review how to write an effective long essay question. The five paragraph format is emphasized. This means an introductory paragraph, three support paragraphs, and a conclusion.

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## Teaching/Learning Strategies

1. The teacher poses the question that students are to respond to at the end of this activity. The question could be, “Decide whether the economic policy of Pearson and Trudeau or that of Brian Mulroney was better in protecting and building the Canadian economy.”
2. The teacher acquaints students with the terms be used in the unit. These terms include: The Auto Pact; NEP; FIRA; Investment Canada; CRTC.
3. The teacher assigns to students, from the text, or, if preferable, supplementary material, information that helps students respond to the question posed in Strategy 1.
4. Using an organizer, students examine and analyse the information on the Auto Pact, FIRA, NEP, Investment Canada, and the CRTC (Appendix 4.3.1).
5. As a side lesson, for the edification of the students, use Joseph Bombardier as an example of Canadian innovation in industry. Information is available at the Internet sites listed. This illustrates to students the innovative ability of Canadian entrepreneurs.
6. When the organizer has been completed, students may review and discuss the advantages and disadvantages of Canadian economic policy during this time period.
7. The teacher is to administer the question listed in Strategy 1. The teacher is encouraged to evaluate students using criteria that has been developed with student input. A sample criteria could include format, grammar, effectiveness of expression, and corroborating detail used to support your point of view. Again a review of thesis would be in order here.
8. In closing, the class discusses and reflects on change in economic policy and how it impacted on Canada and Canadians.

## Assessment/Evaluation Techniques

- Informal observations by the teacher ensuring that students are completing worksheet while the handouts are being read.
- Formative teacher assessment of written responses – check for accuracy and completeness.
- Informal teacher assessment during discussion using probe questions to collect evidence of the students’ understanding of the exercise
- Summative writing assignment as outlined in Strategy 1.

## Accommodations

- Students with writing difficulties may benefit from teacher assistance in organizing information and structuring their notes such as providing an outline with headings, subheadings, and/or partial information.
- Some students may require a scribe to assist them with note-taking, completing the organizer, and answering the assignment.

## Resources

Approved classroom texts

Internet keyword search – Joseph Bombardier; Foreign Investment Agency (FIRA); NEP; Canadian Radio-television and Telecommunications Commission (CRTC); Investment Canada.

School Library/Resource Centre

## Appendix

Appendix 4.3.1 – Organizer

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## Appendix 4.3.1

### Organizer

<b>Program/ Initiative</b>	<b>Purpose</b>	<b>Positive Impact</b>	<b>Negative Impact</b>	<b>Overall Assessment</b>
Auto Pact				
FIRA				
NEP				
CRTC				
Investment Canada				

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## Activity 4: Multiculturalism – The Mosaic Realized?

**Time:** 180 minutes

### Description

Canada is a nation of immigrants. In this activity, students continue to study the role that immigration plays in the construction of our nation. The concept of Canada as a multicultural society within a bilingual framework is the way that Pierre Trudeau describes the new Canada that is being created in this period. The new Immigration Act in 1978, which included a refugee class, is used to oversee the acceptance of people from parts of the globe that had been ignored in the past. Through activities in this unit students have an opportunity to explore the immigrant experience and empathize with the challenges that were faced in emigrating to this country. Students also have the opportunity to study the Church's recommendations to the Special Joint Committee of the Senate and of the House of Commons on immigration policy. Canada continues to grow and evolve in ways that are a marked contrast to our early experiences with immigration. By the end of the unit students are better able to decide if we have achieved a cultural mosaic.

### Strand(s) and Expectations

**Ontario Catholic Graduate Expectations:** CGE7e, CGE 2e, CGE7f, CGE7g, CGE7h.

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

**Overall Expectations:** CGV.01, GCV.02.

### Specific Expectations

CG4.05 – demonstrate knowledge of how Canada's foreign and domestic policies in the 1930s contributed to the development of new policies after World War II such as the current refugee laws;  
CC1.01 – demonstrate an understanding of the changing demographic patterns within Canada since 1900;  
CC1.02 – explain how immigrants, individually and as communities, have participated in and contributed to the development of Canada.

### Planning notes

- Obtain statistics on immigration to Canada for graphing exercise.
- Establish appropriate question guidelines for students to use in their interview.
- Review Church's statements regarding Canadian immigration policy. An example of this is Document 41 in *Do Justice!*

### Prior Knowledge Required

- In the Grade 9 Geography course, students studied the push and pull factors of immigration.
- Graph construction

### Teaching/Learning Strategies

1. Students are given information on Immigration Policy in Canada prior to 1978. This information can be obtained from the Internet sources listed in Resources. Students use organizer to note differences in the policies.
2. Students are supplied with statistics on immigration patterns for graphing exercise. These statistics can be obtained from the Internet resources listed in unit Resources. Students construct bar graphs for each of the time periods listed in the Statistics Canada source. Students may group, at the teacher's suggestion, like areas for convenience sake. Students observe the changing pattern of immigration over time. From these observations students brainstorm in classroom discussion identifying some of the challenges these statistics suggest that Canada may experience in receiving

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these newcomers. Some suggestions may include the intolerant reception that new immigrants of colour may experience from some segments of the population. Students suggest the role and responsibility that our government had to diminish these problems.

3. Students evaluate the brief presented to the Special Joint Committee of the Senate and of the House of Commons by the Canadian Catholic Conference on September 15, 1975. This brief can be found in Document 41 in *Do Justice!* Students identify the concerns of the Church and Gospel values found in this document and respond to the question as to whether it is appropriate for the Church to be involved in giving input into government policy.
4. Students prepare for an interview with a recent immigrant to Canada. Recent is defined for the purposes of this exercise as an immigrant who came to Canada since 1960. Students can interview a relative, neighbour, friend, classmate, teacher, etc. If no person can be found, the teacher is to suggest some possibilities. Failing all of these measures the student should be allowed to role play as a substitute. The student must research their role appropriately in order for the exercise to have a positive meaning.
5. Students prepare a list of questions to ask their subject. It is imperative that the teacher, so as to check for appropriateness, approves these questions. Appropriate questions could include asking the following: place of origin; date emigration to Canada took place; type of reception experienced; job found; possible loneliness experienced; greatest challenge experienced; anything that surprised the person about Canada; whether they felt that they were accepted in this country, etc. Students work in pairs. Students videotape or audio tape the interviews. If this is impossible, students may write down the responses of the subject and then share these responses with the class.
6. At the end of the activity it would be fruitful for students to have an opportunity to discuss how the fabric of Canada had changed and whether Canadians appreciate the richness of the cultural mosaic that we have in our country as a result of this change.

### **Assessment/Evaluation Techniques**

- Formative assessment by the teacher of the bar graphs for accuracy and completeness (Appendix 4.4.1)
- The teacher uses probing questions to collect evidence of the students' understanding of the Church's role in society.
- Summative evaluation of interview using criteria based tool (Appendix 4.4.2)

### **Accommodations**

- Use a peer helper in construction of graph through the use of a spreadsheet on the computer.

### **Resources**

Approved classroom textbooks

**Web Sites** (dealing with population trends)

[www.ucalgary.ca/HIST/tutor/canada1946/index.html](http://www.ucalgary.ca/HIST/tutor/canada1946/index.html)

[www.uclagary.ca/HIST/tutor/canada1946/3frame.html](http://www.uclagary.ca/HIST/tutor/canada1946/3frame.html)

[www.statcan.ca/english/Pgdb/People/Population/demo25a.htm](http://www.statcan.ca/english/Pgdb/People/Population/demo25a.htm)

### **Appendices**

Appendix 4.4.1 – Graphing Checklist

Appendix 4.4.2 – Interview Evaluation Form

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## Appendix 4.4.1

### Graphing Checklist

Name:

1.	Descriptive Title	Yes	No
2.	Axis Labels		
	- Both axes are labelled	Yes	No
	- Numbers and units	Yes	No
3.	Bar Graph		
	- Bars drawn with ruler	Yes	No
	- Appropriate colours	Yes	No
4.	Attention to Detail		
	- Data plotted accurately	Yes	No
	- Ruler used for axes	Yes	No
	- Neatness	Yes	No
	- Graph centred on page	Yes	No
	Has student achieved an acceptable level of graphing skill?	Yes	No
Comments			

---

## Appendix 4.4.2

### Interview Evaluation Form

Name:

Interview Subject:

- |    |                                      |           |
|----|--------------------------------------|-----------|
| 1. | Conduct of Interview                 |           |
|    | - Questions asked in a clear voice   | 1 2 3 4 5 |
|    | - Questions asked in a polite manner | 1 2 3 4 5 |
|    | - Guest appropriately introduced     | 1 2 3 4 5 |
| 2  | Overall Impression of Interview      |           |
|    | - Recording is clear                 | 1 2 3 4 5 |
|    | - Interview has enthusiasm           | 1 2 3 4 5 |

Overall Comments

Final Mark /25

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## **Activity 5: The Quiet Revolution and its Impact**

**Time:** 300 minutes

### **Description**

This activity is closely tied to the culminating activity (Activity 6). In order to do well in the culminating activity, students must research the Quiet Revolution and its impact in some depth. As Canada's identity is changing during this time period to become more multicultural, more North American, the question of Quebec's place in Confederation is coming under intense scrutiny. The answer to this question in some quarters has disturbing implications for our future as a unified, intact country. The National Unity debate takes on profound meaning for Canadians who care passionately about this country's survival. The greatest challenge to our identity, is, perhaps, an internal one. Students come to appreciate the grave importance of the challenges that we face in our attempt to achieve national unity. How Canada copes with change may determine its future.

### **Strand(s) and Expectations**

**Ontario Catholic School Graduate Expectations:** CGE2b, CGE2c, CGE2d, CGE5a.

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

**Overall Expectations:** CGV.03, CHV.01.

### **Specific Expectations**

CG3.01 – identify the major events that contribute to the growth of Quebec nationalism and the separatist movement in Quebec from 1900 to present;

CG3.03 – assess the changing relationship between English Canada and Quebec;

CG3.04 – identify the major groups of French Canadians outside Quebec;

CH1.04 – evaluate the role of movements that resulted in the founding of political parties;

CH2.03 – assess the backgrounds, careers, and contributions of twentieth-century Canadian prime ministers, in both formal, and informal and anecdotal work;

### **Planning Notes**

- Locate Roch Carrier's "The Hockey Sweater".
- Locate information on Pierre Trudeau – use text or the Internet sources listed Resources.
- Book Library/Resource Centre for research period(s). Discuss with the teacher-librarian the nature of the assignment.

### **Prior Knowledge Required**

- From the Grade 7 History unit, New France, students have an understanding of the history of French culture in Canada.
- From the Grade 7 History unit, Conflict and Change, students have an understanding of the nature of change and conflict in Canada.
- From the Grade 8 History unit, Confederation, students have an understanding of the factors that led to Canada's Confederation.

### **Teaching/Learning Strategies**

1. At the beginning of this unit, the teacher explains the relationship between research done in this unit and the culminating activity (Activity 6). Students' oral presentations are based on the work done in this activity.
2. To begin the unit, the students should read Roch Carrier's "The Hockey Sweater" In a class discussion have students identify the awareness that a ten-year-old French Canadian boy had about

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French-English relations. Using probing questions ask the class what the tone of the story is, regarding the “two solitudes”.

3. As an example of French Canadian contributions to Canada, Pierre Trudeau is studied. Care should be taken when reading information on Trudeau for bias and historical perspective. Use Appendix 4.5.1 for this assignment.
4. Students now begin their study of the Quiet Revolution and its impact on Quebec and the national unity issue. Students appreciate the change that occurs in Quebec society as a result of the Quiet Revolution. To begin the exercise the teacher hands out a list of terms that are used to acquaint students with important concepts and people for a deeper appreciation of the Quiet Revolution. The list could include: The Durham Report, Joseph Papineau, Georges Etienne Cartier, the execution of Riel, Conscription Crisis of World War I and II, Pierre Trudeau, Jean Lesage, Maurice Duplessis, etc.
5. After researching Strategy 4, students examine the two institutions, government and Church, in Quebec. Make a general observation as to what impact the Quiet Revolution had on these important institutions.
6. Students contrast the goals and strategies of the Front de la liberation du Quebec (FLQ) and the Parti Quebecois. Reading is assigned from the class text. The Library/Resource Centre would be an excellent resource as well. Students determine which of these approaches would have a greater chance of success.
7. The Referendum of 1980 is analysed. The important point to reinforce is to ask students to project what they feel the future holds for both Quebec and Canada. Will the sovereigntists eventually triumph in their desire or will Canada remain a nation intact? This is the question that students research. The result of this research is presented in oral presentations in Activity 6.
8. The teacher may administer a paper and pen test on this activity.

### **Assessment/Evaluation Techniques**

- Informal teacher assessment using probe questions to determine if the class have understood the subtext of the story
- The teacher checks the comparison for completion and accuracy.
- Formative teacher assessment of written responses – check for accuracy and completeness
- Summative paper and pen test

### **Accommodations**

- The teacher may provide a summary of terms with their definitions.
- Use a peer helper to scribe the notes.
- Provide extra time for paper and pencil test.

### **Resources**

Approved classroom texts

#### **Web Sites**

Trudeau

[www.tceplus.com/trudeau.htm](http://www.tceplus.com/trudeau.htm).

<http://cnet.unb.ca/achn/pme/petdb.htm>.

<http://collections.ic.gc.ca/canspeak/english/pet/>.

#### **Video**

*The Champions*. National Film Board. Parts One and Three.

### **Appendices**

Appendix 4.5.1 – The Trudeau Legacy

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## Appendix 4.5.1

### The Trudeau Legacy

Name:

<b>Event/ Policy</b>	<b>Details</b>	<b>Positive Aspect(s)</b>	<b>Negative Aspect(s)</b>	<b>Regional Perspective</b>	<b>Overall Impression</b>
October Crisis					
1980 Referendum					
FIRA					
NEP					
The Constitution Act					
Charter of Rights					

On a single piece of paper (8½" x 11") attached to this page indicate how Pierre Elliot Trudeau should be assessed as a Prime Minister. The assignment is marked out of ten using the following criteria:

- a) proper format - 3 marks
- b) grammar - 2 marks
- c) quality of information – 5 marks

/10 marks

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## **Activity 6: Unity/Disunity – Oral Presentation on National Unity and the Future of Canada**

**Time:** 120 minutes

### **Description**

This is the culminating activity of the unit. Students are responsible for giving an oral presentation on the future of Canada. This presentation is the culmination of research conducted in Activity 5. Students present in pairs. The goal of this exercise is twofold. First, it provides students with an opportunity to analyse the significant change taking place in Canada regarding the relationship between the two solitudes as a result of this change. Secondly, through application of their analysis, students make a prediction as to whether these changes have the potential to dismantle the nation. Students practise the skill of fashioning an argument and supporting it with relevant material. The teacher is to assign the pairings to provide the right mix of learning styles. The format for the evaluation of the presentation is outlined in Appendix 4.6.1.

### **Strand(s) and Expectations**

**Ontario Catholic School Graduate Expectations:** CGE5a, CGE2c, CGE2d.

**Strand(s):** Methods of Historical Inquiry

**Overall Expectations:** MIV.01, MIV.04.

### **Specific Expectations**

MI4.01 – make reasoned generalizations or appropriate predictions based on research;

MI4.03 – express ideas and arguments in a coherent manner during discussions and debates, or in graphic displays.

### **Planning Notes**

- Review the format to be used in the oral presentations.
- Assign pairings for the presentations.

### **Prior Knowledge Required**

- Review with the class appropriate format for oral presentations.
- Review the concept of thesis with the class.
- Review corroborating a thesis with the class.

### **Teaching/Learning Strategies**

1. Review with the class the format for the oral presentations. Remind students that the presentations are to be five to ten minutes.
2. Review with the class that students are to present a position and are to support the position with supporting material.
3. Review the elements of an oral presentation and the expectations and skills required to be an active listener.
4. Begin the presentations. The teacher times the presentations to ensure that students stay within the timelines.

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### **Assessment/Evaluation Techniques**

- Summative teacher evaluation of the oral presentations through a rubric (Appendix 4.6.1).

### **Accommodations**

- Pre-select pairings so that students with special needs are paired with a peer who is able to give assistance.
- Students with difficulties in oral communication skills may present their oral presentation to the teacher only.

### **Appendix**

Appendix 4.6.1 – Oral Presentation Evaluation Rubric

## Appendix 4.6.1

### Oral Presentation Evaluation Rubric

Categories/ Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding				
Understanding of concept of “the future of Canada’s national unity”	- demonstrates a limited understanding of concept of the “future of Canada’s national unity”	- demonstrates some understanding of concept of the “future of Canada’s national unity”	- demonstrates a considerable understanding of concept of the “future Canada’s national unity” and can apply the understanding	- demonstrates a high degree of understanding of concept of the “future of Canada’s national unity” and can apply the understanding
Thinking/ Inquiry				
Use of critical thinking skills	- applies critical thinking skills with limited effectiveness	- applies critical thinking skills with moderate effectiveness	- applies critical thinking skills with considerable effectiveness	- applies critical thinking skills with a high degree of effectiveness
Communication				
Communicates information through oral presentation.	- communicates concepts through oral presentation with limited effectiveness	- communicates information through oral presentation with some effectiveness	- communicates information through oral presentation with clarity	- communicates information through oral presentation with a high degree of clarity
Application				
Application of concept of the “future of Canada’s national unity”	- demonstrates difficulty in applying concept of the “future of Canada’s national unity	- demonstrates some understanding of concept of the “future of Canada’s national unity”	- clearly understands the concept of the “future of Canada’s national unity	- in-depth understanding of the concept of the “future of Canada’s national unity”

Student name: \_\_\_\_\_

Overall Level:

Comments:

Strengths:

Areas for Review:

Next Steps:

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

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## Unit 5: 1984–1999: Reassessing Values - The North American Reality

**Time:** 18 hours

**Unit Developer:** Brian O’Sullivan, York Catholic District School Board

### Unit Description

In this unit, students examine how the federal government has tried to promote a common Canadian identity in an era when many of the defining national institutions have been weakened and national unity has been challenged. There have been significant national changes affecting women, labour, and Aboriginal peoples. Students also examine the impact of globalization on the Canadian economy and Canada’s increased responsibilities as a UN peacekeeper and supporter of democracy movements around the world. The social teachings of the Canadian Catholic Bishops and Pope John Paul II are used to highlight a Catholic perspective on these topics. The culminating activity of this unit is a brief research paper on the impact of globalization on Canada, using the Internet and electronic databases as the main resources.

### Strands(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE1d, 2e, 3b, 3d, 3f, 4d, 5d, 7e, 7f.

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

**Overall Expectations:** CGV.01, CGV.02, CGV.03, CGV.04, CCV.01, CCV.02, CCV.03, CHV.01, CHV.02, SPV.01, SPV.02, MIV.01, MIV.02, MIV.03, MIV.04.

**Specific Expectations:** CG2.02, CG2.04, CG2.07, CG3.03, CG3.04, CG4.06, CC1.03, CC2.04, CC2.03, CH1.01, CH1.03, SP1.05, SP2.02, SP2.06, SP2.07, MI2.01, MI2.02, MI2.03, MI2.04, MI3.02, MI3.04, MI4.02, MI4.03.

### Activity Titles (Time + Sequence)

Activity 1	Challenges to our Canadian Identity and Canadian Institutions	160 minutes
Activity 2	The National Unity Crisis	200 minutes
Activity 3	Social and Political Movements in Canada	200 minutes
Activity 4	Globalization and the Canadian Economy	240 minutes
Activity 5	Canada and the Global Common Good	160 minutes
Activity 6	Culminating Research Activity - Globalization and its Impact on the Canadian Economy/Foreign Affairs	120 minutes

### Unit Planning Notes

- Since there are few secondary sources chronicling the entire 1984-1999 era, teachers should read about the electronic resources listed in Activity 6 (*Pro-Quest, Issue Quest, Canadian News Disc, Globe and Mail, CBCA/Kiosk, Actualite Quebec, Statistics Canada Yearbook, EBSCO*). Teachers should use these newspaper and magazine databases to obtain articles for their classes, and to achieve a full understanding of events during this time period. Also, teachers should read over the list of current text sources cited here to further their knowledge of this era.
- For this unit, the culminating activity (Activity 6) is a computer database/Internet research project resulting in a three-hundred-word report on Globalization. Students should be given the assignment at the start of this unit to allow them to collect information and plan their research report.

- 
- Check with the Special Education department for students with IEPs as well as those requiring assistance.
  - Internet protocol – check the school policy regarding the use of the Internet.
  - Book Library/Resource Centre lab time and meet with the teacher-librarian to jointly teach Internet and database search activities.
  - Check Internet sites listed in this unit before classroom use.
  - Order videos from school resource room, board film library, or video distributors (e.g., National Film Board, Public Broadcasting System). Book the TV/VCR for videos to be shown.
  - Obtain the required print resources plus any materials which chronicle the post-1984 era of Canadian history.
  - Explain to students the prerequisites required for choosing Canadian and World Studies courses next year for Grades 11 and 12.

### **Prior Knowledge Required**

- Students have an understanding and command of the historical knowledge and skills outlined in the History/Geography policy guideline document for Grades 7 and 8.
- Students have comprehensive knowledge and understanding of historical events from 1914-1984 as covered in the previous units.

### **Teaching/Learning Strategies**

#### Whole Group

- guest speakers, video use/analysis, lecturing, overhead/board notes, recap/review of previous unit material, brainstorming, discussion, concept clarification

#### Small Group

- group Internet/database research activities, debate, foreign policy forecast activity, jigsaw group work

#### Individual

- document analysis, global career education survey, student letter to the editor, personal essay/reflection paper, community service presentation, oral histories, poster boards, student presentations

### **Assessment and Evaluation**

#### Diagnostic and Formative Assessment

- Internet research rubrics, roving conferences, informal teacher observation of group/individual tasks, ongoing teacher oral assessment of concepts/skill development by students

#### Summative Evaluation

- Pen/paper test, quizzes, research essay performance criteria, summary class probe questioning/discussion of main lesson concepts, reflection papers, letter to the editor assessment criteria, foreign policy forecast assignment, poster board assessment criteria

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## Accommodations

- The teacher should review the specific learning difficulties of students who have Individual Education Plans (IEPs). The content is modified to meet their learning needs.
- ESL/D students have opportunities to demonstrate their learning by alternative means while written English is developing (spoken English, direct demonstration, and pictorial representation).
- For the purpose of providing extensions, students have opportunities to investigate the topics presented in greater detail. Close collaboration between teacher and student is required to ensure appropriate enrichment opportunities.

## Resources

### Print

Backhouse, C. and D.H. Flaherty. (eds.) *Challenging Times: The Women's Movement in Canada and the Untied States*. Montreal: McGill-Queens, 1992.

Barlow, M. and B. Campbell. *Take Back the Nation*. Toronto: Key Porter, 1991.

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

Bumsted, J.M. *A History of the Canadian Peoples*. Toronto: Oxford University Press, 1988.

Classroom textbooks (approved)

Chados, R., R. Hanovitch Murphy. *The Unmasking of Canada: The Hidden Theme in Canadian History since 1945*. Toronto: Lorimer, 1991.

De Brou, D. and B. Waiser. *Documenting Canada: A History of Modern Canada in Documents*. Saskatoon: Fifth House, 1992.

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

Francis, R.D., R. Jones, and D. Smith. *Destinies: Canadian History Since Confederation*. Toronto: Harcourt Brace, 1996.

Gregg, A., M. Posner. *The Big Picture: What Canadians Think about Almost Everything*. MacFarlane, Walter and Ross, 1990.

Gwyn, R. *Nationalism Without Walls: The Unbearable Lightness of Being Canadian*. Toronto: McClelland & Stewart, 1995.

Morton, D.A. *Short History of Canada*. Toronto: McClelland & Stewart, 1994.

Nash, K, ed. *Vision of Canada: Searching for our Future*. Toronto: McClelland and Stewart, 1991.

Ponting, J.R. *First Nations in Canada: Perspectives on Opportunity, Empowerment and Self-Determination*. Toronto: McGraw-Hill Ryerson, 1997.

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

Thompson, W.C. *Canada 1998: The World Today Series*. Baltimore: United Book Press, 1998.

### **Additional Background Reading**

Avery, D. and R. Hall. *Coming of Age: Readings in Canadian History Since World War II*. Toronto: Harcourt, Brace and Co., 1996.

Greenspon, E. and A. Wilson-Smith. *Double Vision: The Inside Story of the Liberals in Power*. Toronto: Doubleday, 1996.

Newman, P.C. *The Canadian Revolution: From Deference to Defiance 1985-1995*. Toronto: Viking, 1995.

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## **Magazines**

### *Maclean's* (Year-in-Review Editions)

December 23, 1985; December 22, 1986; December 21, 1987; December 19, 1988  
December 18, 1989; December 24, 1990; December 23, 1991; December 21, 1992  
December 20, 1993; January 9, 1995; December 25, 1995/January 1, 1996  
December 30, 1996/January 6, 1997; December 29, 1997/January 5, 1998  
December 28, 1998/January 4, 1999; December 20, 1999

## **Catholic Sources**

Coleman, J.A. S.J. *One Hundred Years of Catholic Social Thought*. NY: Orbis Books, 1991.  
Donders, J.G., ed. *John Paul II: The Encyclicals in Everyday Language*. New York, Orbis Books, 1997.  
Franklin, W. *Catholic Education and Politics in Ontario*. Toronto: Catholic Education Foundation, 1985.  
Henriot, P.J., E.P. De Berri, and M.G. Schultheis. *Catholic Social Teaching: Our Best Kept Secret*. NY: Orbis Books, 1988.  
John Paul II. *Faith and Reason*. Quebec, Mediaspaul, 1998.  
John Paul II. *The Church in America*. Quebec, Mediaspaul, 1999.  
John Paul II. *The Gospel of Life*. Boston: Pauline Books, 1999.  
Matthews, C.J. *Catholic School Systems Across Canada*. Willowdale: Canadian Catholic School Trustees Association, 1990.  
McGowan, M. and B. Clarke. *Catholics at the Gathering Place: Historical Essays on the Archdiocese of Toronto 1841-1991*. Canadian Catholic Historical Association, 1993.  
Sheridan, E.F. *Do Justice! the Social Teachings of the Canadian Catholic Bishops. 1945-1986*. Toronto and Sherbrooke: The Jesuit Centre for Social Faith and Justice and Editions Pauline, 1987.  
Sheridan, E.F. *Love Kindness: Social Teaching of the Canadian Catholic Bishops 1958-1989*. Toronto and Sherbrooke: The Jesuit Centre for Social Faith and Justice and Editions Pauline, 1991.  
Stamp, R.M. *The Historical Background to Separate Schools in Ontario*. Toronto: Ontario Ministry of Education, 1985

## **Computer**

Catholic Desktop Library. *Church Documents on CD-ROM*. Sixth Edition. Pauline Software: A Division of Pauline Books and Media.

CD-ROM Databases: *Pro-Quest, Issue Quest, Canadian News Disc, Globe and Mail, CBCA/Kiosk, Actualite Quebec, Statistics Canada Yearbook*.

## **Web Sites**

EBSCO: online database of 3000 magazine titles; available to holders of valid Toronto public library cards. This service may also be available in other parts of Ontario where its municipal library system belongs to this service.

## **Video**

Some eighteen videos are listed in the Resources section for the activities in this unit. Each video has a brief description of its main highlights.

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## **Activity 1: Challenges to our Canadian Identity and Canadian Institutions**

**Time:** 160 minutes

### **Description**

In this unit students examine how Canada's identity and economic sovereignty are being challenged as many of its most popular and defining institutions are weakened (CBC), privatized (Petro-Canada, CN Rail, Air Canada) or called into disrepute (Armed Forces in Somalia, Red Cross Blood Scandal, RCMP at the APEC summit). Students determine to what extent globalization and the new priorities of government are contributing to this weakening of our cultural identity and economic sovereignty.

### **Strand(s) and Expectations**

**Ontario Catholic School Graduate Expectations:** CGE 3f.

**Strand(s):** Communities: Local, National, and Global; Social, Economic, and Political Structures.

Methods of Historical Inquiry

**Overall Expectations:** CGV.01, CHV.02, SPV.02, MIV.02.

### **Specific Expectations**

CG1.04 – explain how and why the federal government has tried to promote a common Canadian identity through various agencies (e.g., Canadian Broadcasting Corporation, National Film Board, Heritage Canada, and CRTC) and assess the effectiveness of these efforts);

SP2.02 – explain how and why social support programs (e.g., old age pensions, unemployment insurance, family allowance, medicare) were designed, and assess their effectiveness in meeting the various segments of society;

SP2.07 – explain how the government has promoted Canada's cultural distinctiveness (e.g., through the CRTC; through opposition to split-run magazines);

MI2.02 - use computer-stored information and the Internet effectively to research Canadian history topics;

MI2.04 - use computer-based systems effectively to organize information for research and report preparation.

### **Planning Notes**

- Book the school VCR/TV and the two videos cited in Resources.
- Read over the print resources listed and conduct a search of the CD-ROM databases for background articles relevant to 1984-1999 era of Canadian history.
- The teacher consults with the teacher-librarian to team students the fundamentals of accessing information from the Internet and detecting bias on the Internet.

### **Prior Knowledge Required**

- Students have an understanding of the important issues in Canadian history from the previous units covering 1914-1984.

### **Teaching/Learning Strategies**

1. Give students several minutes to jot down answers to the question “What Does It mean to be Canadian?” Ask them to give their personal opinions about what makes us unique. Briskly take up their answers in the class, write these on the board or overhead sheets and discuss as a class what it means to be Canadian.

- 
2. The teacher should conduct a succinct (10-minute) recap/review of our major cultural institutions, corporate institutions, and social services after World War II, which have come to define our unique national identity. The teacher may use overhead or board notes to list these institutions.
    - a) The teacher should identify the importance of such *cultural institutions* as the Canadian Radio-television and Telecommunications Commission, the National Film Board, the Canada Council, Heritage Canada, Radio Canada International, and the CBC. Students explain that because of the economic depression of the 1930s and World War II, many Canadians looked to the federal government to establish and fund national institutions and Crown corporations. Students hypothesize how these institutions substantially contributed to shaping our national identity.
    - b) Next, the teacher discusses how *corporate institutions* such as Air Canada, Via Rail, and Petro Canada have contributed to our unique Canadian identity.
    - c) The teacher outlines the highlights of the *Canada Health Act (1984)* and our *national social services programs* (e.g., old age pensions, employment insurance, family allowances, maternity benefits) to demonstrate our unique Canadian commitment to government health care and social welfare.
  3. The teacher can show the video *Oh Canada!* which addresses aspects of our Canadian identity. Working in pairs, students identify what elements of Canada's identity are mentioned. If the teacher prefers to forego this video, proceed directly to the Internet project.
  4.
    - a) Now that students have some understanding of Canada's cultural and corporate institutions, the class is divided up into six Internet research groups. Each group chooses one web site to research (see web sites in resources). Their group task is to provide a brief report stating the mandate or purpose of the company/institution and to report about how it contributes to our Canadian identity or economy. The teacher consults with the teacher-librarian to team teach students not only on the fundamentals of accessing information from the Internet but also about detecting bias on the Internet. For this latter exercise, the teacher and teacher-librarian may wish to have students view excerpts from such contrasting web sites as Quebec's <http://www.premier.gouv.qc.ca/introa.htm> and the web site of Canadian Heritage (Government of Canada) <http://www.pch.gc.ca/english> on a topic such as national unity. Once the student groups are familiar with the Internet search engines, they can seek other sites related to the Canadian institution they are researching.
      - *Internet Commands*: In preparation for this task (as well as the major research essay in Activity 6), students learn how to search for data, how to go forward/back on the web site and how to print or download information to a disc.
      - *Internet Search Engines*: Students learn the function of search engines for locating topics *without* a specific Internet address. Students learn about significant Internet search engines such as: Yahoo, Metacrawler, Excite, Lycos, Hotbot, Magellan, AltaVista Java, Infoseek, Webcrawler, and DirectHit. The teacher can add any other search engines they feel would be helpful for their class.
    - b) Using the jigsaw strategy, students share their specific Internet findings in new groups in a brief (15-minute) presentation session.
  5. The teacher develops the lesson further to introduce how debt, globalization, and disenchantment with important national institutions challenged our Canadian identity after 1984. Students research these topics in more detail using their textbooks and make notes in their notebooks.
    - a) *Debt*: The teacher elaborates on the nature of the Canadian economy of the 1980s and 1990s which was characterized by high interest rates and a very large national deficit. Students research how these economic problems contributed to Mulroney government budget cuts to CBC, CN Rail, and Air Canada and new fiscal conservatism of provincial governments which resulted in cuts to education, social programs, and the civil service.

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- b) *Globalization*: Students also understand that our national identity and economic sovereignty were further eroded by powerful pressures of globalization in this era. In particular, students research from their textbooks the major shift in the Canadian government priorities from one defined by national identity of the 1970s (e.g., National Energy Policy, FIRA) to one of global trade and globalization of the 1980s, 1990s (e.g., FTA, NAFTA). Students research the actions of the Chretien government which, by aggressive debt reduction, engaged in the public sale of crown corporations like Air Canada, CN Rail, and Petro Canada; closed Radio Canada International (1996); and was relatively neutral during the Air Canada takeover of Canadian Airlines (1999).
- c) *Disenchantment*: The teacher elaborates on the disenchantment of Canadians in this era with such traditional yet important groups in Canadian society as politicians and the clergy, the Armed Forces, police, and public health. Students briefly research two topics from their textbooks which caused Canadians to question these mainstays of our Canadian society (e.g., cabinet resignations of Mulroney government; the Patricia Starr Scandal (Ontario, 1989); the Mount Cashel Orphanage Inquiry 1989 and abuses at residential schools for Aboriginal students; Canadian Airborne Regiment investigation over Somalia (1993-1994); the conduct of the RCMP at the APEC Summit (1997-99); and the Krever blood scandal inquiry (1997-1998).
6. a) The teacher explains to students that, despite these disturbing challenges to our Canadian identity and economic sovereignty, many Canadians are actively working to oppose these changes. Discuss the work of the Council of Canadians and the controversy surrounding the issue of split-run magazines (1995, 1999) as examples of how individuals and organizations are attempting to protect our Canadian identity—now and into the future.
- b) Show the video *Democracy a la Maude* (1998) about Maude Barlow and the Council of Canadians.
- c) To conclude this activity students write an individual one-page personal essay about what it means to them to be Canadian. Students may wish to use Knowlton Nash's *Vision of Canada: Searching for our Future* (1991) which highlights some 30 important Canadians who have contributed to our national identity and includes their visions for Canada's future. Students need to incorporate in this personal essay the concepts and knowledge learned in this activity and make reasoned predictions about how we can protect our Canadian identity and economic sovereignty in the new millennium.

### Assessment/Evaluation Techniques

- Internet Group Research Task Rubric (Appendix 5.1.1)
- Summative assessment of personal essay on Canadian identity for accuracy, argument, and ability to incorporate concepts and information learned in this activity

### Accommodations

- Discuss with the Special Education Department the needs of students with IEPs as well as the needs of those who require extra assistance.
- Use peers to assist in the Internet project and class presentation; where necessary, provide copies of teacher board notes/overhead notes to students; allow additional time and teacher assistance for students with writing difficulties on their Canadian identity reflection paper

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## Resources

### Print

- Barlow, M. and B. Campbell. *Take Back the Nation*. pp. 63-89 (social programs); pp. 91-111 (cultural/media issues)
- Bothwell, R., et al. *Canada Since 1945*. pp. 443-480
- Bumsted, J.M. *A History of the Canadian Peoples*. pp. 390-399; 426-430 (social/cultural trends)
- Chados, R., et al. *The Unmasking of Canada*. pp. 64-74, 128-133
- Finkel, A. *Our Lives*. pp. 281-304
- Francis, R.D., R. Jones, and D. Smith. *Destinies*.
- Gregg, A. and M. Posner. *The Big Picture*. pp. 52-71 (politics); 16-23 (identity)
- Gwyn, R. *Nationalism Without Walls*. pp. 254-289 (identity)
- Morton, D. *A Short History of Canada*. pp. 320-333
- Nash, K., ed. *Vision of Canada: Searching for our Future*.
- Newman, P.C. *Canadian Revolution*. pp. 63-67 (CN Rail), pp. 84-89 (Red Cross, Somalia scandals)
- Thompson, W.C. *Canada 1998: The World Today Series*. Baltimore: United Book Press, 1998.

### Magazines

*Maclean's*, December 20, 1999 (issue on Canadian identity and lifestyle; the most recent in a series of reviews/national surveys done each year by *Maclean's* for its year-end issue).

### Video

*Oh Canada!* NFB, 1989. 26 min.

A succinct overview of our identity as a nation - namely our wealth of natural resources, bilingualism, multicultural, international affairs and our educational system

*Democracy a la Maude*. NFB, 1998. 61 min.

Traces life of activist Maude Barlow, head of the Council of Canadians in her battles against NAFTA. Multilateral Agreement on Investment and media concentration in the Canadian economy.

### Web Sites

Air Canada

<http://www.aircanada.ca> National Film Board <http://www.nfb.ca>

Canadian Broadcasting Corporation

<http://www.cbc.ca> CRTC <http://www.crtc.gc.ca>

Canadian Magazine Publisher's Association

<http://www.cmpa.ca/maghome.html>

Council of Canadians

<http://www.canadians.org>

### Appendices

Appendix 5.1.1 – Internet Group Research Task Rubric

## Appendix 5.1.1

### Internet Group Research Task Rubric

#### Canadian Company/Organization

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/Understanding</b>				
i) demonstrates knowledge of the main facts about their Canadian company/organization	- demonstrates limited knowledge/ understanding of facts, theories, and the relationship between concepts	- demonstrates some knowledge/ understanding of facts, theories, and the relationship between concepts	- demonstrates considerable knowledge/ understanding of facts, theories, and the relationship between concepts	- demonstrates thorough knowledge/ understanding of facts, theories, and the relationship between concepts
<b>Thinking/Inquiry</b>				
i) uses the Internet, using web specific addresses ii) uses several Internet search engines to research their topic and cites these engines below	- uses critical thinking skills, creative thinking skills, and inquiry skills in a limited way	- uses critical thinking skills, creative thinking skills, and inquiry skills with moderate clarity and effectiveness	- uses critical thinking skills, creative thinking skills, and inquiry skills with considerable clarity and effectiveness	- uses critical thinking skills, creative thinking skills, and inquiry skills with a high degree of clarity and effectiveness
<b>Communication</b>				
i) organizes their research results in a clear and effective oral presentation ii) support their oral presentation arguments with well established facts/ information	- communicates information/ideas /oral presentation/ written work for different audiences and uses symbols and technology with limited clarity	- communicates information/ideas/ oral presentation/ written work for different audiences and uses symbols and technology with some accuracy and effectiveness	- communicates information/ideas/ oral presentation/ written work for different audiences and uses symbols and technology with considerable effectiveness	- communicates information/ideas/ oral presentation/ written work for different audiences and uses symbols and technology with a high degree of effectiveness
<b>Application</b>				
i) uses their research to draw logical conclusions about the contribution of their company/ organization to our Canadian identity	- applies/transfers concepts, skills, and procedures; makes logical conclusions, predictions, connections, and uses technology with limited effectiveness	- applies/transfers concepts, skills and procedures; makes logical conclusions, predictions, connections, and uses technology with some accuracy and effectiveness	- applies/transfers concepts, skills, and procedures; makes logical conclusions, predictions, connections, and uses technology with considerable effectiveness	- applies/transfers concepts, skills and procedures; makes logical conclusions, predictions, connections, and uses technology with a high degree of effectiveness

#### Specific web site addresses and searches engines used:

Overall Level: Group Members:

Teacher Comments:

Strengths:

Areas to Review :

Next Steps:

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

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## Activity 2: The National Unity Crisis

**Time:** 200 minutes

### Description

The French-English question becomes a significant concern in this era with the collapse of the Meech Lake and Charlottetown Accords and the 1995 referendum for sovereignty-association. Students produce a classroom wall chart detailing the crisis in Quebec/Canada relations. Students also research the post-1995 referendum mood in Canada and write a letter to the newspaper about their predictions for the future of Canada.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 3b, 4d.

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

**Overall Expectations:** CGV.03.

### Specific Expectations

CG3.03 - assess the changing relationship between English Canada and Quebec (e.g., bilingualism and biculturalism, October crisis, two referenda, Meech Lake and Charlottetown accords, Calgary Declaration;

CG2.04 - identify the major groups of French Canadians outside Quebec (e.g., Franco-Ontarians, Franco-Manitobans, Acadians) and describe their struggle for recognition.

### Planning Notes

- Read over the print resources and conduct a search of the CD-ROM databases for background articles relevant to this 1984-1999 era of Canadian history.
- Provide poster boards for group posters on Quebec/Canada relations.
- The teacher should prepare one-page student handout sheets outlining the highlights of the Meech Lake and Charlottetown Accords.
- Obtain the videos listed in this activity and book the school TV/VCR.
- Book the school Library/Resource Centre and meet with the teacher-librarian to team teach the research component of the post-1995 referendum poster.

### Prior Knowledge Required

Students have an understanding of the important issues in Quebec/Canada relations from the previous units covering the era of 1914-1984.

### Teaching/Learning Strategies

1. The teacher conducts a brief diagnostic quiz (10 minutes) to assess student knowledge of important issues after World War II up to 1984 which came to define the relationship between Quebec and the rest of Canada, namely the conscription crisis, the Quiet Revolution, the October Crisis, the electoral victory of the Parti Quebecois, the economic importance of the James Bay Project, the 1980 referendum for separation, and Quebec's disenchantment with the 1981-82 constitutional talks.
2. The teacher should pose the question "What does Quebec want?" Using their class textbook, and making reference to issues since WWII, students brainstorm answers to this question with the teacher. Next, students read the current official web sites of the Quebec Government and the Bloc Quebecois to understand and discuss why some Quebecois seek to separate from Canada.  
Quebec Government <http://www.premier.gouv.qc.ca/introa.htm>

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Bloc Quebecois <http://www.blocquebecois.parl.gc.ca>. (Then click on Proposition principle—English).

3. a) The teacher should begin the main lesson with an examination of events surrounding the 1982 patriation of the Canadian constitution and Mulroney's election as Prime Minister in 1984. The teacher poses the following questions to the class:  
How did the 1982 constitutional issue divide Quebec and the rest of Canada??  
What were Trudeau's views on federalism? How different were Mulroney's views on federalism?  
Given Quebec's large support for Mulroney in the 1984 election, what effect would this have on new constitutional changes?  
b) Students design a pamphlet outlining the arguments for and against the Meech Lake Accord (1987) (i.e., "distinct society"; provincial veto power, Quebec immigration authority, opting out on shared federal programs, three Supreme Court judges from Quebec, annual constitutional conferences). Using their textbooks students investigate: Why was the Meech Lake Accord opposed and defeated by staunch federalists, Aboriginal peoples, women, and provincial governments (especially in Manitoba, New Brunswick, Newfoundland)? The teacher should also make available to students information from Gregg and Posner (1990) the public opinion results among Canadians, which explained the defeat of the Meech Lake Accord. (See also De Brou and Waiser, *Documenting Canada*, for the full text of the document.)
4. (a) Distribute a teacher-prepared worksheet, which contains the highlights of the subsequent Charlottetown Accord (1992) (i.e., triple-E Senate-elected, equal, effective; concessions on Aboriginal self-government; provincial control over forestry and housing and elements from the Meech Lake Accord)  
b) Students, using their textbooks, investigate why Canadians also rejected the Charlottetown Accord in the national referendum. The teacher then leads a discussion posing the question: What does this defeat say about Canadians' desire to have a strong central government? (Once again, the teacher can cite Gregg and Posner and De Brou and Waiser for additional background information.)
5. Time permitting, the teacher can show the video *Riding the Great Whale* about the most recent James Bay hydro-power project. After the video the teacher and students can discuss the conflicting claims between Quebec sovereigntists and Aboriginal people in Quebec who were seeking recognition of their rights and land claims in Northern Quebec and Oka.
6. a) The teacher demonstrates the cause-and-effect nature of historical circumstances in the Quebec/Canada relationship. Point out how the subsequent defeat of Meech Lake and the Charlottetown Accords contributed to a PQ victory in Quebec (1994), the success of the Bloc Quebecois, and assisted in the move to the 1995 referendum for separation.  
b) Following this brief lesson, the teacher can show either video the *Never-Endum Referendum* or *Referendum: Take 2* which examine the personal struggles people have encountered on this Quebec-Canada relationship.
7. a) In this final exercise, the class is divided into five research groups. Working with the classroom teacher and the teacher-librarian, students use a variety of databases and periodical sources to research the post-referendum (1995) atmosphere in Quebec and Canada. Each group is to design their own poster board, (including drawings or photos scanned from the database or Internet).  
b) Each group is responsible for researching and stating the significance of *one* of the following topics about Quebec/Canada relations:  
i) The Calgary Declaration (1997); ii) The Guy Bertrand Canada Supreme Court Challenge (1995); to halt unilateral Quebec separation. iii) Prime Minister Chretien's Clarity Act (1999); iv) The current policies (Year 2000) of the Parti Quebecois and the Bloc Quebecois (see web sites below); v) "Quebec Inc"; the powerful and successful francophone corporations such as

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Bombardier, Sodarcam insurance brokers, Power Corp., and the investment fund Caisse de depot de Placement.

- c) When complete, students present their specific group findings to the class and, as a class, make reasoned conclusions about the status of Quebec/Canada relations since the 1995 referendum.
- d) Students then write a letter to the editor of their local newspaper outlining their individual solutions for Quebec/Canada relations in the new millennium. The classroom teacher can select the best student letters and forward these to the editor of their local newspaper.

### **Assessment/Evaluation Techniques**

- The student posters and letter to the editor evaluated on i) thoroughness and accuracy of their research, ii) their ability to state the significance of their topic in the larger context of Quebec/Canada issues previously taught in class. Letters to the editor are also evaluated based on the logic and rationales used to support their proposed solutions for national unity.

### **Accommodations**

- Discuss with the Special Education Department the needs of students with IEPs as well as the needs of those who require extra assistance.
- Use peers to assist in the Internet/database project; where necessary, provide copies of poster board summaries to students; allow additional time and teacher assistance for students with writing difficulties on their solutions for national unity letter to the editor.

### **Resources**

#### **Print**

Barlow, M. and B. Campbell. *Take Back the Nation*. pp.135-163

Bothwell, R., et al. *Canada Since 1945*. p. 388-399, 439, 444

Bumsted, J.M. *A History of the Canadian Peoples*. pp. 375-387, 421-424

Chados, R., et al. *The Unmasking of Canada*. pp. 76-85, 96-104, 107-127, 133-139

De Brou, D. and B. Waiser. *Documenting Canada*. pp. 601-610 (Canada Act, 1982.), pp. 633-639 (Meech Accord, 1987.), pp. 667-671 (Charlottetown Accord)

Finkel, A. *Our Lives*. pp. 327-355

Gregg, A. and M. Posner. *The Big Picture*. pp. 34-51

Landes, RAG. *The Canadian Polity*.

McRoberts, K. *Misconceiving Canada*. pp. 190-276

Thompson, W.C. *Canada 1998*.

#### **Video**

*Never-Ending Referendum*. NFB, 1997. 71 min.

Look at Quebec people and personalities after the 1995 referendum.

*Referendum: Take 2*. NFB, 1996. 76 min.

Filmed during the days leading up to the 1995 referendum, it is culled from the work of 23 filmmakers who took to the streets and homes of Quebecers.

*Riding the Great Whale*. NFB, 1994. 57 min.

Chronicles the Cree struggles over the Quebec government's hydro-electric plans for James Bay and the Phase II Great Whale hydro project.

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## Web Sites

Quebec Government

<http://www.premier.gouv.qc.ca/introa.htm>

Bloc Quebecois

<http://www.blocquebecois.parl.gc.ca>. (Then click on Proposition principale—English)

## Activity 3: Social and Political Movements in Canada

**Time:** 200 minutes

### Description

While there are many groups who have engaged in social and political reform in Canada, students concentrate on learning about the struggles of women, labour, and Aboriginal peoples during this era as they struggled to define a new common good within Canada. As well, under the expectation of human rights and civil rights, students study the struggle to achieve full funding for Ontario Catholic schools and examine the debate over Catholic schools in Quebec and Newfoundland.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1d, 5d, 7e.

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

**Overall Expectations:** CHV.01, CGV.01.

### Specific Expectations

CG4.06 - explain the influence on Canadian society from 1914 to the present of pacifists, the human rights movement, and the civil rights movement;

CH1.01 - assess the contributions of the women's movement (e.g., suffrage, access to employment, equal pay for work of equal value);

CH1.02 - researches and evaluates the role of the labour movement (e.g., One Big Union, Canadian Labour Congress) in Canadian society;

CH1.03 - describe the contributions of Aboriginal peoples in forming national organizations (e.g., National Indian Advisory Council, National Indian Brotherhood, Assembly of First Nations) to gain recognition and rights for Aboriginal peoples.

### Planning Notes

- The teacher should invite speakers to the classroom from agencies who deal with women's issues, Aboriginal peoples, and labour. These agencies would form a panel discussion group for this activity.
- Teachers should invite their colleagues from the school departments of Religion, Guidance, and Special Education to discuss community service opportunities with groups assisting women, labour, Aboriginal people, the physically and educationally challenged, and others in the community.
- Book the school VCR/TV and Library/Resource Centre and order two of the videos listed.
- Read over the print resources and conduct a search of the CD-ROM databases for background articles relevant to this 1984-1999 era of Canadian history.
- Obtain copies of *Do Justice!* and *Love Kindness!* of the Canadian Catholic Bishops social teachings.

### Prior Knowledge Required

Students have an understanding of the important issues in Canadian social and political history from previous units covering 1914-1984.

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## Teaching/Learning Strategies

1. The teacher conducts a brief but thorough review/recap (5-10 minutes) of the major issues after World War II concerning the struggles for equity for women, labour, and Aboriginal people, including the influence of the National Action Committee on the Status of Women (NAC), the role of the National Indian Brotherhood (founded in 1968), and the Inuit Tapirisat (founded in 1970).
2.
  - a) The teacher should begin the main lesson with students reading excerpts (distributed by the teacher) from the Canadian Catholic Bishop's (CCB) statement *A Society to be Transformed*, 1977.
  - b) Students research what is meant by the call for us to “reshape society” and build a more “humane and fraternal world.”
  - c) Have students research how, in the views of the Bishops, liberal capitalism led to injustice for some people.
  - d) Discuss the CCB statement: “No [socio-economic] option is valid that does not unite people in efforts for the creation of a society based on justice.”
3. The teacher distributes and explains the factsheet Highlights in the History of Ontario Catholic Schools (Appendix 5.3.1) and supplements this with reading from the Catholic sources listed in Resources. The purpose here is twofold. Ontario students in Catholic high schools should have a clear understanding of the civil rights struggle to achieve full funding for Catholic schools, particularly the gains from 1984-1999. They should also be aware of the threats to all these gains by existing referendum legislation in Ontario as well as the weakening of Catholic schools in Quebec and Newfoundland. The classroom teacher is encouraged to exchange personal anecdotes and experiences about Catholic education, in the 1960s-80s (e.g., tuition costs, political action for full funding, higher numbers of clergy teachers), and its subsequent changes since 1984. Students are encouraged to transcribe brief oral histories from their parents, relatives, family acquaintances, or neighbours about their experiences with Catholic education and share these in class discussions. The second reason, equally important, is that when Catholic students are educated about their historical experience for equity in Ontario and Canada, they are more sensitive to the inequities and political struggles experienced by others – namely women, labour, and Aboriginal peoples.
4.
  - a) Having discussed the concept of social justice and the moral importance of social justice, equity, and fairness to all groups in society, the teacher should invite speakers to the classroom from organizations and agencies who deal with women's issues, Aboriginal peoples, and labour. The teacher may wish to combine several other history classes together for this panel of speakers and hold the event in the school Library/Resource Centre. The three speakers should be prepared in advance to present some of the following issues:
    - i) the economic, social, and career inequities of *Canadian women* in the national workforce and in our political institutions (including research about the term the “feminization of poverty”);
    - ii) the social, economic health, and poverty statistics on *Canada's Aboriginal Peoples* and their treatment in residential religious schools;
    - iii) the size of unionized labour in the *Canadian union workforce* relative to the overall workforce; cite the kinds of global economic issues it is fighting to achieve what it considers a fair and just economic system (e.g., preservation of the Auto Pact, opposition to the Multilateral Agreement on Investments, protection from some decisions of the World Trade Organization (WTO)).
  - b) Following the speaker panel, the teacher, by cross-referencing the message of *A Society to Be Transformed* poses the question “How has Canada failed to protect vulnerable groups in our society?” Students hypothesize, via class discussion, what possible social, economic, or systemic factors have caused inequities for these groups.

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- c) The teacher should select *one* of the videos listed in Resources. The teacher directs students to take notes during the video to understand the connections between inequities, political struggles, and, finally, successful gains.
  5. a) The teacher divides the class into three major research teams (i.e., women's issues, Aboriginal peoples, and labour unions) and allows students to choose *one* of these issues teams. The teacher distributes the research sheet in Appendix 5.3.2 to student teams to guide them on their project.
  - b) Using CD-ROM databases and Internet sites, each research team investigates:
    - i) *specific inequities* and obstacles which have prevented their group from becoming equal members of our Canadian society;
    - ii) identify and comment upon the *successful strategies* (and political action) that their group has used to achieve increased equality in society;
    - iii) identify the *gains* of their group such as new laws, royal commissions, government agencies, or court decisions which have secured new rights and forecast the *future challenges* for their group.
  6. Each research team prepares a brief written report on their research field and presents it as a 15-minute mini-seminar to the class.
  7. a) The entire class concludes this overall activity with predictions and hypotheses about the future equity challenges for women, Aboriginal peoples, labour unions, and Catholic education. This summative discussion should incorporate the important lessons learned about political struggle and gains which are common among these groups. In particular, given the recent gains in Catholic education, mention should be made about the recent United Nations decision that the funding of Catholic schools in Ontario is discriminatory. Discuss how we as Catholics can ensure educational equity for other religious groups, as well as equity for other disadvantaged groups, if we are to be witnesses to a just and compassionate society
  - b) Under the new diploma requirements, students must participate in 40 hours of community service before graduation from high school. Having now completed this activity on social and political issues, it is an opportune time to for history teachers to invite their colleagues from the school departments of Religion, Guidance, and Special Education to visit the class. These school staff present information about local community groups who are assisting women, labour, Aboriginal people, the physically and educationally challenged, immigrant aid/refugee groups, disadvantaged youth, and others in the regional area. This is an excellent opportunity for students to locate placements for their community service work and to further their education about these groups in our society.

### **Assessment/Evaluation Techniques**

- See Appendix 5.3.3 – Assessment Rubric – Social and Political Movements in Canada (1984-1999)

### **Accommodations**

- Discuss with the Special Education Department the needs of students with IEPs as well as the needs of those who require extra assistance.
- Use peers to assist in the Internet/database project on women, Aboriginal peoples, and labour; where necessary, provide copies of board notes to students; encourage participation in the summative classroom discussion; work carefully with the Special Education and Guidance departments to locate appropriate community placements for these students.

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## Resources

### Print

Finkel, A. *Our Lives*. pp. 361-388,

Morton, D. *A Short History of Canada*. pp. 320-331

*Statistics Canada Yearbook*.

Thompson, W.C. *Canada 1998: The World Today Series*. Baltimore: United Book Press, 1998.

### Aboriginal Issues

Chados, R., et al. *The Unmasking of Canada*. pp. 139-146

De Brou, D. *Documenting Canada*. pp. 664-666 (Regina v. Sparrow; Supreme Court fisheries case)

Gwyn, R. *Nationalism*. pp. 235-240

Ponting, J.R. *First Nations in Canada*.

Royal Commission on Aboriginal Peoples. *Public Policy and Aboriginal Peoples, 1965-1992*.

### Women's Issues

Backhouse, C. and D.H. Flaherty, eds. *Challenging Times*.

Gregg, A. and M. Posner. *The Big Picture*. pp. 134-149

Gwyn, R. *Nationalism*. pp. 134-149

### Catholic Sources

Franklin, W. *Catholic Education and Politics in Ontario*. Toronto: Catholic Education Foundation, 1985.

Matthews, C.J. *Catholic School Systems Across Canada*. Willowdale: Canadian Catholic School Trustees Association, 1990.

Sheridan, E.F. *Love Kindness!* CCB 1988 (Sec. II, Doc. 13). "On the Supreme Court Decision Striking Down the Abortion Law"; "Faithful to the Future: A Statement on Abortion"(Sec. II, Doc. 15).

Stamp, R.M. *The Historical Background to Separate School in Ontario*. Toronto: Ontario Ministry of Education, 1985.

### Video

*Imperfect Union: Canadian Labour and the Left- Part 4: New Party, Old Problems*. NFB, 1996. 58 min.

Charts labour's relationship under NDP leaders Douglas, Lewis, and Broadbent and examines labour's involvement in four elections, from 1979 to the 1988 "Free Trade" election.

*Democracy a la Maude*. NFB, 1998. 61 min.

Traces life of activist Maude Barlow, head of the Council of Canadians, in her battles against NAFTA, the Multilateral Agreement on Investment, and media concentration.

*Vienna Tribunal*. NFB, 1994. 48 min.

Abuses of women who testified at the Global tribunal on Violations of Women's Rights at the UN World Conference on Human Rights

*Riding the Great Whale*. NFB, 1998. 57 min.

Chronicles the Cree struggles over the Quebec government's hydro-electric plans for James Bay and the Phase II Great Whale hydro project

*Oka: Behind the Barricade*. NFB, 1998. 311 min.

Video series (five videos) surrounding the 1990 standoff by the Mohawk with the Quebec and Canadian governments

### Appendices

Appendix 5.3.1 – Social and Political Movements in Canada (1984-1999)

Appendix 5.3.2 – Social and Political Movements in Canada (1984-1999) Activity Sheet

Appendix 5.3.3 – Assessment Rubric: Social and Political Movements in Canada (1984-1999)

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## Appendix 5.3.1

### Social and Political Movements in Canada (1984-1999)

#### Highlights in the History of Ontario Catholic Schools

1841 The first separate school clause in the Common School Act made possible by the new Legislature of Canada East (Quebec) and Canada West (Ontario) which is approximately half French Catholic.

1853 Separate school supporters excused from paying public school taxes by an act supplementary to the Common School Act.

1854 The Tache Act empowered five heads of families who were Catholic and resident within the public school boundaries to form a separate school board; it also removed a clause which closed down the separate school if the local public school board employed one or more Catholic teachers.

1863 The Scott Act enlarged the boundaries of a separate school board to a radius of three miles around the school site.

1867 Section 93 of the British North America Act guaranteed all the separate school legislation; this provision was part of the Confederation compact.

1871 An act to Improve the Common and Grammar Schools of Ontario established high schools; separate school boards were not part of this legislation.

1886 Corporations may pay separate school taxes if they can determine approximately the proportion of their shareholders who are Catholic; this proves impossible in most cases; thus begins an ever-growing disparity in assessment wealth between public and separate school boards, religious teaching orders, low salaries, high pupil-teacher ratios, and limited programs keep separate schools functioning.

1925-1928 The Tiny Township Case: separate school boards argue that they should receive grants and taxes for high schools; the Privy Council rules that the provincial government has the right to limit separate schools to Grade 10.

1962 Premier Robarts, faced with some bankrupt separate school boards, gives the separate school system grants to compensate for the lack of corporation tax revenues; equality of funding up to Grade 8 begins; the separate school system expands dramatically.

1971 Ceilings are introduced by the government; boards that exceed the “recognized” expenditure per pupil receive no grants for the amount in excess; public school boards have sufficient assessment wealth to exceed the government limit; separate school boards do not; disparity returns.

1984 Premier Davis extends the separate school system to the end of high school; for the first time separate school boards receive grants and taxes for Grades 11 to 13; the public school boards, public high school teachers’ association and others launch a court challenge.

1987 The Supreme Court of Canada unanimously rules that a separate school prior to 1862 was both an elementary and secondary school.

1989 Legislation enlarges separate school board boundaries to those of a county in southern Ontario or a district in northern Ontario; previously, since the creation of county and district boards in 1863, the three-mile radius was still in effect; this meant that even in a county or district separate school board a taxpayer could pay separate school taxes only if his or her property was within three miles of a separate school.

1989 Legislation divided the taxes of certain types of corporate assessment between coterminous public and separate school boards; this narrowed the differences in assessment, but still left assessment-rich and assessment-poor boards.

1997 The Ontario court rules that separate school boards may give preference to Catholics applying to teach; this case is under appeal.

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## Appendix 5.3.2

### Social and Political Movements in Canada (1984-1999)

#### Guided Research Teamwork Activity Sheet

Outlined below are some significant events/issues, which the student research teams incorporate into their projects. Students also research beyond these events/issues to give a thorough investigation of their topic

#### **Women's Issues**

President of General Motors Canada and as well the President of Ford Canada, first Canadian female auto executives to these positions

Appointment of Bertha Wilson – Canada's first Supreme Court Justice

1992 choice of Sunera Thobania as the first Indo-Canadian president of the NAC

University of Montreal shootings (1989) and the aftermath

1988 Supreme Court abortion ruling and subsequent legislative debate/failure in the Senate

National Pay-Equity Disputes (Bell Canada; Federal Government, 1998-1999)

1986 Shirley Carr, first woman president of the Canadian Labour Congress (CLCs)

1985 protection for native women to retain treaty status if they married non-treaty men

1985 Grace Hartman becomes first woman to head CUPE;

Importance of the equal rights clause in the Canadian Charter of Rights in the 1982 Constitution Act for which the NAC (National Action Committee on the Status of Women)

“Sharing National Income” (1972) *Do Justice!* CC Bishops (Doc. 31)

“An Invitation to Women” (1974) *Do Justice!* Canadian Catholic Bishops (Doc. 37)

#### **Aboriginal Peoples**

1997 Royal Commission on Aboriginal People

Lubicon claims in Alberta

1996 Nishga treaty settlement

Regina vs. Sparrow Case (1990)

Elijah Harper and the Meech Lake Accord (1990)

1990 Yukon First Nations Treaty

1988-1990 Oka Crisis

Mid-1980s The Aboriginal defeat of the Grant Whale Power project (James Bay II)

1984 Mackenzie River Delta

1981 Akwesasne Shootings (Cornwall, Ontario); emergence of Mohawk Warrior Society

James Bay power project

“Northern Development: At What Cost?” (1975) *Do Justice!* CCB (Doc. 40)

“A Letter to Catholics on the Recent Sexual Abuse Cases” (1989) *Love Kindness!* CCB (Sec.V, Doc. 9)

#### **Labour Unions**

New challenges; new leadership needs

Globalization and workers rights/future in NAFTA, WTO

1985 creation of the Canadian Auto Workers, separated from the American United Auto Workers

Nationalistic efforts of the Canadian Labour Conference to create an independent Canadian labour union

“Automation” (1964) *Do Justice!* CCB (Doc. 12)

“Towards Sharing National Income” (1975) *Do Justice!* CCB (Doc. 38)

“Defending Workers' Rights: A New Frontier” (1985) *Do Justice!* CCB (Doc.58)

“Supporting Labour Unions” (1986) *Do Justice!* CCB (Doc. 59)

“Justice Demands Action” (1976) *Do Justice!* CCB (Doc. 42)

“Unemployment: The Human Costs” (1980) *Do Justice!* CCB (Doc. 49)

## Appendix 5.3.3

### Assessment Rubric: Social and Political Movements in Canada (1984-1999)

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/Understanding</b>				
i) demonstrates knowledge of the main historical facts and concepts about women, labour, or Aboriginal people	- demonstrates limited knowledge/ understanding of facts, concepts, theories, and the relationship between concepts	- demonstrates some knowledge/ understanding of facts, concepts, theories, and the relationship between concepts	- demonstrates considerable knowledge/ understanding of facts, concepts, theories, and the relationship between concepts	- demonstrates thorough knowledge/ understanding of facts, concepts, theories, and the relationship between concepts
<b>Thinking/Inquiry</b>				
i) researches inequities ii) identifies successful reform strategies iii) identifies the political gains	- uses critical thinking skills and inquiry skills in a limited way	- uses critical thinking skills and inquiry skills with moderate clarity and effectiveness	- uses critical thinking skills and inquiry skills with considerable clarity and effectiveness	- uses critical thinking skills and inquiry skills with a high degree of clarity and effectiveness
<b>Communication</b>				
i) organizes their ideas with well established facts ii) uses correct spelling, grammar, and punctuation in their brief written report	- communicates information/ideas/ oral presentation/ written work for different audiences and uses symbols and technology with limited clarity	- communicates information/ideas/ oral presentation/ written work for different audiences and uses symbols and technology with some accuracy and effectiveness	- communicates information/ideas/ oral presentation/ written work for different audiences and uses symbols and technology with considerable effectiveness	- communicates information/ideas/ oral presentation/ written work for different audiences and uses symbols and technology with a high degree of effectiveness
<b>Application</b>				
i) makes predictions about the future equity challenges for women, Aboriginal peoples, or labour unions	- applies/transfers concepts, skills, and procedures; makes logical conclusions, predictions, connections, and uses technology with limited effectiveness	- applies/transfers concepts, skills, and procedures; makes logical conclusions, predictions, connections, and uses technology with some accuracy and effectiveness	- applies/transfers concepts, skills, and procedures; makes logical conclusions, predictions, connections, and uses technology with considerable effectiveness	- applies/transfers concepts, skills, and procedures; makes logical conclusions, predictions, connections, and uses technology with a high degree of effectiveness

#### Specific Group Studied (Women, Aboriginal peoples or Labour):

Overall Level:

Group Members:

Teacher Comments:

Strengths:

Areas to Review :

Next Steps:

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

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## Activity 4: Globalization and the Canadian Economy

**Time:** 240 minutes

### Description

Students examine the impact of globalization on the Canadian economy, particularly FTA, NAFTA, the Multilateral Agreement on Investment, the G7 group, GATT and the World Trade Organization, and the domestic impact of globalization for Canadians. Student groups design and send out a career survey to determine global knowledge, skills, and trade patterns in their local community.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2e, 3f, 4d.

**Strand(s):** Communities: Local, National, and Global; Change and Continuity; Social, Economic, and Political Structures

**Overall Expectations:** CGV.02, CCV.02, SPV.01.

### Specific Expectations

CG2.02 - summarize Canada's changing relationship with the United States from 1900 to the present;  
CG2.04 - identify post-World War II economic developments that have led to the globalization of the Canadian economy (e.g., Auto Pact, General Agreement on Tariffs and Trade, North American Free Trade) and produce a report, video, or dramatic presentation illustrating the impact of those developments of Canadians;

CG2.07 - evaluate the effects of international political trends and events (e.g., end of Cold War, economic globalization, advent of world telecommunications) on Canada's current political challenges;

CC3.04 - summarize Canada's changing relationship with the United States (e.g., Alaska Boundary Dispute, Lend-Lease Act, St. Lawrence Seaway Agreement, Auto Pact, voyage of Manhattan, Foreign Investment Review Agency);

SP1.05 - compares the advantages and disadvantages of American participation in the Canadian economy (e.g., reciprocity issue and election of 1911 branch plants, Foreign Investment Review Agency, Free Trade Agreement, fisheries disputes);

SP2.06 - explain and evaluate the role of government in promoting economic opportunity in post-World War II Canada (e.g., developing infrastructure, negotiating international economic treaties, promoting resource development, protecting freedom of information).

### Planning Notes

- Obtain copies of *Do Justice!* and *Love Kindness!* The teacher reads over the Bishops' statements (Global Justice; Free Trade; Generic Drug Laws) and highlight the salient points listed in Teaching/Learning Strategies 2 and 3. The teacher should summarize these main points (using point-form notes and paraphrases) on a sheet accompanying the articles. These are not difficult concepts for students to understand. However, such a summary can make these main points much clearer for the students.
- Read over the print resources listed here and conduct a search of the CD-ROM databases (Appendix 5.6.1) for background articles relevant to this 1984-1999 era of Canadian history.
- Book the school TV/VCR and order the videos listed.

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## Prior Knowledge Required

- Students have an understanding of the important issues in Canadian international trade covered in the previous units for years 1914-1984.
- Students should have some knowledge of Canada's involvement in the trade treaties of FTA, NAFTA, the Multilateral Agreement on Investment, the G7 group, GATT and the World Trade Organization from the Grade 9 Geography program.

## Teaching/Learning Strategies

1. (a) The teacher takes ten minutes to have students brainstorm the national origins of the products in their teenage daily life. (e.g., clothing, footwear, music CDs, family cars, coffee, fruit, computers, magazines, TV programs, etc.). Next have them brainstorm the companies manufacturing these products and determine how many of these are multinational or Canadian companies.  
b) The teacher then briefly explains the importance of international trade to the Canadian economy, especially since World War II, mentioning the importance of the US-Canada Auto pact, GATT, and wheat sales to Russia and China.
2. a) The teacher distributes excerpts from "Global Justice-Global Peace: Canada's Role in Developing a New International Order" (1986) by the Canadian Catholic Bishops. The teacher should summarize its main points (using point-form notes and paraphrases) on a sheet accompanying the article to smoothly guide students through the document.  
b) Using the document and summary sheet, the teacher explains the following global issues:
  - new patterns of concentrated ownership of technology, transnational corporations, capital and political power;
  - rapid international movement of capital;
  - declining need for labour in the wake of computerized production processes;
  - global scramble for low-wage labour and cheap natural resources;
  - impact of these economic trends on health, education, and human rights in poor nations;
  - economic competitiveness and political security vs. global peace and global justice.
3. Students read the documents of the Catholic Bishops, "Free Trade: At What Cost?" (1987) and "On Proposed Changes to Generic Drug Laws" (1987). The teacher summarizes their main points (using point-form notes and paraphrases) on a sheet accompanying the articles to smoothly guide students through the document. Discuss both documents with students. What do the Bishops have to say about:
  - (a) the conflict between corporate profit and declining benefits to workers, Canadian society, the environment, and certain social programs?
  - (b) What should be the ethical priorities of the Canadian and global economy?
4. What are the priorities of the Catholic Church in this new era of economic globalization? Using the Bishops' three statements, students debate whether or not, as a new generation of young Catholic leaders, they can realize the Church's ethical priorities for the global economy in their lifetime. The teacher may wish to use a specific case study to focus students on this debate.
5. In setting the context for Canada and the global economy the teacher should underscore the substantial government shift from the nationalist economic policies of the Trudeau Liberals (e.g., Petro-Can, the Foreign Investment Review Agency, the National Energy Program) with the "globalization" economic policies of the Mulroney government (e.g., privatization of Petro-Can, patent protection for global pharmaceutical companies in Canada, establishment of Investment Canada, pursuit of membership in the G-7 Summit Group) and the global trade policies of the Chretien liberals (e.g., MAI, Team Canada trade missions, etc.). As part of the lesson, students use their textbook to research and take notes about the main highlights of:

- 
- a) *Global Trade Treaties & Organizations*
    - i) Canadian Free Trade Agreement 1989 (FTA)
    - ii) The North American Free Trade Agreement 1992 (NAFTA)
    - iii) The proposed Multilateral Investment Agreement (MAI)
    - iv) The significance of the World Trade Organization (WTO) and its operations
  - b) *Impact of Global Trade Treaties: Benefits & Problems*
    - i) The teacher outlines (on the board/overhead which Canadian companies have done well because of free trade. Also discuss some of Canada's successful global entrepreneurs (e.g., Conrad Black in global newspapers; Reichmann family in global real estate projects; Ted Rodgers in electronic communications; George Cohen's establishment of McDonalds restaurant in Russia).
    - ii) The teacher outlines (on the board/overhead the concerns of opponents of such global trade deals who feel these treaties have a negative impact on social policy, labour organization, working conditions, corporate tax levels, wages, environmental policy, cultural policy, and healthcare (e.g., Mexico's maquiladoras or manufacturing regions, long established beside the US border, that offer plentiful low wages and a large labour pool).
    - iii) The teacher, time permitting, could show the video *The Emperor's New Clothes* and continue to discuss both the benefits and problems of global trade treaties. Any of the other films listed in Resources could be substituted, especially *Turbulence*.
6. a) The teacher organizes the class into six career education research groups: Culture & Museums; Banking & Finance; Manufacturing; Healthcare & Medicine; Ecology; Computer & Technology Industries.
  - b) The teacher and students design one generic survey that would be mailed to each of these six sectors of the global economy located in your community. The purpose of this survey is to ascertain new trends in the global economy and the kinds of knowledge and skills that are required of graduates in our global society. Secondly, its purpose is to demonstrate how global issues and global trade impact upon your local community. (See Appendix 5.4.1 for a sample survey.)
  - c) Each group can obtain company names from local business directories and each group sends out at least five survey sheets (anticipating that not all will respond to the survey). Specify to the companies/organizations that they return the survey to your school in one week or less.
  - d) When these survey sheets return, the students design a large master display in the school foyer display case that summarizes the global knowledge, skills, and trade patterns in your local community and a world map indicating your community links around the globe. Students send copies of their analysis to businesses that completed the surveys.

### **Assessment/Evaluation Techniques**

- Formative Evaluation: Evaluate the class effort to design the survey sheet. Evaluate each group for its accuracy and completeness in its summary sector submission to the class display.
- Summative Evaluation: Pen and paper test about Canada and the global economy covering the material in this Activity 4.

### **Accommodations**

- Discuss with the Special Education Department the needs of students with IEPs as well as the needs of those who require extra assistance.
- Use peers to assist in the reading and interpretation of the Bishops' statements and in the student textbook research on global treaties; where necessary, provide copies of teacher board notes to students; involve special needs students at any point in the career survey.

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## Resources

### Print

Barlow, M. and B. Campbell. *Take Back the Nation*. pp. 7-62, 113-131

Bothwell, R., et al. *Canada Since 1945*. pp. 443-480

Bumsted, J.M. *A History of the Canadian Peoples*. pp. 424-426

Chados, R., et al. *The Unmasking of Canada*. pp. 64-76, 86-96

De Brou, D. and B. Waiser. *Documenting Canada*. pp. 659-661 (FTA Agreement)

Finkel, A. *Our Lives*. pp. 305-326

Thompson, W.C. *Canada 1998*.

“Global Justice - Global Peace” (1986); “Free Trade- At what cost?” (1987); “On Proposed Changes to the Generic Drug Laws” (1987) *Love Kindness!*

### Video

*Economix – International Trade*. National Film Board (NFB), 1996. 16 min.

(Also in the series: *Role of Government*, 18 min.; *The Banking*, 17 min.; *Consumption*, 15 min.; *Production*, 15 min.; *The Market*, 16 min.)

*The Emperor’s New Clothes*. NFB, 1995. 53 min.

Filmed over three years in Canada, US, Mexico it looks at the impact of the NAFTA and assesses its influence on social programs, the environment, and unemployment; asking who are the winners and who are the losers in global economics.

*Super Companies*. NFB, 1987. 56 min.

Multinationals who treat the world as one market and questions whether the global economy shaped in ways that are at odds with the interests of most people.

*Turbulence*. NFB, 1998. 52 min.

Examines the unprecedented power of global financial markets to impact upon global affairs.

### Web Sites

Department of Foreign Affairs and International Trade (Canada)

<http://www.dfait-maeci.gc.ca>.

Export Development Corporation (foreign market data)

<http://www.edc.ca>

Border Trade Alliance (US/Can. Trade)

<http://www.rtrade.org/can-am>

Statistics Canada

<http://www.statcan.ca>

Canadian Catholic Organization for Development/Peace

<http://www.dev.org>.

Council of Canadians

<http://www.canadians.org>

World Trade Organization

<http://www.wto.org>

### Appendices

Appendix 5.4.1 – Sample Survey

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## Appendix 5.4.1

### Sample Survey

(Official School Letterhead)

Career Education Survey: Knowledge, Skills and Trade in the Global Economy

Company Contact Person:

Company Name/Address:

Dear \_\_\_\_\_,

We are Grade 10 high school students and for our History course we are sending surveys to groups in our community so that we may better understand the kinds of knowledge and skills needed to succeed in your sector of the global economy and society. As well, we have designed a number of questions to understand how global economic trends affect you. We have sent these surveys out to companies, institutions, and organizations in such diverse areas as Culture & Museums, Banking & Finance, Manufacturing, Healthcare & Medicine, Ecology, and Computers & Technology Industries.

We ask you to take twenty minutes to fill out this survey and mail it to our school address listed above within one week. We thank you for considering our request and we will be happy to send you the summary of our results for this school project.

- 
1. What global trends or global trade patterns have dramatically changed your firm since the introduction of free trade? Please explain.
- 
2.
    - a) Which countries do you have dealings with on a regular basis (e.g., trade, professional contact, investment)?
    - b) Are international trade or global professional contacts essential to the profits/success of your company/organization? Please explain.
- 
3.
    - a) What kind of educational background/diplomas are required among your senior executives?
    - b) Is knowledge of an international language a considerable asset in your work? Which languages?
    - c) What kinds of technology skills and teamwork skills are needed in your company/organization? Please specify.

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WE THANK FOR YOUR TIME AND ASSISTANCE WITH OUR SCHOOL PROJECT

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## Activity 5: Canada and the Global Common Good

**Time:** 160 minutes

### Description

Globally, students examine how Canada has assumed increased responsibilities to participate in shaping a more just and peaceful world: as UN peacekeeper; as supporter of peace movements in South Africa, Eastern Europe, Ireland, and the Middle East; and how, via its role in the G7 and other global summits, has attempted to promote Canada's interests in global issues.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1d, 3d, 5d, 7e, 7f.

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

**Overall Expectations:** CGV.02, CGV.04, CCV.03.

### Specific Expectations

CG4.08 - describe the roles and functions carried out by the Canadian armed forces since 1945 (e.g., maintaining collective security, asserting national sovereignty, providing aid to civil powers, peacekeeping, peacemaking) and assess their success in performing these tasks;

CG2.07 - evaluate the effects of international political trends and events (e.g., end of Cold War, economic globalization, advent of world telecommunications) on Canada's current political challenges;

CC3.04 - summarize Canada's changing relationship with the United States.

### Planning Notes

- Read over the print resources and conduct a search of the CD-ROM databases (see Appendix 5.6.1) for background articles relevant to this 1984-1999 era of Canadian history.
- Book the school TV/VCR and order the videos listed.

### Prior Knowledge Required

Students have an understanding of the highlights of Canada's foreign policy and global military involvement covered in the previous units for the years 1914-1984.

### Teaching/Learning Strategies

1. Conduct a brief diagnostic quiz (10 minutes) to assess student knowledge of important Canadian foreign policy issues after World War II, namely Canada's role in the establishment of the United Nations, our role in the Korean War, the Suez Crisis, and the UN Emergency Force, NATO, NORAD, Canada's stance on the Vietnam War, and diplomatic recognition of the USSR and the People's Republic of China.
2. Begin the main lesson by distributing excerpts from "Global Justice- Global Peace: Canada's Role in Developing a New International Order" (1986) by the Canadian Catholic Bishops. Using the document, the teacher should explain and discuss the following concepts:
  - a) the call by poor nations for a "new international economic order";
  - b) flaws in Canada's development aid program;
  - c) inequities of international trade between poor nations and developed nations like Canada;
  - d) the role of Canadian resource companies, manufacturers, and investment activity in poor nations – the call for a clear set of human rights and social criteria;
  - e) Canada's role in condemning human rights abuses;
  - f) revisions to Canada's immigration and refugee policy.

- 
3. Distribute excerpts to students from “On Responsible Investment” (1978) from the Catholic Bishops. The teacher summarizes their main points (using point-form notes and paraphrases) on a sheet accompanying the articles to smoothly guide students through the document. This was a letter considered quite controversial in its time, where the Bishops openly criticized a Canadian bank for investing in the racist regime of South Africa and the military dictatorship in Chile. The Bishops argued that Gospel values must enter the economic market place to stop foreign governments from violating human rights and economic freedom. The teacher designs a case study drawing parallels between this 1978 document and Canada’s relationship with nations like China and other non-democratic governments in Asia. The case study should examine the ongoing conflict between defending human rights and seeking international trade profits with a powerful trade partner like China.
  4. The teacher can show the video the *Millenium Pope*, which chronicles the efforts of Pope John Paul II to influence global events with the moral authority of the Church. While viewing the video, students take notes to prepare for a classroom debate. Pope John Paul II has stated that the poor nations of the South will judge our actions as we in the Northern Hemisphere profit by exploiting their economies. Students debate what they believe should be our moral priorities in setting our foreign policy as a nation.
  5. The teacher introduces the concept of Canada as a global “middle power”, one which is large enough to earn the respect of other nations, yet not strong enough to be regarded as a global superpower. A large proportion of our foreign policy attention has been dedicated to our relationship to the USA, to Japan and the Pacific Rim, and to Europe—and in that order. There have been important shifts in our foreign policy since 1984 and these should be noted.
  6.
    - a) The teacher contrasts Trudeau’s strained relationship with the United States (e.g., recognition of China, establishment of FIRA, National Energy Policy, etc.) with Mulroney’s strong support for American foreign policy initiatives (e.g., support for the US invasion of Panama, support for “Star Wars” weapon system research and Canadian troop commitment to the UN Gulf War effort in 1991.)
    - b) Discuss the minor conflicts that occurred between Canada and the US such as the Polar Sea Icebreakers unauthorized journey through the Canadian Arctic (1985) and the Helms-Burton bill to punish Canada for its continued trade with Cuba.
  7.
    - a) The teacher highlights the successful peace-keeping record of Canada’s armed forces since 1956, especially of late in Cyprus and the former Yugoslavia, as a co-winner of the 1988 Nobel Prize for International Peacekeeping, and as peacekeeper in the Gulf War (1991) and in Rwanda (1996).
    - b) The teacher can show the video *Peacekeeper at War* and comment on the challenges faced by Canada’s peacekeepers. As an alternative the teacher may wish to secure a guest speaker for the class from either the Canadian Armed Forces, the Department of External Affairs, or a Canadian or global NGO.
    - c) Students debate the following resolution “ Resolved that Canada’s traditional role as world peacekeeper be abandoned in favour of new avenues of international influence such as participation in international summits (e.g., Rio de Janiero, 1992; Kyoto, 1997, international commissions (e.g., Ireland, 1997-1999) or via membership in international organizations (e.g., G-7, APEC, WTO).”

- 
8. a) Conclude this activity with the video by Gwyn Dyer, *The Bomb Under the World*, about important global problems.
  - b) During and after the video, students complete the Canadian Foreign Policy for a New Millennium activity sheet, choosing six major global problems of the new millennium and proposing six solutions to these dilemmas (e.g., militarism, global poverty, global food resources, population growth, etc.).
  - c) The best student papers can be used to organize a student mini-round table on Canadian foreign policy for the new millennium among several Grade10 history classes in the same school.

### **Assessment/Evaluation Techniques**

- Class quiz (opening activity)
- Canadian Foreign policy for the New Millennium (see Appendix 5.5.1). Students are evaluated in this task for the originality, accuracy, and completeness of their responses.

### **Accommodations**

- Discuss with the Special Education Department the needs of students with IEPs as well as the needs of those who require extra assistance.
- Use peers to assist in the reading and interpretation of the Bishops' statements. Where necessary, provide copies of teacher board notes to students and teacher assistance to complete the Foreign Policy worksheet. The teacher may also need to rephrase questions throughout the activity and should allow oral responses or a poster drawing about a Canadian foreign policy issue.

### **Resources**

#### **Print**

Bothwell, R., et al. *Canada Since 1945*. pp. 421-428, 443-480

Finkel, A. *Our Lives*. pp. 305-326

Francis, R.D., R. Jones, and D. Smith. *Destinies*.

Gregg, A. and M. Posner. *The Big Picture*. pp. 180-199

Thompson, W.C. *Canada 1998*.

"Global Justice – Global Peace", *Love Kindness!* CCB.

"On Responsible Investment", *Do Justice!* CCB, 1978. (Doc. 47)

#### **Video**

*Peacekeeper at War : A Personal View of the Gulf War*. NFB, 1994. 41 min.

An examination of Canada's role in the Persian Gulf War

*The Millenium Pope*. A PBS/Frontline production, 1998.

*The Human Race: A Species at the Crossroads Series*. NFB, 1994.

a) *The Bomb Under the World* – (51 min.), b) *Escaping from History* – (51 min.)

#### **Web Sites**

Canadian Catholic Organization for Development/Peace

<http://www.devp.org>.

Department of Foreign Affairs and International Trade (Canada)

<http://www.dfait-maeci.gc.ca>.

Canadian Centre for Foreign Policy Development

<http://www.cfp.pec.gc.ca/english>.

Jesuit Centre for Social Faith and Justice (Toronto)

<http://www.hfph.mwn.de/cajescen.html>.

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Canadian Institute for International Affairs (CIIA)

<http://www.ciiia.org>.

University of British Columbia (Foreign Policy Resources)

<http://www.library.ubc.ca/poli/cpwebf.html>.

United Nations

<http://www.un.org>

UN Cyber School Bus

<http://www.un.org/Pubs/CyberSchoolBus>

## Appendices

Appendix 5.5.1 – Canadian Foreign Policy for a New Millennium

### Appendix 5.5.1

#### Canadian Foreign Policy for a New Millennium

What new demands are two-thirds of the world's population making upon our global society? As Canadians, what foreign policy solutions would you propose for a new millennium that will be characterized by such problems as large global migrations to wealthy nations, by the emergence of teeming megalopolis cities in the poor global nations, and by the availability of nuclear weapons by large poor nations of the world?

Students identify six major global problems, the origins/issues of the problem, and explain their proposed solutions to these dilemmas for the new millennium.

Major Global Problem	Origins/Issues	Proposed Solutions for the New Millennium

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## **Activity 6: Culminating Research Activity – Globalization and its Impact on the Canadian Economy/Canadian Foreign Affairs**

**Time:** 120 minutes

### **Description**

The culminating activity of this unit is a brief individual student research paper covering 1984-1999 on either globalization or the Canadian economy or globalization and Canadian foreign policy. Students use the Internet and electronic databases as their main resources in this culminating activity. Students choose their own research topic in one of these two fields and submit their essay report some time before the conclusion of the course. Students also research and communicate the position of the Catholic Church or the Canadian Bishops on their chosen topic, its social teaching, or historical practices as relates to their globalization topic.

### **Strand(s) and Expectations**

**Ontario Catholic School Graduate Expectations:** 3b, 3d, 3f.

**Strand(s):** Social, Economic, and Political Structures; Methods of Historical Inquiry

**Overall Expectations:** CGV.02, CCV.02, SPV.01, MIV.01, MIV.02, MIV.03, MIV.04.

### **Specific Expectations**

CG 2.04 - identify post-World War II economic developments that have led to the globalization of the Canadian economy (e.g., Auto Pact, General Agreement on Tariffs and Trade, North American Free Trade) and produce a report, video, or dramatic presentation illustrating the impact of those developments of Canadians;

CG2.07 - evaluate the effects of international political trends and events (e.g., end of Cold War, economic globalization, advent of world telecommunications) on Canada's current political challenges;

CC2. 04 - produces an analysis of how and why recent innovations in telecommunications (e.g., computers, Internet) are changing life today;

SP2.06 - explain and evaluate the role of government in promoting economic opportunity in post-World War II Canada (e.g., developing infrastructure, negotiating international economic treaties, promoting resource development, protecting freedom of information);

MI1.03 - formulates a thesis statement and effectively uses it to research an historical topic;

MI2.01 - use school and public libraries, resource centres, museums, historic sites, and community and government resources effectively to gather information on Canadian history;

MI2.02 - use computer-stored information and the Internet effectively to research Canadian history topics;

MI2.04 - use computer-based systems effectively to organize information for research and report preparation;

MI3.02 - distinguishes between primary and secondary sources of information, and demonstrates an understanding of how to use each appropriately in historical research;

MI3.04 - use relevant and adequate supporting evidence to draw conclusions;

MI4.02 - demonstrate competence in research and writing (e.g., gathering information, building an argument, supporting the argument with evidence, writing clearly, editing);

MI4.03 - express ideas and arguments in a coherent manner during discussions and debates or in graphic displays.

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## Planning Notes

- As mentioned at the outset of this unit, students should have already received copies of this assignment to enable them to consider topics about the Canadian economy or Canadian Foreign Affairs in this era of globalization.
- Book the school Library/Resource Centre or computer lab and meet with the teacher-librarian to team teach this activity.

## Prior Knowledge Required

- Students have an understanding of the significant Canadian foreign policy and foreign trade issues from 1984-1999.
- Students have some experience and understanding of historical research using electronic databases which have been introduced gradually throughout this unit. The students should conduct several trial run searches of the CD-ROM databases to ensure they are aware of how to access this data using *Pro-Quest*, *Issue Quest*, *Canadian News Disc*, *Globe and Mail*, *CBCA/Kiosk*, *Actualite Quebec*, *Statistics Canada Yearbook*, *EBSCO*, etc.

## Teaching/Learning Strategies

1. a) The teacher demonstrates to students how to develop a thesis topic.  
b) Students then choose a thesis topic about Globalization and the Canadian economy or Globalization and Canadian Foreign Affairs. Students write a brief 300-word essay on their topic via research use of periodical resources, electronic databases, and the Internet.  
c) Students, working with the classroom teacher and the teacher-librarian, use printed periodical indexes, the Internet, as well as electronic CD-ROM databases.  
d) The teacher distributes the Student Research Guide – Globalization Research Essay (Appendix 5.6.1) which outlines the databases and essay requirements. Students complete most of this assignment on their own time outside class. The teacher tries to ensure that no students have exactly the same topic in one class. The evaluation criteria must be explained to the students. (see Assessment/Evaluation Techniques).

## Assessment/Evaluation Techniques

- See Appendix 5.6.1 for the general assignment outline. The teacher explains to students the following assessment criteria for the globalization essay:  
Knowledge/Understanding (25%)
  - demonstrates knowledge of the main historical facts and themes about their global topic
  - links the topic to the Church's social teachings on global issuesThinking /Inquiry (25%)
  - uses the Internet, CD-ROM databases, and periodicals in their essay research and cites these web sites, databases, and news sources in the bibliography
  - develops a succinct thesis argument based on research obtained on their global topic
  - links the topic to the Church's social teachings on global issuesCommunication (25%)
  - organizes their ideas in a clear and effective manner and supports their arguments with documented facts/information
  - uses correct spelling grammar, punctuation, and bibliographic styleApplication (25%)
  - the arguments throughout the essay build upon one another and make connections to the thesis
  - the conclusion supports the original thesis topic
  - links the topic to the Church's social teachings on global issues

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### **Accommodations**

- Discuss with the Special Education Department the needs of students with IEPs as well as the needs of those who require extra assistance.
- The teacher should assist the student with use of the databases and reduce the demands of the assignment where appropriate.

### **Resources**

See Appendix 5.6.1

### **Appendices**

Appendix 5.6.1 – Student Research Guide – Globalization Research Essay

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## Appendix 5.6.1

### Student Research Guide – Globalization Research Essay

Students develop a thesis topic about Globalization and the Canadian economy or Globalization and Canadian Foreign Affairs, and write a brief 300-word essay on their topic via research use of periodical resources, electronic databases, and the Internet. Students, working with the classroom teacher and the teacher-librarian, use printed periodical indexes, the Internet, as well as electronic CD-ROM databases to research topics from 1984-1999. Students are evaluated via criteria outlined by the teacher. Students are also required to search several Internet sites and CD-ROM newspaper articles, which are relevant to their essay topic. These sites (including their web site addresses) and the newspapers/magazines used must be included in the essay bibliography. Students are to also research and communicate the position of the Catholic Church or the Canadian Bishops on their chosen topic, in its social teaching, or historical practices as they relates to their globalization topic.

#### **Electronic Information and DataBases: CD-ROM**

*Church Documents on CD-Rom.* (1999). Pauline Software: Pauline Books and Media.

#### *Pro Quest.*

Pro Quest indexes 150 national and international magazines.

#### *Issue Quest.*

The service indexes 75 magazines with 50 magazines providing full text listing.

#### *Canadian News Disc.*

The Canadian News Disc offers a comprehensive source of Canadian news available on CD-ROM. The discs contain full text of the Canadian newspapers e.g., Toronto Star, Ottawa Citizen, Vancouver Sun, Calgary Herald, Montreal Gazette, Edmonton Journal, Vancouver (Province), Financial Post, transcripts from CBC News and Current Affairs, and CTV News and Current Affairs.

#### *Globe and Mail.*

This CD-ROM disc provides full text to the *Globe and Mail*.

#### *CBCA/KIOSK (Canadian Business and Current Affairs on Disc)*

This CD-ROM database provides complete indexing plus selected abstracting from over 600 journals and serials and nine newspapers. Full text is provided for selected Canadian publications.

#### *Actualite Quebec*

CD-ROM disc containing French language newspapers: *L'actualite, La Presse, Le Devoir, Le Soleil.*

#### *SIRS Researcher*

The SIRS knowledge resource database provides access to thousands of articles related to social issues, scientific developments, and global events and issues of historic economic or political importance.

#### *Statistics Canada Yearbook*

This reference work on CD-ROM contains the complete updated text of the *Statistics Canada Yearbook*.

#### *EBSCO.*

on-line database of 3000 magazine titles; available to holders of valid Toronto public library cards. This service may also be available in other parts of Ontario where its municipal library system belongs to this service.

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## Appendix 5.6.1 (Continued)

### Student Research Guide – Globalization Research Essay

#### Websites

Maclean's

[www.macleans.ca](http://www.macleans.ca)

Toronto Star

[www.thestar.com](http://www.thestar.com)

National Post

[www.nationalpost.com](http://www.nationalpost.com)

Globe and Mail

[www.theglobeandmail.com](http://www.theglobeandmail.com)

Statistics Canada

<http://www.statcan.ca>

Catholic Development/Peace

<http://www.devp.org>

Canadian Institute for International Affairs (CIIA)

<http://www.ciia.org>

University of British Columbia (Foreign Policy Resources)

<http://www.library.ubc.ca/poli/cpwebf.html>

Department of Foreign Affairs and International Trade (Canada)

<http://www.dfait-maeci.gc.ca>

#### Catholic Print Sources

Sheridan, E.F. *Do Justice: the Social Teachings of the Canadian Catholic Bishops 1945-1986*. 1987.

Sheridan, E.F. *Love Kindness: Social Teaching of the Canadian Catholic Bishops 1958-1989*. 1991.

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## Unit 6: The Canadian Identity

**Time:** 14 hours

**Unit Developer:** Teresa Foggia-Ceolin, York Catholic District School Board

### Unit Description

In this unit students identify and analyse the characteristics of Canada's evolving identity. Students explain the historical importance of various individuals, groups, events, forces, and Catholic social values that have helped constitute the complex and multi-faceted Canadian identity. This is achieved by synthesizing information from previous units in creating a variety of primary source artifacts. The artifacts are placed in a group time capsule for a specific time period studied in the course. Based on the analysis, students hypothesize the future development of the Canadian identity. In addition to the time capsule as the unit's culminating activity, this unit also brings closure to the course's historical inquiry project, with the completion of a formal essay which is presented creatively and effectively.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE1c, 1d, 1f, 1i, 2b, 2c, 2d, 3c, 3f, 4f, 5a, 5b, 5e, 7b, 7f, 7g.

**Strand(s):** Communities: Local, National, and Global; Change and Continuity; Citizenship and Heritage; Methods of Historical Inquiry

**Overall Expectations:** CGV.01, CCV.01, CCV.02, CCV.03, CHV.01, CHV.02, MIV.01, MIV.02, MIV.03, MIV.04.

**Specific Expectations:** CG1.01, CG1.03, CC1.01, CC1.02, CC1.03, CC1.06, CC2.05, CH2.02, MI1.01, MI1.02, MI1.03, MI2.01, MI2.02, MI2.03, MI2.04, MI2.05, MI3.01, MI3.02, MI3.04, MI4.01, MI4.02, MI4.03, MI4.04.

### Activity Titles (Time + Sequence)

Activity 1	Introduction to the Historical Inquiry Project and Step 1: Locating Resources	120 minutes
Activity 2	Step 2: Preparing Research Notes	40 minutes
Activity 3	Step 3: Working with Research Notes to Develop An Essay Outline	100 minutes
Activity 4	Step 4: Writing a Formal Essay	40 minutes
Activity 5	Step 5: Developing and Conducting a Creative and Effective Presentation	280 minutes
Activity 6	Culminating Activity: The Canadian Identity in the Twentieth Century	260 minutes

### Prior Knowledge Required

Students draw from their learning throughout this course of study and their experience in the Grade 8 History Program which focusses on Canada: A Changing Society. They also continue to use methods of historical inquiry developed in the Grades 7 and 8 programs.

### Unit Planning Notes

- Develop a department package outlining the requirements, checklists, and assessment tools for Steps 1 to 5 of the inquiry project. This should be distributed when the project is introduced.
- Develop and review the topic list for the Historical Inquiry Project (H I P).

- 
- Introduce Step 1 of the H I P the first week of the course; schedule lessons for Activities 2-5 throughout the course and plan reasonable due dates for the process work that follows.
  - Step 5 of the H I P involves preparing student presentations to be conducted during Unit 6.
  - Plan to introduce the culminating activity (The Canadian Identity group time capsule) before students present their inquiry topic to the class. This gives students extra time to work on the expectations for each task in the activity.
  - Reserve Library/Resource Centre and consult with teacher- librarian.
  - Book computer lab for research, word processing, and graphic displays.
  - Check school policy regarding the use of the Internet.
  - Search for up-to-date Canadian web sites for information.
  - Review planning notes for each activity to ensure appropriate resources and materials are prepared.
  - Consider modifications to the activities appropriate to your class.
  - Plan to collect samples of student work during the H I P and the group time capsule activity that demonstrate achievement at different levels for future use.
  - Invite guests (e.g., administrators, school chaplain, and local priest) to participate during the Canadian Identity Celebration Day in the examination of the time capsules.

## **Teaching/Learning Strategies**

Student learning takes place in this unit through involvement in a variety of the following:

### Whole Group

- Brainstorming
- Socratic lessons
- Graph construction and poster making

### Small Group

- Small group and class discussions and activities
- Oral and visual presentations
- Research of primary and secondary sources and note making in the inquiry process

### Individual

- Computer-assisted learning for researching, organizing information, and word processing
- Written responses (formal and informal)
- Reflective written prayers
- Peer editing

## **Assessment and Evaluation**

### Diagnostic and Formative Assessment

- Checklists for the collection of H I P resources and works consulted list
- Informal teacher evaluations
- Student-teacher conferences and roving conferences
- Peer assessment with teacher guidance
- Self-assessment scale

### Summative Evaluation

- Rubrics for Historical Inquiry Presentation
- Rubrics for Historical Inquiry Essay
- Group Time Capsule
- (Share all assessment strategies and tools for evaluation with students beforehand.)

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## Resources

### Print

Approved classroom textbooks

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 1995.

Harvey, Stephanie. *Nonfiction Matters*. 1998. ISBN 1-57110-072-5

Ruprecht, Tony. *Toronto's Many Faces*. 1990. ISBN 0-921396-20-1

Santor, Donald M. *Canadiana Scrapbook Series: A Nation Beckons: Canada 1896-1914, Canadians At War: 1914-1918, The Confident Years: Canada in the 1920s, The Depression Years: Canada in the 1930s*. Prentice-Hall, 1978.

### Catholic Resources

Ahlers, Julia and Michael Wilt. *Sharing God's Goodness: Christian Justice*. Winona, Minnesota: Saint Mary's Press, 1995. ISBN 0-88489-330-8

Graham, Mary Jo, ed. *Justice: Catholic Faith At Work In The World (Teacher's Manual)*. United States of America: Wm. C. Brown Communications, Inc., 1994. ISBN 0-697-17638-X

Gustafson, Janie and Ronald J. Wilkins. *Justice: Catholic Faith At Work In The World*. Dubuque, Iowa: BROWN-ROA a division of Harcourt Brace & Company, 1994. ISBN 0-697-17637-1

Kammer, Fred. *Doing Faith Justice: An Introduction to Catholic Social Thought*. Mahwah, New Jersey: Paulist Press, 1991. ISBN 0-8091-3244-3

### Computer

Internet access

Access to computer software programs and computer projectors

CD-ROM databases such as: *Pro Quest* and *Issue Quest*; *Kiosk*; *SIRS*; and *Statistics Canada Yearbook*.

Multimedia packages: *A Country By Consent* by West/Dunn Productions

<http://www.cyberus.ca/~westdunn/>

*Destination Canada*. National Film Board of Canada

[www.nfb.ca](http://www.nfb.ca)

### Videos

*CBC News in Review*.

National Film Board of Canada. *Twenty Million People, Propaganda Message: Who Are We, or The National Scream*.

### Human Resources

School and community libraries

Government and local organizations

School chaplain/local priest

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## **Activity 1: Introduction to the Historical Inquiry Project and Step 1: Locating Resources**

**Time:** 120 minutes

### **Description**

In this activity, students are introduced to the process involved in the Historical Inquiry Project. After selecting a topic, students begin collecting a variety of resources to assist them in becoming familiar with their topic in order that they may begin asking focus questions for their research and start a works consulted list.

### **Strand(s) and Expectations**

**Ontario Catholic School Graduate Expectations:** CGE4f, 5b.

**Strand(s):** Methods of Historical Inquiry

**Overall Expectations:** MIV.01.

### **Specific Expectations**

MI2.01 - use school and public libraries, resource centres, museums, historic sites, and community and government resources effectively to gather information on Canadian history;

MI2.02 - use computer-stored information and the Internet effectively to research Canadian history topics;

MI2.05 - use notation methods (e.g., footnotes, endnotes, parentheses) and bibliographic formats to acknowledge sources of information in reports and essays appropriately;

MI3.02 - distinguish between primary and secondary sources of information, and demonstrate an understanding of how to use each appropriately in historical research;

MI4.02 - demonstrate competence in research and writing (e.g., gathering information, building an argument, supporting the argument with evidence, writing clearly, editing).

### **Planning Notes**

- The teacher develops a package containing a list of inquiry topics, expectations for all the steps in the historical inquiry process, and the tools of assessment and evaluation. The inquiry project package may be a department-generated document to maintain consistency throughout all history classes.
- Organize a collection of sources for the group activity requiring students to identify differences in primary sources, secondary sources, and type of resource.
- Remind students to bring their school handbook outlining the proper setup for works to be cited in a works consulted list. If this is not available, the teacher should develop a handout providing examples of the proper setup for a variety of resources.
- Reserve time in the school's Library/Resource Centre.
- Review the school's policy on plagiarism, academic dishonesty, and Internet use.
- Inform students of the importance of assessing the credibility of Internet sites and to consult the teacher if not sure.
- Keeping in mind copyright legislation, request that students print out hard copies of all computer and online resources and photocopy copies of periodicals and primary sources.

### **Prior Knowledge Required**

Students are familiar with the content and expectations of this activity based on the Grades 7 and 8 programs "Developing Inquiry/Research and Communication Skills". They are also able to distinguish between primary and secondary resources.

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## Teaching/Learning Strategies

1. Brainstorm as a class a list of steps involved in preparing a history research paper. Students identify the reasons why each step is essential in the process of submitting a formal research paper.
2. The teacher distributes the inquiry project package to each student.
3. Students independently review the package's contents and outline differences that appear between package and the list of steps brainstormed as a class. The teacher asks students to explain why any differences noted are essential in the process of developing a final paper.
4. Class reviews the list of inquiry topics. Topics are selected by students and recorded by teacher. Students may need a few days to make a decision.
5. Step 1 expectations are explained by the teacher:
  - a) Students collect a variety of resources which must include:
    - one general reference book (e.g., encyclopedias and handbooks);
    - two printed information (e.g., books);
    - two periodicals (e.g., magazines, journals, and newspapers);
    - one CD-ROM source (print a hard copy);
    - one Internet source (print a hard copy);
    - two primary sources (photocopy/photograph);
    - one non-print sources (e.g., radio, TV program, interview, lecture, films, CD).
  - b) Students complete a works-consulted list on resources collected.
  - c) Students begin developing a possible thesis for the focus of their research.
6. To assist the class in identifying types of resources required and the format of organizing a works consulted list, students participate in a small group activity where they examine the contents of a resource box and complete an organizer that:
  - a) records the title of source and identifies the type of resource (e.g., periodical, Internet source, government ministry document, diary);
  - b) explains if source is primary or secondary.
7. Each group properly sets up a works-consulted list based on the resources in the box.
8. As a class, each group compares their lists with the teacher's list displayed on an overhead projector. Errors on the group-generated lists are corrected, discussed, and questions are clarified. Students make note of details that are not clear in their school's writing handbook.
9. Students visit the Library/Resource Centre for a work period to begin Step 1.
10. Before this work period, students should be reminded to begin formulating a list of focus questions as they begin collecting resources to assist in developing a thesis.
11. Independently students visit local libraries, contact appropriate agencies, and conduct necessary interviews to complete the required expectations for Step 1 of the inquiry project.

## Assessment/Evaluation Techniques

### Formative

- Check for accuracy of student's definition of primary and secondary sources and the organization of their group works consulted list.
- Roving observations during scheduled class time in the Library/Resource Centre. Observe students locating and accessing required resources.

### Summative

- The teacher evaluates works consulted list using Works-Consulted Checklist (formulated by the teacher).

---

## Accommodations

- Consult with Resource teachers for specific modifications for individual students.
- Provide additional time to complete assignment.
- Conference with student to create a personalized assignment topic (if necessary), address questions, or review expectations.

## Resources

Inquiry Project Package for each student

Library/Resource Centre

Samples of a variety of resources for group activity

School handbook or teacher handout outlining the different required formats used when citing various resources.

## Activity 2: Step 2: Preparing Research Notes

**Time:** 40 minutes

### Description

In the process of preparing recorded research notes, students understand that certain organizational skills are invaluable in assisting them to present their information effectively. During this step, students independently review and reflect on the research gathered and the focus questions they have developed to assist them in refining the thesis statement formulated in Step 1.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE2b, 3c.

**Strand(s):** Methods of Historical Inquiry

**Overall Expectations:** MIV.01, MIV.02, MIV.03.

#### Specific Expectations:

MI1.01 - use terms related to historical organization and inquiry correctly (e.g., chronology, cause and effect, short- and long-term consequences, interpretation);

MI1.02 - formulate different types of questions (e.g., factual, definitional, comparative, causal, decision-making, speculative) to focus their historical research;

MI2.03 - record and organize information effectively using notes, lists, concept webs, timelines, charts, maps, graphs, and mind maps;

MI2.04 - use computer-based systems effectively to organize information for research and report preparation;

MI2.05 - use notation methods (e.g., footnotes, endnotes, parentheses) and bibliographic formats to acknowledge sources of information in reports and essays appropriately;

MI3.01 - identify different viewpoints and explicit biases when evaluating information for a research report or participating in a discussion;

MI3.03 - distinguish between fact and inference in primary and secondary sources;

MI3.04 - use relevant and adequate supporting evidence to draw conclusions;

MI4.01 - make reasoned generalizations or appropriate predictions based on research.

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## Planning Notes

- Collect samples of different forms of note-taking to illustrate to the class.
- Return works consulted list to students with suggestions to further their research if necessary. Also provide a few questions for students to keep in mind while researching. These sample questions with their own formulated inquiry questions, assist students in making conclusions which are the basis of a working thesis.
- Develop a handout illustrating the method of proper footnoting and references of sources when writing an essay.
- Invite students to conference with teacher before or after class.
- Develop a scaled criteria list for assessing Step 2 and place in inquiry project package when introduced.

## Prior Knowledge Required

From Grade 7 and 8 History and Grade 9 Geography, students draw on their understanding of methods of historical and geographical inquiry and the ability to record, organize, interpret, analyse and evaluate information researched. In Unit 1, students developed skills in understanding the importance of perception, bias, interpretation, and cause-and-effect.

## Teaching/Learning Strategies

1. The teacher visually illustrates to students various methods of note-taking using the overhead and samples collected (e.g., webs, organizers, point-form notes, etc).
2. Students identify specific characteristics of the examples provided. (e.g., each source identifies name of source, author, page numbers, topic area, if it is a direct or indirect quote based on the use of quotation marks, etc.).
3. Using a handout developed by the teacher students are provided with examples of how and when to set up proper footnotes and referencing notes.
4. Students examine the scaled assessment tool developed by their teacher which is used when evaluating Step 2.
5. Individual students may want to arrange an appointment with their teacher to discuss the following concerns:
  - list of focus questions based on their research;
  - conclusions for some of their questions;
  - thesis statement they will continue to work on.
6. Students independently complete their research notes and attach a list of focus questions, conclusions, and a working thesis to be refined in the Step 3.

## Assessment/Evaluation Techniques

**Formative:** During the student-teacher conference, make observations of students' progress in completing, organizing, and interpreting notes.

**Summative:** The teacher assesses work produced in Step 2 using a scaled criteria list.

## Accommodations

- Provide additional time for submitting Step 2.
- Assign a peer helper to edit and provide helpful suggestions.
- Book a series of teacher-student conferences to closely monitor students' work.

---

## Resources

Overhead samples of various forms of note-taking  
Examples indicating direct, indirect, and verbal quotes  
Overhead projector

## Activity 3: Step 3: Working with Research Notes to Develop an Essay Outline

**Time:** 100 minutes

### Description

In this activity students examine their research notes, focus questions, conclusions, and working thesis from Step 2 to independently develop an essay outline for their inquiry. Students then reflect on their completed essay outline and develop a “Worldly Statement” that reflects the values of our Catholic faith in relation to life experiences their inquiry topic deals with.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE1d, 5b, 1i.

**Strand(s):** Methods of Historical Inquiry

**Overall Expectations:** MIV.02.

### Specific Expectations

MI1.03 - formulate a thesis statement and effectively use it to research an historical topic;  
MI2.03 - record and organize information effectively using notes, lists, concept webs, timelines, charts, maps, graphs, and mind maps;  
MI4.01 - make reasoned generalizations or appropriate predictions based on research;  
MI4.02 - demonstrate competence in research and writing (e.g., gathering information, building an argument, supporting the argument with evidence, writing clearly, editing).

### Planning Notes

- Develop an outline format that best demonstrates the required expectations and details needed. The outline format should be placed in the inquiry project package.
- Gather completed student outlines as samples for future use.
- Invite students to ask questions about the requirements of Step 3 during class.
- Remind students to refer to Step 2 (notes, conference items, and teacher’s comments) when completing the essay outline.
- Develop the assessment tool that is used to evaluate Step 3 and make sure it is placed in the inquiry project package.

### Prior Knowledge Required

Although students have already devised a working thesis from Step 2, they need to be familiar with how to develop and prove a thesis. Students also need to be familiar with writing the last statement in the essay, “The Worldly Statement”, as a reflective way to integrate the values of our faith and humanity with Canadian life experiences.

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## Teaching/Learning Strategies

1. Students read through the outline format they are required to complete.
2. Completed sample outlines gathered by the teacher are shown to the class on overhead. Examples of how a thesis is developed and proven is evident in of the samples. Include samples where the thesis has been omitted and have the class brainstorm ideas that assist in developing an appropriate thesis.
3. The teacher defines a worldly statement as the last sentence in the essay which takes the experiences and issues presented and provides a lesson to assist humans in developing a world which reflects the values of the Catholic faith. For example, if the inquiry topic dealt with Canada's response to the Holocaust, a possible worldly statement could be:  
"It is when people are confronted by unbearable challenges put forth by unjust governments, that humanity must unify itself in promoting fairness and peace for all."
4. Working with the outlines where students developed the thesis, students brainstorm a possible worldly statement for each.
5. Students are given the scaled checklist the teacher uses to assess Step 3.
6. Students independently work on their essay outlines.
7. During an in-class work period scheduled by the teacher (before Step 3 is due) students ask the teacher specific questions regarding the outline.
8. Students complete Step 3.

## Assessment/Evaluation Techniques

**Formative:** Anecdotal observations during scheduled class time for the essay outline. Check for students' progress, amount and detail of work completed, and questions asked in regards to the outline.

**Summative:** The teacher evaluates Step 3 (the Essay Outline) using a scaled criteria checklist.

## Accommodations

- Conference with student to address questions, review what has been accomplished, and provide additional guidance on the process of completing Step 3.
- Have students work with a peer helper or visit the school's writing lab.
- Provide students with additional time to complete work.

## Resources

A teacher-formulated handout specifying criteria for an essay outline

Sample outlines collected from past classes or teacher modified samples from past classes

Overhead projector

Scaled checklist for assessing Step 3

---

## Activity 4: Step 4: Writing a Formal Essay

**Time:** 40 minutes

### Description

In this activity students have an opportunity to peer edit a classmate's essay and provide constructive criticism to help improve the final product. With the final research paper all previous process work is submitted for the teacher to evaluate using a research skills rubric. Students help create a bulletin board entitled Links To Our Faith which visually displays each student's worldly statement.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE1c, 5b, 7b, 2d.

**Strand(s):** Methods of Historical Inquiry

**Overall Expectations:** MIV.02.

### Specific Expectations

MI2.04 - use computer-based systems effectively to organize information for research and report preparation;

MI2.05 - use notation methods (e.g., footnotes, endnotes parentheses) and bibliographic formats to acknowledge sources of information in reports and essays appropriately;

MI3.01 - identify different viewpoints and explicit biases when evaluating information for a research report or participating in a discussion;

MI3.04 - use relevant and adequate supporting evidence to draw conclusions;

MI4.02 - demonstrate competence in research and writing (e.g., gathering information, building an argument, supporting the argument with evidence, writing clearly, editing)

### Planning Notes

- Schedule a 25-minute, peer-editing session. Students must come to class with a final draft copy of their essay.
- Give each student a peer evaluation form (see Appendix 6.4.1) and a copy of the teacher's assessment tool.
- Have students submit all previous process work with Step 4 in order to assess each student's overall level of achievement with the inquiry project using a rubric (see Appendix 6.4.2 for sample).
- Prepare a bulletin board in the classroom with the title Links to our Faith.
- Prepare 10 cm x 30 cm cards for students to record their worldly statement which will be displayed on the Links to our Faith bulletin board.
- Select sample essays from past students as models to share with students in the future.

### Prior Knowledge Required

Students know how to write a formal research essay based on their experience in writing short essays in previous units and the Grade 8 History program.

### Teaching/Learning Strategies

1. Students write a rough copy of their inquiry essay using an essay checklist, created by the teacher, to guide them (see Appendix 6.4.1 for a sample peer evaluation form)
2. During an in-class peer editing session, students edit a peer's essay for organization, spelling, grammar, style, information, evidence used, proper referencing, quoting, thesis, and worldly statement.

- 
3. Students submit their final essay with all previous process work (Steps 1-3) along with their worldly statement card. This card is then displayed on the bulletin board entitled Links to our Faith. Students are required to explain their statement's significance and connection to their inquiry research during their presentation.

### **Assessment/Evaluation Techniques**

#### **Summative**

- Teachers' informal observations during the peer-editing session
- Peer editor's comments for the essay

#### **Formative**

- Scaled evaluation criteria list for final essay
- Rubrics for evaluating the whole inquiry process

#### **Accommodations**

- Extend due date for students who require more time.
- The teacher edits work in addition to the peer editing session.
- Have students visit school writing lab if available.
- Provide sample essays from past students for students to look at as models for proper setup.

#### **Resources**

Access to computers and word-processing programs

MLA Handbook

Teacher-created checklists, peer-editing forms, essay evaluation criteria (found in inquiry package)

Construction paper and tacks for bulletin board

#### **Appendices**

Appendix 6.4.1 – The Research Project: Peer Assessment Form

Appendix 6.4.2 – Inquiry Research Skills Rubric

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## Appendix 6.4.1

### The Research Project: Peer Assessment Form

Essay Written By:

Evaluated By:

#### Introduction

- Identifies topic and position
- Effective in getting the reader's attention
- Introduces the arguments that prove the thesis and are developed in the body paragraphs
- Thesis is clearly stated in one or two sentences and is the central focus of the paper

Comments:

#### Content and Analysis

- Contains factual content to support thesis
- Facts are organized logically and coherently
- Uses evidence to support facts
- Argument is well developed to link and prove thesis
- Viewpoints are clearly outlined and biases avoided
- Demonstrates analysis by evaluating ideas and information gathered

Comments:

#### Style

- Spelling, grammar, and punctuation
- Paragraph structure (opening sentence; body ideas and evidence; closing-linking sentence)
- Essay structure (margins, spacing, font,)
- Readability
- Academic formalities are followed (e.g., set up, no contractions, avoiding personal pronouns, etc.)

Comments:

#### Conclusion

- Thesis restated
- Major points reiterated
- Closing reflects the intent of the essay
- The worldly statement effectively links the intent of the inquiry with a lesson for humanity.

Comments:

---

## **Appendix 6.4.1 (Continued)**

### **The Research Project: Peer Assessment Form**

#### **Notes**

- Footnotes are used and referenced appropriately
- Correct use of quotes (direct, indirect)

Comments:

#### **Works-Consulted List**

- Correct format (alphabetical order, correct margins and spacing, proper setup for each entry)
- A variety of resources incorporated in the inquiry essay

Comments

## Appendix 6.4.2

### Inquiry Research Skills Rubric

Student's Name:

Inquiry Topic:

Research Skill	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Ability to investigate an inquiry topic Knowledge/ Understanding	- collects a limited amount of resources, making it difficult to develop questions to focus their research and formulate a thesis	- locates some of the resources required and needs to work on formulating better focus questions in developing a thesis	- locates considerable required resources and formulates well-developed questions to write a good thesis	- effectively locates all the required types of resources and formulates well-developed questions to write a good thesis on the topic researched
Organization of research information Knowledge/ Understanding	- a limited amount of information gathered is accurately recorded and organized in a relevant, coherent, and meaningful way	- some of the information gathered is accurately recorded and organized in a relevant, coherent, and meaningful way	- considerable information gathered is accurately recorded and organized in a relevant, coherent, and meaningful way	- all or almost all the information gathered is accurately recorded and organized in a relevant, coherent, and meaningful way
Content Knowledge/ Understanding	- written essay contains a limited amount of information related to the topic	- some material in the essay is related to the topic with some supporting evidence	- considerable material in the essay is related to the topic by using relevant and adequate supporting evidence	- all or almost all material in the essay is clearly related to the topic by using relevant and adequate supporting evidence
Analysis of information Thinking/Inquiry/ Problem Solving	- has difficulty working with most of the information collected and in identifying a variety of viewpoints and biases that assist in formulating conclusions	- works with some of the information collected but identifies only one viewpoint making it difficult to locate a bias or effectively evaluate evidence to formulate accurate conclusions	- works with most of the information collected by being able to identify different viewpoints and biases while evaluating evidence to formulate accurate conclusions	- effectively works with information collected and clearly identifies different viewpoints and biases while evaluating evidence to formulate accurate conclusions

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

**Appendix 6.4.2 (Continued)**

Communicating research results Communication	- demonstrates a limited ability to write ideas in an organized and coherent manner with supporting evidence	- demonstrates an ability to write some ideas in an organized and coherent manner with supporting evidence	- demonstrates a good ability write clearly by being able to develop an idea coherent manner with supporting evidence	- demonstrates an excellent ability to write clearly by being able to develop an idea in an organized and coherent manner with supporting evidence
Application	- shows limited insight in applying the inquiry's findings to other situations (Worldly Statement)	- shows some insight in applying the inquiry's findings to other situations (Worldly Statement)	- demonstrates a good insight in applying the inquiry's findings to other situations (Worldly Statement)	- clearly and creatively shows insight in applying the inquiry's findings to other situations (Worldly Statement)

Overall Level:

Student Name:

Strengths:

Areas to Review:

Next Steps:

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

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## **Activity 5: Step 5: Developing and Conducting a Creative and Effective Presentation**

**Time:** 280 minutes

### **Description**

In this activity students plan and organize an effective ten-minute presentation which creatively communicates their inquiry research to the class.

### **Strand(s) and Expectations**

**Ontario Catholic School Graduate Expectations:** CGE3f, 4f, 2c.

**Strand(s):** Methods of Historical Inquiry

**Overall Expectations:** MIV.02, MIV.04.

### **Specific Expectations**

MI2.03 - record and organize information effectively using notes, lists, concept webs, timelines, charts, maps graphs, and mind maps;

MI3.04 - use relevant and adequate supporting evidence to draw conclusions;

MI4.03 - express ideas and arguments in a coherent manner during discussions and debates, or in a graphic display.

### **Planning Notes**

- Develop and distribute a handout entitled Presentation Outline. This handout outlines the format and requirements students must meet in their presentation. The handout must be completed and submitted to the teacher one to two days prior to their presentation.
- Distribute ahead of time the evaluation tools that used to assess the student's effectiveness in presenting their inquiry topic.
- Inform students that A/V equipment needed during their presentation must be booked ahead of time.
- Organize and allot ten-minute presentation time slots for each student.
- Student presentations begin after the teacher introduces and assigns the requirements and expectations for the culminating activity Canadian Identity (see Planning Notes for Activity 6). By following this format students have time during the inquiry presentations to prepare and complete the tasks.

### **Prior Knowledge Required**

Students have been exposed to preparing and conducting presentations on an inquiry topic in other disciplines as well as the Grades 7 and 8 History programs.

### **Teaching/Learning Strategies**

1. As a class, brainstorm "What makes presentations interesting and effective?" Discuss how various aspects of the suggestions can be achieved.
2. Students copy suggestions and use them as a guide in preparing for their presentation.
3. The class reads and discusses the presentation outline they must submit to the teacher a few days prior to their presentation.
4. Students effectively conduct ten-minute presentations on their inquiry research to the class which also outlines the significance of their worldly statement.

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## **Assessment/Evaluation Techniques**

**Formative:** Presentation Outline- check for completion and thoroughness

**Summative:** Presentation Rubric for teacher to evaluate (see Appendix 6.5.1)

## **Accommodations**

- Modify criteria and evaluation tools for the individual student.
- Have peers assist students during their presentation.
- Student may videotape and edit their presentation to be shown to the class.
- Student may have the option of presenting in front of only a select number of people to increase confidence level.
- Conference with students about their Presentation Outline and provide suggestions of various methods that can be used to overcome possible challenges.
- Students skilled at using the computer may present a multimedia presentation using their laptop computer and a computer screen projector.

## **Resources**

A/V Equipment

Computer screen projector

Presentation outline form

Assessment tools used to evaluate the presentation

## **Appendices**

Appendix 6.5.1 – Presentation Rubric

## Appendix 6.5.1

### Presentation Rubric

Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Content (Skills achieved: Knowledge and Understanding 20%)	- the material presented contains a limited amount of information related to the topic	- some material in the presentation is related to the topic with some supporting evidence	- considerable material in the presentation is related to the topic by using relevant and adequate supporting evidence	- all or almost all material in the presentation is clearly related to the topic by using relevant and adequate supporting evidence
Analysis of Information (Skills achieved: Thinking, Inquiry, and Problem Solving 30%)	- limited information presented is evaluated through the explanation of various historical viewpoints or biases on the topic; use and type of resources are explained very briefly	- some information is evaluated through the explanation of a few historical viewpoints and biases on the topic; use and type of resources are briefly explained	- is able to evaluate most of the information by identifying different historical viewpoints and biases; outlines the type and effectiveness of resources used	- effectively evaluates information by clearly identifying and explaining different historical viewpoints, biases, and the effectiveness of resources used in the inquiry research
Format (Skills achieved: Communication, 5%)	- limited use of aids and support materials to record and organize information	- adequate use of aids and support materials to record and organize information	- good use of aids and support materials to record and organize information	- excellent use of aids and support materials to record and organize information
Communication (10%)	- few of the results from the inquiry research are communicated in a coherent manner	- some of the results from the inquiry research are communicated	- considerable amount of the results from the inquiry research are well communicated in an organized manner	- effectively communicates the results of the inquiry research in an organized and coherent

Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Application and Making Connections (25%)	- shows limited insight in applying the inquiry's findings to other situations (Worldly Statement)	- show some insight in applying the inquiry's findings to other situations (Worldly Statement)	- demonstrates a good insight in applying the inquiry's findings to other situations (Worldly Statement)	- clearly and creatively shows insight in applying the inquiry's findings to other situations (Worldly Statement)
Language (Skill achieved: Communication (5%))	- the majority of the language used is hard to follow and understand: questions are formulated with limited focus	- some of the language used is difficult to follow and questions are formulated with some focus	- most of the language, terms, and questions used are easy to follow and understand	- language, terms, and questions used are well chosen, easy to follow and understand
Delivery (Skill achieved: Communication (5%))	- many words unclear; voice was monotonous; spoke too slowly or quickly; no pausing for emphasis; voice too low to be heard	- some words unclear; voice somewhat varied; spoke too quickly at times; some pausing for emphasis; voice sometimes too low to be heard easily	- most words are clear; voice often varied and interesting; generally spoke at the correct speed; frequent pausing for emphasis; voice loud enough to be heard	- words are clear; voice frequently varied and interesting; spoke at the correct speed; effective pausing for emphasis; voice loud enough to be heard

Overall Level:

Student Name:

Strengths:

Areas to Review:

Next Steps:

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

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## **Activity 6: Step 6: Culminating Activity : The Canadian Identity in The Twentieth Century**

**Time:** 260 minutes

### **Description**

In this activity students work in small groups of four to five students and focus on one unit time period covered during the course. Each group is responsible for creating a collection of primary documents and artifacts that creatively identify significant issues, events, individuals, forces, and Catholic values that reflect the Canadian identity during the period. This gives students an opportunity to synthesize information from previous units studied while reflecting on the evolving Canadian identity. The primary documents and artifacts are housed in a period time capsule created and decorated by each group. A day of discovery and reflection brings closure to the Canadian identity activity.

### **Strand(s) and Expectations**

**Ontario Catholic School Graduate Expectations:** CGE1f, 1i, 2a, 5a, 5e, 6d, 7f, 7h.

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

**Overall Expectations:** CGV.01, CCV.01, CHV.01, CHV.02, SPV.01, MIV.02.

### **Specific Expectations**

CG1.01 - explain to what extent certain national symbols (e.g., national anthems, Mounties, Canadian flag, provincial flags and their symbols, Order of Canada, Governor General's Awards) represent all Canada and Canadians;

CG1.03 - demonstrate an understanding of how artistic expression reflects the Canadian identity (e.g., works of Ozias Leduc, Group of Seven, Joy Kogawa, Farley Mowat, Michael Ondaatje, Karen Kain, Susan Aglukark, Miyuki Tanobe);

CC1.01 - identify the major groups that have immigrated to Canada from 1900 to the present and describe the circumstances (e.g., push and pull factors) that led to their immigration;

CC1.02 - explain how immigrants, individually and as communities, have participated in and contributed to the development of Canada;

CC1.03 - analyse the similarities and differences between contemporary immigration patterns and historical immigration patterns;

CC2.05 - assess the scientific and technological innovations discovered or created by Canadian scientists and inventors (e.g., Joseph Bombardier, Sir Frederick Banting, National Research Council scientists, Sir Charles Saunders, Eli Burton);

CH1.03 - describe the contributions of Aboriginal peoples in forming national organizations (e.g., National Indian Advisory Council, National Indian Brotherhood, Assembly of First Nations) to gain recognition and rights for Aboriginal peoples;

CH2.02 - assess the contributions of selected individuals to the development of Canadian identity since World War I (e.g., Therese Casgrain, Georges and Pauline Vanier, Marshall McLuhan, Chief Dan George, Oscar Peterson, Max Ward, Rosemary Brown);

SP2.07 - assess the contributions made by Canadian industrialists to the development of the Canadian economy (e.g., K.C. Irving, Edward Rogers, George Weston, Frank Stronach, Samuel Bronfman);

MI2.03 - record and organize information effectively using notes, lists, concept webs, timelines, charts, maps, graphs, and mind maps);

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MI4.03 - express ideas and arguments in a coherent manner during discussions and debates, or in graphic displays;

M14.04 - demonstrates, after participating in dramatizations of historical events, insights into historical figures' situations and decisions.

### **Planning Notes**

- Introduce this activity before the inquiry presentations begin.
- During the inquiry presentations schedule work periods for the time capsule tasks. For example:
  - Day 1- Introduce time capsule activity and instruct students in their expert groups;
  - Days 2 and 3- Schedule inquiry presentations;
  - Day 4- Work Period for time capsule;
  - Days 5 and 6- Schedule remaining inquiry presentations;
  - Day 7- Display and explore each time capsule as a class.
- Prepare a scaled assessment tool for each task involved in the time capsule.
- Invite students to bring in tapes or CDs from Canadian artists to play during the Canadian Identity Celebration Day. During this time students explore the contents of all the time capsules.
- Prepare a visitor's reflection sheet for students and guests to record comments on when visiting each time capsule.
- Invite guests such as local priest, schools' chaplain, administration, and department head on the day time capsules go on display.
- Collect empty boxes (groups can use to decorate as the time capsule).

### **Prior Knowledge Required**

Students have covered all the given time periods assigned to each group throughout the course. Students have exposure to a multitude of issues, events, significant individuals, forces, and Catholic values which they can draw from in creating their primary documents and artifacts.

### **Teaching/Learning Strategies**

1. In groups of four to five members, students select a unit time period studied in the course.
2. Students are introduced to the task requirements and expectations of the activity (see Appendix 6.6.1 for a sample).
3. Group members divide tasks amongst themselves.
4. Expert groups are organized for each task. For example, students responsible for developing graphs illustrating trends in immigration during their time period form an expert group.
5. Each expert group reads through the instructions and expectations on the task cards organized by the teacher. The teacher circulates to each expert group to clarify any concerns or answer questions.
6. Students return to their unit time period group and share what topic, person, issue, or event they plan to focus on when creating their document for the time capsule. This help avoid overlap within the given time capsule.
7. Students work on completing their individual task independently and during scheduled class time and then work on decorating the group's time capsule box.
8. During the Canadian Identity Celebration Day, students and guests explore the contents of each time capsule and comment on the time capsule documents on a visitor's reflection sheet. The period begins with each group participating in a dramatization of a significant historical events which provides the participants of the day an insight into the situations and decisions certain historical figures had to make in shaping Canada's identity. Students bring in background music from Canadian artists to be played during this celebration.

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9. The Canadian Identity Celebration Day ends with a member from each group selecting one prayer from the group's anthology of prayers for their unit time period and reading it to the class.
  10. For homework, students complete a reflection paper hypothesizing Canada's identity in the future.

### **Assessment/Evaluation Techniques**

#### **Summative**

- Anecdotal observations taken by the teacher during the group work periods
- Group Work Self-Assessment Scale completed by the student (see Appendix 6.6.2)

#### **Formative**

- Scaled checklist covering each task in the activity (students receive a group mark)

#### **Accommodations**

- Involve student in planning a task or creating a personalized activity for the time capsule.
- Provide samples of each task for students to use as models.
- Encourage students to use spell check and to work with a peer for peer editing.

#### **Resources**

Student notebook

Course textbook

Access to a computer

Library/Resource Centre

#### **Appendices**

Appendix 6.6.1 – Time Capsule Task Requirements

Appendix 6.6.2 – Group Work Self-Assessment

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## Appendix 6.6.1

### Time Capsule Task Requirements

After forming a group of four to five students and selecting a unit time period for the time capsule, divide the following tasks amongst each other:

1. Develop a series of two or three graphs illustrating immigration trends during various years of the selected time period. Indicate the major groups of people from around the world coming to Canada and explain the reasons and the trends.  
(One person should be responsible for this task)
2. Select two significant Canadians during the time period that have shaped the Canadian identity and write a biography on each person. For example, a scientist, politician, military person, figure of the Church, a woman, or a member of Canada's Native Peoples.  
(One person should be responsible for this task)
3. Identify and create three symbols that represent the Canadian identity during the time period. On the back of the symbol, assess if it equally reflects all Canadians and their way of life.
4. Design a poster on a prominent economic, political, or social issue during the time period. Ensure that it reflects how the issue shaped the Canadian identity.  
(One person should be responsible for Tasks 3 and 4)
5. Write a review of either a Canadian literary or artistic piece of work produced during the time period and identify how it has helped develop the Canadian identity in the area of the arts.  
(One person should be responsible for Task 5)
6. Write a letter to a Canadian politician on an issue of concern experienced during the time period.
7. Write a diary as if you were a recent Canadian immigrant living in the unit time period. The letter should discuss your experience in this new country and what you think Canada's identity is all about.  
(One person should be responsible for Tasks 6 and 7)
8. Each group member must write a prayer dealing with one of the areas below that they feel relates to the time period. When all the prayers are completed they must be bound together and entitled "An Anthology of Prayers for the Years..."

Care for the poor	Fair pay	Disarmament
Rights of workers	Socialization without bias	International justice
Role of private property	Economic development or fairness	Dignity of work
Role of public authority	International co-operation	Role of unions
Responsible ownership	Principle of subsidiarity	Native justice
Labor and capital	Role of the Church	Right of culture
A just social order	Common good	
Capitalism and socialism	Justice and development	
9. All members in the group work co-operatively to create and decorate a time capsule container.
10. As a group, creatively develop a brief dramatization of a historical event in your time period that demonstrates insights into historical figures' situations and decisions that helped shape the Canadian identity. All the group skits are dramatized at the beginning of the Canadian Identity Celebration Day before peers and guests circulate to discover the contents of each time capsule.

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## Appendix 6.6.2

### Group Work Self-Assessment

Name:

Fixed Scale: 1-Seldom 2-Sometimes 3-Usually 4-Always

Criteria	1	2	3	4
<b>1. Co-operation</b> I worked co-operatively with other members of my group and was willing to help with any task.				
<b>2. Respect</b> I listened to others' ideas, considered their points of view, and offered constructive suggestions.				
<b>3. Effort</b> I contributed as much as I could to group discussions and work required.				
<b>4. Responsibility</b> I worked responsibly and to the best of my ability on my contributions to the tasks.				
<b>5. Task Commitment</b> I was able to focus on what we needed to do throughout the process of our task and kept working even when I found something challenging.				
<b>6. Problem Solving</b> I tried to think of and use good problem-solving strategies throughout the process of completing the task(s).				
<b>7. Additional Criteria</b>				

**Comments on strengths and suggestions for improvement:**