

Canadian History since World War I, Grade 10

Academic

CHC2D

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A: Historical Inquiry and Skill Development
Overall Expectations
A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914
A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful

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Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
B: Canada, 1914–1929		
B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	National and international events, trends, and developments during this period affected various groups and communities in Canada in different ways.	Why might different individuals and communities in Canada view the same event, trend, or development in different ways? Why might we view it differently now?
B2. Communities, Conflict, and Cooperation: analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and how these interactions affected Canadian society and politics (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	This was a period of major conflict and change in Canada and abroad.	In what ways did government policy during this period create or contribute to divisions in Canadian society? Was this period a turning point for women in Canada?
B3. Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and heritage in Canada (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	During this period, predominant attitudes towards women, immigrants, First Nations, Métis, Inuit, and racialized groups and communities affected the development of identities and citizenship in Canada.	In what ways did the lives and struggles of different individuals, groups, and communities help shape Canada during this period? What lasting impact did they have on Canada?
C: Canada, 1929–1945		
C1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	Major events during this period, including the Great Depression and World War II, resulted from a variety of social, economic, and political factors, and affected various groups and communities in Canada in different ways.	Why is it important to consider a variety of perspectives when analysing events, trends, or developments from this period? How did colonialism continue to have an impact on Indigenous individuals and communities in Canada during this period?
C2. Communities, Conflict, and Cooperation: analyse some key interactions within and between communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	This was a period of strained and shifting relationships between different communities in Canada as well as between Canada and other countries.	In what ways did events during this period reflect Canadians' views on human rights? Did the Canadian government respect the human rights of all people during this period? What impact did events during this period have on Canada's response to later human rights issues?
C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identities, citizenship, and heritage in Canada between 1929 and 1945 (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	The actions of various individuals and communities had a major impact on the continuing development of Canada during this period.	

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Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
D: Canada, 1945–1982		
D1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities (FOCUS ON: Historical Significance; Continuity and Change)	Canadian society experienced major changes during this period, as a result of a variety of national and international social, cultural, and political factors.	What impact did international politics and movements during this period have on the quality of life of people in Canada? Why do times of change lead to both conflict and cooperation?
D2. Communities, Conflict, and Cooperation: analyse some key experiences of and interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, as well as interactions between Canada and the international community, from 1945 to 1982 and the changes that resulted from them (FOCUS ON: Continuity and Change; Historical Perspective)	Although this period was marked by conflict and tensions, both nationally and internationally, Canada also participated in cooperative ways in the international community.	What factors contributed to the development of social movements in Canada during this period? In what ways did colonialist government policies continue to have an impact on First Nations, Métis, and Inuit individuals and communities during this time?
D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Indigenous peoples, Québécois, and immigrants, contributed to the development of identities, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: Historical Significance; Cause and Consequence)	This was a time of major transformation in identities in Canada.	Which event or development during this period made the most significant contribution to the development of identities in Canada? What criteria can we use to make that judgement?
E: Canada, 1982 to the Present		
E1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Historical Significance; Continuity and Change)	National and international cultural, social, economic, political, and technological changes since 1982 have had a major impact on people in Canada.	What impact have changing demographics had on different groups in Canada since 1982? What impact has regionalism had on Canada and on identities in Canada?
E2. Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: Continuity and Change; Historical Perspective)	Historical factors continue to influence interactions and relationships between different groups, communities, and governments in Canada.	Why have people in Canada become more aware of the impact of hundreds of years of colonialist policy on Indigenous individuals and communities? What actions have individuals and communities been taking to change this colonial relationship?
E3. Identity, Citizenship, and Heritage: analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identities, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence)	Various social and political developments and events, as well as cultural icons, have had an impact on the development of heritage in Canada in these years.	Which individuals or groups made the greatest contribution to heritage in Canada during this period? How can we measure that contribution?

* See page 14 for a discussion of the purpose of big ideas and framing questions.

A. HISTORICAL INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.

SPECIFIC EXPECTATIONS

A1. Historical Inquiry

Throughout this course, students will:

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914 (e.g., factual questions: *What were the provisions of the Chinese Immigration Act of 1923?*; comparative questions: *In what ways was the impact of the Great Depression different for people living on the Prairies than for people living in Ontario?*; causal questions: *What were the key causes of the Quiet Revolution?*)

A1.2 select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources (e.g., primary sources: *art works from the time, diaries, legislation, letters, maps, period newspapers, photographs, political cartoons, statistics, treaties*; secondary sources: *books and/or articles from the library, current newspaper or magazine articles, documentary and/or feature films or videos, information from websites, textbooks*), ensuring that their sources reflect multiple perspectives

Sample questions: “Why is it important to gather evidence from primary sources when investigating past developments and events?” “What are some sources you might consult to try to identify voices that may be missing from the official version of an event?” “If you are trying to determine the position of various groups on the issue of the Canada-U.S. Free Trade Agreement, why might you consult newspaper editorials and editorial cartoons?”

What other sources might you consult?” “Why would it be useful to consult photographs and news reports from the time in your investigation of Canada’s military contribution to the Korean War?”

A1.3 assess the credibility of sources and information relevant to their investigations (e.g., *by considering the perspective, bias, accuracy, purpose, and context of the source and the values and expertise of its author*)

Sample question: “If you were consulting various websites for information on the First Nations protests in Caledonia, how would you determine which sites were the most reliable and credible?”

A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry (e.g., *develop criteria for evaluating the relative importance of consequences of the Great Depression; compare the points of view in two or more primary sources on prohibition; assess the effectiveness of the argument in a secondary source on Canadian-American relations under Prime Minister Diefenbaker; use a concept map to help them assess the short- and long-term consequences of residential schools for First Nations, Métis, and Inuit individuals and communities*)

Sample questions: “What type of graphic organizer do you think would be most useful in helping you compare World War I and World War II – a T-chart, a Venn diagram, or a cross-classification table? Why?” “What criteria might you use to rank the causes of the Regina Riot?”

A1.5 use the concepts of historical thinking (*i.e., historical significance, cause and consequence, continuity and change, and historical perspective*) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914 (*e.g., use the concept of historical significance to assess the impact of Vimy Ridge on the evolution of Canadian identity; use the concept of cause and consequence when assessing the social, economic, and political context of the Winnipeg General Strike; use the concept of continuity and change when analysing the evolution of the relationship between Canada and Great Britain; use the concept of historical perspective when assessing the motives of the Woman's Christian Temperance Union*)

Sample questions: "What is 'presentism'? How can using the concept of historical perspective help you avoid the trap of presentism?" "What criteria can you use to determine the historical significance of this event? Was the event significant to everyone at the time? Is it significant to you and/or your community now?" "Which concept or concepts of historical thinking might help you analyse the Canadian government's decision to forcibly relocate Inuit people in the 1950s?"

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

Sample questions: "Was the federal government justified in invoking the War Measures Act during the October Crisis? How convincing is the evidence in your sources?" "Based on your study of its development, as well as changes in Canadian society and politics, what do you think is the future of the Canadian welfare state? Why?"

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (*e.g., a seminar on Canadian-U.S. relations; an essay on turning points for Indigenous people since 1960; a debate on whether Prime Minister Trudeau's policies contributed to a "Just Society"; a presentation on the changing roles of women in Canada; a video on social conditions during the Great Depression; a role play on negotiations to patriate the constitution; a project to write the text for a wiki on developments in Canadian culture in the second half of the twentieth century; a blog from the perspective of a soldier in Afghanistan*)

A1.8 use accepted forms of documentation (*e.g., footnotes or endnotes, author/date citations, reference lists, bibliographies, credits*) to acknowledge different types of sources (*e.g., archival sources, articles, art works, blogs, books, films or videos, oral evidence, websites*)

A1.9 use appropriate terminology when communicating the results of their investigations (*e.g., vocabulary specific to their topics; terminology related to history and to the concepts of historical thinking*)

A2. Developing Transferable Skills

Throughout this course, students will:

A2.1 describe several ways in which historical investigation can help them develop skills, including the essential skills in the Ontario Skills Passport (*e.g., skills related to reading text, writing, document use, computer use, oral communication, numeracy*), that can be transferred to the world of work and to everyday life

A2.2 apply in everyday contexts skills and work habits developed through historical investigation (*e.g., use skills to assess the credibility of sources, understand and appreciate multiple perspectives and engage in informed discussions, detect bias, understand historical context; apply work habits such as collaborating with peers or taking initiative*)

A2.3 apply the knowledge and skills developed in the study of Canadian history when analysing current social, economic, and/or political issues (*e.g., to determine perspectives or bias in media reports on a current event; to analyse key causes and/or predict possible consequences of a current political policy; to determine ways in which the current responses of Canadians to a specific social issue are similar to or different from their responses in the past*), in order to enhance their understanding of these events and their role as informed citizens

Sample question: "Which historical events might help you more fully understand the issues involved in current debates over resource development projects in Canada and First Nations treaty rights?"

A2.4 identify some careers in which the skills learned in history might be useful (*e.g., editor, journalist, lawyer, mediator, museum curator, politician, teacher*)

B. CANADA, 1914–1929

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Social, Economic, and Political Context:** describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (**FOCUS ON:** *Historical Significance; Historical Perspective*)
- B2. Communities, Conflict, and Cooperation:** analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and how these interactions affected Canadian society and politics (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- B3. Identity, Citizenship, and Heritage:** explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and heritage in Canada (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

SPECIFIC EXPECTATIONS

B1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

- B1.1** analyse historical statistics and other primary sources, including oral traditional knowledge, to identify major demographic trends in Canada between 1914 and 1929 (*e.g., trends related to immigration to Canada; First Nations, Métis, and Inuit populations; migration between provinces and to urban centres; the number of women in the labour force and the type of work they performed; birth rates or life expectancy*), and assess the significance of these trends for different groups and communities in Canada, including First Nations, Métis, and Inuit communities

Sample questions: “When you analyse census data, what do you think is the most significant trend in the Canadian population between 1914 and 1929? Why? Did this trend affect all people in Canada?” “What trends do you see with respect to birth rates among different groups in Canada?” “Is statistical information on Indigenous communities and individuals during this period reliable and valid? Why or why not?” “From the perspective of First Nations, Métis, and Inuit, why is the 1921 census flawed?” “Why did many Métis people choose not to publicly identify as Métis during this period? What was the significance of this decision?”

- B1.2** identify some major developments in science and/or technology and applications of scientific/ technological knowledge during this period, and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and/or Inuit individuals and/or communities (*e.g., the impact of: new military technologies on Canadian soldiers; developments in mechanization on Canadian farmers; developments in transportation and communication, such as those related to cars, radios, or motion pictures, on the recreational activities of some Canadians; insulin and/or other medical developments on the health of people in Canada*)

Sample questions: “What criteria might you use to determine the significance of a scientific or technological development? Using these criteria, which development during this time period do you think was the most significant? Why?” “How did the application of advances in film and photography during this period influence the ways in which Indigenous people were perceived, both within Canada and elsewhere in the world? How did the film *Nanook of the North* affect the way Inuit were perceived? Whose perspective did the film reflect?” “How did the Canadian Arctic Expedition of 1913–18 benefit from Inuit scientific and technological knowledge?”

B1.3 describe some key economic trends and developments in Canada during this period (e.g., with reference to the wartime economy, new manufacturing sectors, postwar recession, consumerism, buying on credit, unions, rising prices, trends in the whaling and fur industry in the Canadian North), and assess their impact on various individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and/or communities

Sample questions: “Which regions or groups in Canada benefited the most from the prosperity of the 1920s? Why? Which communities did not benefit from this prosperity? Why?” “When you look at economic conditions in the Maritimes during the 1920s, which development do you think is the most significant in terms of its impact on people’s lives? Why? Who was affected by this development?” “How significant was the collapse of the bowhead whale and/or fur industry for Inuit individuals and communities?” “How did political policies affect the price of goods traded by Inuit and First Nations people in the North? What impact did these policies have on the income and lives of Indigenous traders and on Indigenous economic and social structures?”

B1.4 explain the impact on Canadian society and politics of some key events and/or developments during World War I (e.g., with reference to shortages on the home front; the internment of “enemy aliens”; an increase in the number of women in the workforce; the Union government; new laws such as the Military Voters Act, the Wartime Elections Act, the Income Tax Act, and/or the War Measures Act; the enlistment, military, and post-military experiences of First Nations, Métis, and Inuit men; the Halifax Explosion; the role of veterans in postwar labour unrest)

Sample questions: “What does the term ‘enemy alien’ mean? Which groups did the Canadian government consider to be enemy aliens during World War I? What was the significance of Canada’s treatment of these groups?” “What was the impact of the conscription crisis on politics in Canada?” “Why did First Nations, Métis, and Inuit men choose to fight for a country in which they experienced oppression and mistreatment?” “What impact did military enlistment have on the status of First Nations men and their families?” “What criteria would you use to assess the significance of wartime legislation? Who felt the greatest impact from such legislation?” “Who gained the franchise under the Military Voters Act and the Wartime Elections Act? Who did not? Why were Indigenous women excluded from these acts?”

B2. Communities, Conflict, and Cooperation

FOCUS ON: Historical Significance; Cause and Consequence

By the end of this course, students will:

B2.1 explain the main causes of World War I (e.g., European alliances, rivalries, militarism, and nationalist movements) and of Canada’s participation in the war (e.g., imperialist sentiments in English Canada; Canada’s status within the British Empire), and analyse some of the consequences of Canada’s military participation in the war (e.g., with reference to enlistment; the conscription bill; enfranchisement; the development of war industries; the military consequences and the human costs of battles involving Canadian forces; issues facing veterans; the Soldier Settlement Board; Remembrance Day)

Sample questions: “When recruitment drives were held, were all young people welcome to join the armed forces?” “What were some of the short- and long-term consequences of Canadians’ participation in battles such as the Somme, Ypres, Passchendaele, and Vimy Ridge?” “In what ways were the issues facing First Nations, Métis, and Inuit veterans similar to and/or different from those facing other veterans?”

B2.2 analyse, with reference to specific events or issues, the significance of and perspectives on Canada’s participation in international relations between 1914 and 1929 (e.g., with reference to Canada’s position within the British Empire, Canada’s military participation in World War I, Canada’s separate signing of the Treaty of Versailles, the Halibut Treaty, the Chanak Crisis, the Imperial Conferences)

Sample questions: “How did First Nations, Métis, and Inuit tend to view Canada’s participation in World War I? How did they view Canada’s status as part of the British Empire?” “What criteria would you use to determine the significance for Canada of the country’s contributions to World War I?” “What was the significance of the Halibut Treaty in the history of Canada’s relationship with Great Britain?”

B2.3 describe some major instances of social and/or political conflict in Canada during this period, including conflict between French and English Canada (e.g., differing views on the need for conscription; the Ontario Schools Question and the response to Regulation 17; Henri Bourassa’s French-Canadian nationalism versus the imperialist perspectives of some English Canadians; labour unrest, including the Winnipeg General Strike;

the King-Byng affair; the activities of the Ku Klux Klan and/or the Orange Order of Canada), and analyse some of their causes and consequences

Sample questions: “What were the intended and unintended consequences of Regulation 17?” “What were the most significant causes of the Winnipeg General Strike? What were its short- and long-term consequences?” “What prompted the federal government to amend the Criminal Code to prevent ‘unlawful associations’? For what purposes was this law used?”

- B2.4** explain the goals and accomplishments of some groups, organizations, and/or movements in Canada, including First Nations, Métis, and Inuit organizations and/or movements, that contributed to social and/or political cooperation during this period (*e.g., the Union government, the One Big Union or other labour unions, the Maritime Rights movement, the League of Indians, the Métis Nation of Alberta, temperance organizations, the United Farmers of Ontario, women’s suffrage organizations, the Famous Five, the Black Cross nurses*)

Sample questions: “How did the federal government react to F. O. Loft and the creation of the League of Indians of Canada? What does this reaction tell you about the relationship between the federal government and First Nations people at this time? What impact did the League of Indians have on the lives of Indigenous peoples in Canada?” “What social and economic conditions motivated the social gospel movement? What impact did the movement have on people’s lives? How much political influence did it have?” “What Inuit political organizations existed during this period? What were their goals? What impact did they have?”

- B2.5** describe how the residential school system and other government policies and legislation, as well as the attitudes that underpinned them, affected First Nations, Métis, and Inuit individuals and communities during this period (*e.g., with reference to mandatory attendance at residential schools; provincial day schools, training schools; amendments to the Indian Act to prohibit First Nations from hiring legal counsel to pursue land claims; limitations on voting rights; the pass system; racist attitudes underlying government policies*), and explain some of their long-term consequences

Sample questions: “What were the educational experiences of First Nations and Métis children during this period? How did the experiences of children in residential schools differ from the experiences of children in training schools and in public schools?” “Why was the Indian Act amended in 1924 to transfer federal government

responsibility for Inuit to the Department of Indian Affairs? Why was this amendment short lived? What do these changes reveal about the government’s attitudes towards Inuit?” “In what ways were the Indian Act amendments during this time a reflection of attitudes towards First Nations, Métis, and Inuit individuals and communities?”

- B2.6** describe attitudes towards as well as discrimination against and other significant actions affecting non-Indigenous ethnocultural groups in Canada during this period (*e.g., with reference to racism and antisemitism, segregation, discrimination in jobs and housing, restrictions imposed by the Chinese Immigration Act of 1923, groups helping new immigrants*), and explain their impact

Sample questions: “What attitudes are reflected in the treatment of British Home Children in Canada during this period? Why did former Home Children later seek an apology from the Canadian government?” “In what ways was the No. 2 Construction Battalion a reflection of attitudes towards African Canadians?”

B3. Identity, Citizenship, and Heritage

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

- B3.1** explain how some individuals, groups, and/or organizations contributed to Canadian society and politics during this period and to the development of identities, citizenship, and/or heritage in Canada (*e.g., with reference to Frederick Banting, Napoléon Belcourt, Billy Bishop, Robert Borden, Samuel Bronfman, Arthur Currie, Marie Lacoste Gérin-Lajoie, F. O. Loft, Agnes Macphail, Masumi Mitsui, J. S. Woodsworth; the League of Indians, rum runners, the Trades and Labour Congress of Canada, the Vandoos, the Woman’s Christian Temperance Union*)

Sample questions: “What prompted Peter Henderson Bryce to write *The Story of a National Crime: An Appeal for Justice to the Indians of Canada*? What contribution did this volume make? Why?” “In what ways did the Royal Canadian Mounted Police (RCMP) contribute to the development of Canadian heritage and identities? In what ways did the RCMP impact the development of First Nations, Métis, and Inuit heritage and identities?” “What impact did Henri Bourassa have on the development of French-Canadian identity?” “In what ways did the work of Nellie McClung and other women’s rights activists challenge notions of citizenship in Canada?”

B3.2 describe some significant changes in the arts and popular culture in Canada during this period (e.g., *changes in fashion and popular music; changes in Canadian art, as reflected in the work of the Group of Seven; the increasing popularity of movies; the increasing influence of American culture; the international reputation of Canadians in sports; the introduction of the poppy as a symbol of war and remembrance; prohibition*), and explain the contributions of some individuals and/or events to these changes (e.g., *Mazo de la Roche, Stephen Leacock, Tom Longboat, John McCrae, Howie Morenz, Mary Pickford; the racing career of the Bluenose; the founding of the National Hockey League and the Ladies Ontario Hockey Association*)

Sample questions: “What were some of the cultural changes that characterized the ‘roaring twenties’ in Canada?” “What impact did the work of Tom Thomson have on Canadian art?” “What impact did the work of the Group of Seven, particularly Lawren Harris’s paintings of the Arctic, have on notions of the Canadian North? Whose perspective is represented in the work of the Group of Seven? Whose perspectives are absent?” “How did the fact that many Métis people at this time were hiding their heritage affect Métis arts, culture, and language?”

B3.3 describe some significant developments in the rights and lives of women in Canada, including First Nations, Métis, and Inuit women, during this period (e.g., *women’s contribution to the war effort, their expanding role in the workplace, and the impact of these on their role in the family and in society; the role of Inuit women in the whaling and sealskin industry; women’s role in suffrage, temperance, and other social movements; repercussions of the loss of status for First Nations women whose husbands were enfranchised because of wartime service; new political rights for some women; changing social mores in the 1920s and their impact on women; the participation of women in organized sports*), and explain the impact of these developments on Canadian citizenship and/or heritage

Sample questions: “What role did World War I play in changing the lives of some Canadian women? How did the war affect the lives of First Nations, Metis, and/or Inuit women?” “Do you think the Persons Case was a turning point for women in Canada? Why or why not? What impact did the final decision in that case have on Canadian citizenship?”

B3.4 describe Canadian immigration policy during this period (e.g., *with reference to the 1919 Immigration Act, the Chinese Immigration Act of 1923*), and analyse immigration to Canada, with a focus on the different groups that came here and how they contributed to identities and heritage in Canada (e.g., *the origin of immigrants, why they came, where they settled, the degree to which they integrated into the dominant culture of the time in Canadian society and/or remained distinct; their cultural contributions*)

Sample questions: “What were some of the push/pull factors that influenced different groups of immigrants coming to Canada during this period? Did emigrating change the lives of all these people for the better? Do you think that these people’s lives in Canada were what they had expected them to be?” “What are some ways in which groups that came to Canada during this period contributed to Canadian heritage?”

C. CANADA, 1929–1945

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Social, Economic, and Political Context:** describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups and communities in Canada, including First Nations Métis, and Inuit communities (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)
- C2. Communities, Conflict, and Cooperation:** analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- C3. Identity, Citizenship, and Heritage:** explain how various individuals, groups, and events, including some major international events, contributed to the development of identities, citizenship, and heritage in Canada between 1929 and 1945 (**FOCUS ON:** *Historical Significance; Historical Perspective*)

SPECIFIC EXPECTATIONS

C1. Social, Economic, and Political Context

FOCUS ON: *Cause and Consequence; Historical Perspective*

By the end of this course, students will:

- C1.1** describe some key social changes in Canada during this period (*e.g., social changes brought about by unemployment or the dustbowl during the Depression; new left- and right-wing social movements; the increasing influence of American culture; northern Indigenous people becoming more reliant on European material goods*), and explain their main causes as well as their impact on different groups and communities in Canada, including First Nations, Métis, and Inuit communities

Sample questions: “What were the main social changes that occurred during the Great Depression? How did they affect Canadians in different parts of the country? In urban and rural areas?” “How did the growth of Canadian settlement in the North during this period affect Inuit?” “What changes do you notice in the birth and mortality rates in First Nations, Métis, and Inuit communities during this period? How might you account for these changes?”

- C1.2** identify some major developments in science and/or technology and applications of scientific/ technological knowledge during this period (*e.g., inventions such as Pabulum, penicillin, Massey-Harris’s self-propelled combine harvester; military technologies such as sonar, radar, walkie-talkies, or the atomic bomb; mining of resources such as radium/uranium crucial to new technologies*), and assess their significance for different individuals, groups, and communities in Canada, including First Nations, Métis, and/or Inuit individuals and/or communities

Sample questions: “What criteria would you use to determine the significance for Canadians of the development of penicillin?” “What impact did technological developments have on the lives of farm families during this period?”

- C1.3** describe some key economic trends and developments in Canada during this period (*e.g., the stock market crash of 1929, pensions for veterans, the impact of the dustbowl on agriculture, the expansion of American branch plants, buying on margin, high unemployment rates, government relief, public works projects, the establishment of the Bank of Canada, the wartime economy, the 1945 Ford strike*), and assess their impact on different groups and communities in Canada, including First Nations, Métis, and Inuit communities

Sample questions: “Did the Great Depression affect all communities in Canada to the same extent? Who faced the greatest challenges?” “What was the economic impact of the dust-bowl? How did it contribute to the creation of the Canadian Wheat Board?” “What were the consequences of the growth of the pulp and paper industry in the 1930s for First Nations and Métis communities in Canada? Who benefited financially from this industry? Who did not?” “What were the consequences of the boom and bust of the white fox fur trade for Inuit individuals and communities?” “What was the significance of the name ‘Royal Twenty Centers’? How were these public work camps viewed at the time? In what ways, if any, do you think they have influenced attitudes towards the unemployed today?” “How were people in First Nations, Métis, and Inuit communities affected by the growth of companies extracting natural resources during this period? In what ways was the treaty relationship between First Nations and the Crown not honoured as these companies grew?” “What were some ways in which economic progress for some Canadians during this period came at the expense of First Nations, Métis, and Inuit individuals and communities?”

- C1.4** describe the main causes of some key political developments and/or government policies that affected Indigenous peoples in Canada during this period (e.g., *amendments to the Indian Act; the continuing operation of residential schools; the Dominion Franchise Act, 1934; the Ewing Commission, 1934–36; provincial Sexual Sterilization Acts; the creation of the Newfoundland Rangers; the Métis Population Betterment Act, 1938; the beginning of the federal government’s use of “Eskimo” identification tags*), and assess their impact on First Nations, Métis, and Inuit communities

Sample questions: “What amendments were made to the Indian Act in the 1930s? What was their impact?” “What impact did the 1939 Supreme Court decision regarding the constitutional status of ‘Eskimos’ have on policy developments affecting Inuit?” “What were the consequences of the Sexual Sterilization Act in Alberta and/or British Columbia for First Nations, Inuit, and Métis in those provinces?” “Why were the powers of Indian agents expanded in the 1930s? What was the impact of these changes? What do these powers reveal about government attitudes and beliefs about First Nations, Métis, and Inuit during this time?” “Why did governments in Canada develop ‘Indian’ hospitals in the 1920s and 1930s? What were the short- and long-term consequences of these institutions for Indigenous peoples in

Canada?” “What impact did the struggle for Arctic sovereignty between Canada and the United States during this period have on Inuit communities?” “What were the consequences of voting restrictions for First Nations men and women? How did this impact the political influence of First Nations communities?”

- C1.5** describe the main causes of some key political developments and/or government policies in Canada during this period (e.g., *Mackenzie King’s Five Cent speech; the formation of the Cooperative Commonwealth Federation or Social Credit; the establishment of the Canadian Broadcasting Corporation [CBC] or the National Film Board [NFB]; provincial Sexual Sterilization Acts; social welfare policies; the Dominion Elections Act, 1938; Quebec women receiving the vote; wartime propaganda; the decision to intern Japanese Canadians; the 1944 Racial Discrimination Act*), and assess their impact on non-Indigenous groups in Canada

Sample questions: “What are some factors that contributed to the development of new political parties during the Great Depression? What social and political values were reflected in these new parties?” “What was the historical context for Maurice Duplessis’s Padlock Act? What impact did the act have on the civil liberties of various groups in Quebec during this period?”

C2. Communities, Conflict, and Cooperation

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

- C2.1** analyse some significant ways in which people in Canada, including First Nations, Métis, and Inuit individuals and communities, cooperated and/or came into conflict with each other during this period (e.g., *the Antigonish movement; the League for Social Reconstruction; the riot at Christie Pits; internment camps for “enemy aliens”; Christie v. York, 1940; participation of First Nations, Métis, and Inuit soldiers in World War II; the founding of the Canadian Brotherhood of Sleeping Car Porters*), with a focus on explaining key issues that led to those interactions and/or changes that resulted from them

Sample questions: “What were the goals of the eugenics movement? How effective was the movement in pursuing these goals?” “What were some of the intended and unintended consequences of the On-to-Ottawa Trek?” “Was the Métis Population Betterment Act (1938) an example of continuity or change in

the relationship between the Métis and the Canadian government? What evidence supports your position?" "Why was there an increase in race-based tensions and violence during this time period? What were some of the consequences of these conflicts?"

C2.2 analyse how some key issues and/or developments affected Canada's relationships with Great Britain and the United States during this period (e.g., with reference to trade, tariffs, and investments; the founding of the Commonwealth; the Imperial Conferences; the Lend-Lease Agreement; military involvement in World War II; Arctic sovereignty)

Sample questions: "What changes to Canada's relationship with Great Britain resulted from the Statute of Westminster?" "What impact did American prohibition have on relations between Canada and the United States?"

C2.3 explain the main causes of World War II (e.g., economic hardship in Germany produced by the Treaty of Versailles and economic depression; invasions by fascist Italy, Nazi Germany, and imperial Japan; the inadequacy of the League of Nations to address international crises), and analyse Canada's contribution to the war effort (e.g., with reference to the Battle of the Atlantic, the Battle of Hong Kong, the Italian campaign, D-Day, the liberation of the Netherlands, the liberation of concentration camps, the British Commonwealth Air Training Plan, Camp X; the contribution of individuals such as Paul Triquet and Charles Tompkins; the contributions of women and of Indigenous soldiers)

Sample questions: "What was the merchant navy? What contribution did it make to the Allied war effort?" "What was Camp X? Why was it given that name?" "In what ways was Canada's contribution to World War II different from its contribution to World War I? In what ways was it similar?" "What are some ways in which Cree Code Talkers contributed to the war effort?"

C2.4 explain some ways in which World War II affected First Nations, Métis, and Inuit individuals and communities in Canada (e.g., with reference to enlistment, military, and post-military experiences; experiences on the home front; the War Measures Act), including how the war changed their lives (e.g., with reference to Indigenous communities that supported the war effort and those that did not; women on the home front; appropriation of reserve lands by the

Department of National Defence; the Veterans' Land Act, 1942; loss of Indian status for enlisted men and their families)

Sample questions: "What was the impact of the war on the Kettle and Stoney Point Nation in Ipperwash, Ontario?" "How was the treatment of First Nations, Métis, and Inuit veterans after World War II similar to and/or different from their treatment after World War I?" "What were some of the consequences for First Nations, Métis, and Inuit of their participation in World War II?"

C2.5 explain some ways in which World War II affected non-Indigenous Canadians (e.g., with reference to economic recovery, enlistment, censorship, rationing), including how the war changed the lives of various groups in this country (e.g., young men who fought and those who did not; farmers; women in the workforce and at home; "enemy aliens"; veterans, including men who were in the merchant navy)

Sample questions: "Who is the 'Bren Gun Girl'? What does her image tell you about the role of some Canadian women during the war? In what ways was their role similar to or different from the role of women in World War I?" "How did the lives of some Japanese Canadians change as a result of the war?"

C3. Identity, Citizenship, and Heritage

FOCUS ON: Historical Significance; Historical Perspective

By the end of this course, students will:

C3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period (e.g., R. B. Bennett, Norman Bethune, Thérèse Casgrain, Moses Coady, Lionel Conacher, the Dionne quintuplets, Maurice Duplessis, Foster Hewitt, Mackenzie King, Dorothy Livesay, Elsie MacGill, Francis Pegahmagabow, Tommy Prince, Sinclair Ross, Kam Len Douglas Sam, Portia May White; the Antigonish movement, the CBC, the Edmonton Grads), and assess the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada

Sample questions: "What criteria might you use to assess the importance of the NFB to Canadian heritage?" "Why is there controversy around the contribution of Emily Carr to identities in Canada?" "What impact did the Hudson's Bay Company have on First Nations, Métis, and Inuit culture during this period?"

C3.2 analyse how Canada and people in Canada, including First Nations, Métis, and/or Inuit individuals and communities, responded or were connected to some major international events and/or developments that occurred during this period (*e.g., the Red Scare; the Holodomor; the Spanish Civil War; the Nanking Massacre; aggression by fascist Italy, Nazi Germany, and/or imperial Japan; the Holocaust; the Manhattan Project*), and assess the significance of the responses/connections, including their significance for identities and heritage in Canada

Sample questions: “Why did the Canadian government refuse to allow the SS *St Louis* entry into Canada? How did Canadians view this decision at the time? Why? How do Canadians view it now?” “What is the connection between Canada’s policies with respect to First Nations people and the development of racial policies in Nazi Germany?” “Why would Métis volunteer in large numbers to fight for a country that didn’t recognize them?”

C3.3 analyse the impact of the Holocaust on Canadian society and on the attitudes of people in Canada towards human rights (*e.g., with reference to changes in Canadians’ responses to minority groups; more open refugee policies, including those affecting Holocaust survivors and other displaced persons; Canada’s signing of the United Nations Universal Declaration of Human Rights; the evolution of laws against hate crimes*)

Sample questions: “Do you think the Holocaust affected Canadians’ views about Canada’s treatment of First Nations, Métis, and Inuit? Why, or why not?”

D. CANADA, 1945–1982

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Social, Economic, and Political Context:** describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- D2. Communities, Conflict, and Cooperation:** analyse some key experiences of and interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, as well as interactions between Canada and the international community, from 1945 to 1982, and the changes that resulted from them (**FOCUS ON:** *Continuity and Change; Historical Perspective*)
- D3. Identity, Citizenship, and Heritage:** analyse how significant events, individuals, and groups, including Indigenous peoples, Québécois, and immigrants, contributed to the development of identities, citizenship, and heritage in Canada between 1945 and 1982 (**FOCUS ON:** *Historical Significance; Cause and Consequence*)

SPECIFIC EXPECTATIONS

D1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

- D1.1** analyse historical statistics and other primary sources, including oral traditional knowledge, to identify some key demographic trends and developments in Canada during this period (*e.g., with reference to the sources and numbers of postwar immigrants and/or refugees, the arrival of war brides, continued urbanization and the growth of suburbs, changes in birth rates and life expectancy, patterns in interprovincial migration, the development of teen subcultures, the changing status of established ethnocultural groups, the growth of settlement in the High Arctic*), and assess the consequences of these trends and developments for people in Canada, including First Nations, Métis, and Inuit communities

Sample questions: “What types of sources might you consult to analyse the extent of suburban development during this period?” “What were the short-term effects of the baby boom? In what ways is the baby boom still affecting Canada and Canadians today?” “What factors affected the reliability and validity of statistics on First Nations, Métis, and Inuit populations at this time?”

- D1.2** identify some major developments in science and technology and applications of scientific/ technological knowledge during this period (*e.g., developments in aeronautics, including the Aoro Arrow; automatic postal sorters; goalie masks; developments in contraception, nuclear energy, plastics; medical developments such as thalidomide and pacemakers; television; radio communication in the Far North; developments in space technology such as satellites and the Canadarm*), and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and/or Inuit individuals and/or communities

Sample questions: “What criteria might you use to determine the significance of the invention of safety paint?” “What was the purpose of thalidomide? What was its unintended effect?” “What types of societal changes arose from developments in television and other communications technologies during this time period?” “What new technological developments led to the creation of the DEW Line? Was the creation of the DEW Line a turning point for Inuit in Canada? Why or why not?” “What impact did innovations in snowmobiles have on different groups during this period?” “What impact did insecticide use have on different groups during this period?” “What was the impact of satellite communication on peoples in northern Canada?”

D1.3 describe some key trends and developments in the Canadian economy during this period (e.g., the *Rand decision* and the growth of unions; the rise of consumerism and the popularization of credit cards; the continuing expansion of branch plants, particularly of American corporations, in Canada and the formation of the Foreign Investment Review Agency; the Hudson's Bay Company's becoming the primary supplier of Inuit art; the development of mining in northern Canada; the energy crises of the 1970s; stagflation; recession), and explain their impact on different individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities

Sample questions: "In what ways did the Auto Pact change the Canadian auto industry?" "What were some instances of labour unrest in this period? Why might unions in this period have been more successful in pursuing their goals than they had been earlier in the century?" "Why were some communities in northern Ontario dependent on the mining industry during this period? What was the impact of such dependence?" "What impact did the development of the James Bay Project have on the lives of First Nations and Inuit individuals and communities?" "How did the opening of mines during the Rankin Inlet boom in 1953 affect Inuit individuals and/or communities?"

D1.4 describe some key political developments and/or government policies that affected Indigenous peoples in Canada during this period (e.g., the continuing use of numbered identification tags for Inuit; Inuit and status Indians gain the right to vote; the 1969 White Paper; the inclusion of Métis and Inuit as "Aboriginal people" in section 35 of the Constitution Act, 1982), and assess their significance for First Nations, Métis, and Inuit individuals and communities

Sample questions: "How was the Indian Act amended in 1951? Do you think these amendments were an example of progress for First Nations peoples? Why or why not?" "How did Inuit sled dog killings by the RCMP during this period affect Inuit culture and ways of life? What do the slayings reveal about the Canadian government's attitude towards Inuit?" "Did the 1972 federal policy paper 'Indian Control of Indian Education' improve education for First Nations, Métis, and Inuit children? Why, or why not?"

D1.5 describe some key political developments and/or government policies in Canada during this period (e.g., government responses to the Red Scare/Cold War; Newfoundland's joining Confederation; social welfare legislation; the

establishment of the Massey Commission or the Royal Commission on the Status of Women; the founding of the New Democratic Party; revisions to the Immigration Act; the decision to invoke the War Measures Act in 1970; the Canadian Charter of Rights and Freedoms; the establishment of Environment Canada), and assess their significance for different non-Indigenous groups in Canada

Sample questions: "What, if anything, changed in Newfoundland after it became a province of Canada?" "What factors contributed to the decision to adopt a new flag for Canada? What was the significance of adopting a new flag? What was the significance of its design?"

D1.6 analyse the impact on the lives of Canadians of key social welfare programs that were created or expanded during this period (e.g., unemployment insurance, family allowance, medicare, the Canada and Quebec Pension Plans, old age security, social assistance)

D2. Communities, Conflict, and Cooperation

FOCUS ON: Continuity and Change; Historical Perspective

By the end of this course, students will:

D2.1 describe some significant instances of social conflict and/or inequality in Canada during this period, with reference to various groups and communities, including First Nations, Métis, and Inuit communities (e.g., the Asbestos Strike in Quebec; the Richard Riot; racial segregation; the Sixties Scoop; the October Crisis and the imposition of the War Measures Act; protests against the war in Vietnam or the James Bay Project; conflict over the National Energy Program, Aboriginal title and land rights, or the patriation of the constitution; the Coppermine Tent Hostel), and analyse them from multiple perspectives

Sample questions: "What were the positions of Africville residents, municipal politicians in Halifax, and other groups on the expropriation of Africville? How might you explain differences in these points of view?" "What was the Sixties Scoop? What was the goal of this policy? How did Indigenous people view this policy? How were Indigenous people affected by this policy? Do you think this policy was a continuation of earlier government policies targeting First Nations, Métis, and/or Inuit children? Why or why not?" "What do you think were the most fundamental points of disagreement between federalists and Quebec nationalists in this period? Why?"

D2.2 describe some significant social movements and other examples of social and/or political cooperation among various individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and/or communities, during this period (e.g., *the civil rights movement; the second-wave women's movement; cultural nationalist and countercultural movements; environmental movements; Indigenous activism; labour unions; centennial year celebrations, including Expo '67; multicultural policies and organizations*), and analyse them from multiple perspectives

Sample questions: “What do you think was a major turning point for First Nations’ activism during this period? Why?” “Why were many women’s groups dissatisfied with the initial wording of the Charter of Rights and Freedoms? What action did they take in response?” “Whose voices were most pronounced in the women’s movement during this period? Whose were missing?” “What were some ways in which First Nations people demonstrated their resistance to the 1969 White Paper?”

D2.3 analyse key aspects of life for women in Canada, including First Nations, Métis, and Inuit women, with a focus on what changed during this period and what remained the same (e.g., *with reference to the participation of women in the labour force; challenges to the ways in which women’s unpaid work was valued; changes in the family and family structures, including birth and divorce rates; political participation and representation; the impact of Bill C-150 (1968–69); challenges facing Indigenous and other racialized women; the domestic worker scheme and immigration of women to Canada*)

Sample questions: “What types of challenges did women in the labour force face in this period? Were those challenges the same for all women? In what ways were the challenges similar to those facing earlier generations of women? In what ways were they different? How might you explain the differences, with reference to historical context?” “What was the *Murdoch* case? Why was it a catalyst for change in the way women’s work was perceived?” “Why was the Supreme Court of Canada’s ruling against Jeannette Corbiere Lavell in 1973 significant for the rights of First Nations women and children in Canada?” “What was the significance for First Nations, Métis, and Inuit women of the Royal Commission on the Status of Women?”

D2.4 describe some key developments related to Canada’s participation in the international community during this period, with a particular focus on the context of the Cold War (e.g., *with reference to the Korean War; the Gouzenko affair; the establishment of the North American Air Defense Command [NORAD] or the North Atlantic Treaty Organization [NATO]; the Suez Crisis; the Non-proliferation of Nuclear Weapons Treaty; peacekeeping; membership in La Francophonie; the creation of the Canadian International Development Agency [CIDA]; Canada’s response to famine in Biafra or the genocide in East Timor*), and assess whether these developments marked a change in Canada’s approach to or role in international relations

Sample questions: “Do you think Canada’s involvement in the Korean War is an example of continuity or change in Canadian military history?” “Do you think Prime Minister Pierre Trudeau’s visit to China in 1973 marked a change in international relations? Why or why not?”

D2.5 describe some key developments in Canada’s relationship with the United States during this period (e.g., *with reference to NORAD, the DEW Line, the St. Lawrence Seaway, the development of the Avro Arrow program and its subsequent cancellation, the Auto Pact, the Cuban Missile Crisis, the Vietnam War and the International Commission of Control and Supervision, environmental concerns such as acid rain*), and explain how they challenged or reinforced the nature of that relationship

Sample questions: “What impact did the Cold War have on the relationship between Canada and the United States?” “What role did the United States play in the Canadian economy during these years? In what ways was it similar to and/or different from the role it had played in earlier years?” “What was the purpose of the DEW Line? How did the construction and maintenance of the DEW Line stations affect relations between Canada and the United States? Were Inuit communities consulted before these stations were established? What did the establishment of these stations reveal about governments’ attitudes towards Inuit in the region?” “Why did Ottawa implement the Arctic Waters Pollution Prevention Act in 1970? Do you think the act marked a change in the relationship between Canada and the United States? What was the federal government’s perspective on the act? What was the perspective of Inuit? Of Americans?”

D3. Identity, Citizenship, and Heritage

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

D3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period (e.g., *Doris Anderson, Rosemary Brown, Frank Arthur Calder, Harold Cardinal, Matthew Coon Come, Tommy Douglas, Terry Fox, Peter Ittinuar, René Lévesque, George Manuel, Madeleine Parent, Lester B. Pearson, Joey Smallwood, Pierre Trudeau, Jean Vanier; Greenpeace, the National Action Committee on the Status of Women, the National Indian Brotherhood, the Nova Scotia Association for the Advancement of Coloured People*), and explain the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada

Sample questions: “What was the significance for people with disabilities of the formation of L’Arche? What was its significance for heritage and identities in Canada?” “Why does Viola Desmond appear on a Canadian postage stamp? What criteria do you think were used in her selection?” “What impact did the Union of Ontario Indians have on Indigenous individuals, communities, and organizations during this period?” “What was the significance of the creation of the Inuit Tapirisat (now Inuit Tapiriit Kanatami) in 1971? What contributions did this organization make during this period?”

D3.2 explain ways in which various individuals, events, groups, and/or organizations contributed to the arts and popular culture in Canada during this period (e.g., *Kenojuak Ashevak, Alex Colville, Chief Dan George, Joy Kogawa, Margaret Laurence, Gordon Lightfoot, Marshall McLuhan, Norval Morriseau, Daphne Odjig, Oscar Peterson, Bill Reid, Maurice Richard, Gabrielle Roy, Mordecai Richler, Buffy Sainte-Marie, Gilles Vigneault; the Canada Council, the CBC, the Canadian Radio-Television Commission, Cape Dorset artists, the Guess Who, the Stratford and/or Shaw Festivals, Expo ’67, the 1970 Arctic Winter Games, the 1972 Hockey Summit Series*), and assess the significance of these contributions for the development of identities and/or heritage in Canada

Sample questions: “What were the causes and consequences of the Massey Commission? How significant was the commission’s contribution to Canada’s cultural heritage?” “What was the

message of the Indigenous Group of Seven? What contribution did this group of artists make to culture in Canada?” “Why was Norval Morriseau’s mural at Expo ’67 considered so controversial?” “In what ways has Buffy Sainte-Marie’s First Nations background informed her pacifism?”

D3.3 analyse key causes of some significant events, developments, and/or issues that affected First Nations, Métis, and Inuit communities in Canada during this period (e.g., *the forced relocation of a number of First Nations, Métis, and Inuit communities; the continuing operation of residential schools; the formation of the National Indian Brotherhood/Assembly of First Nations; the Berger Commission; the Calder case; the recognition in the constitution of existing Aboriginal and treaty rights; the James Bay Project and the resulting protests; the efforts of Mary Two-Axe Early and others to secure equality for First Nations women; the creation of the Inuit Circumpolar Council; the inquest into the death of Chanie (“Charlie”) Wenjack*), and assess the impact of these events, developments, and/or issues on identities, citizenship, and/or heritage in Canada

Sample questions: “What was the significance for Canadian citizenship of the enfranchisement of ‘status Indians’ in 1960?” “What were some factors leading to the 1969 White Paper? What was the purpose of this policy document? How did Indigenous groups respond to it? What does that response reveal about the identity of First Nations in Canada?” “What were the causes of the creation of the National Indian Brotherhood? What contributions did this organization make to Canada?” “Why might ‘the Mohawks who built Manhattan’ occupy a meaningful place in the narrative of the Mohawk nation?” “How did the James Bay Project affect the relationship between the Cree and Inuit and the Quebec government?” “Was the inclusion of Métis and Inuit in section 35 of the Constitution Act, 1982, a turning point with respect to Métis and Inuit rights and identity? Why or why not?”

D3.4 describe the main causes and consequences of the Quiet Revolution and of some other key events that occurred in or affected Quebec between 1945 and 1982 (e.g., *with reference to the leadership of Maurice Duplessis, Jean Lesage, and René Lévesque; the Royal Commission on Bilingualism and Biculturalism; “Maître Chez Nous”; the October Crisis; the formation of the*

Parti Québécois; Bill 101; the patriation of the constitution; the 1980 referendum), and explain the significance of these events for the development of identities in Canada

Sample questions: “What were the intended and unintended consequences of Charles de Gaulle’s ‘Vive le Québec Libre’ speech in Montreal in 1967? What was the significance of the speech for French Canadians? For English Canadians? For Ottawa?” “What factors contributed to the failure of the 1980 referendum on Quebec sovereignty? How did First Nations individuals and communities in Quebec tend to view the referendum? What do these views suggest about the identity of First Nations peoples in Quebec? How did First Nations individuals and communities in the rest of Canada view the referendum?”

D3.5 describe some key developments in immigration and in refugee and immigration policy in Canada during this period, and explain their significance for heritage and identities in Canada (*e.g., with reference to the points system; origins and numbers of immigrants and refugees, including displaced persons after World War II; the domestic workers scheme; the growth of ethnic neighbourhoods in Canada’s largest cities; the development of various cultural festivals*)

Sample question: “How important was the role of postwar immigration policy in the development of Canada as a multicultural society?”

E. CANADA, 1982 TO THE PRESENT

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Social, Economic, and Political Context:** describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- E2. Communities, Conflict, and Cooperation:** analyse some significant interactions within and between various communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (**FOCUS ON:** *Continuity and Change; Historical Perspective*)
- E3. Identity, Citizenship, and Heritage:** analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identities, citizenship, and heritage in Canada from 1982 to the present (**FOCUS ON:** *Historical Significance; Cause and Consequence*)

SPECIFIC EXPECTATIONS

E1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

- E1.1** describe various social and cultural trends and developments in Canada since 1982 (*e.g., demographic changes, including changes in the family and in immigration; the development of Hollywood North; the rates of incarceration and suicide in First Nations communities; the growth of urban Inuit populations in Canada's South; the cultural appropriation of First Nations, Métis, and Inuit art, clothing, and ceremonies; developments related to multiculturalism and pluriculturalism; the growth of social and cultural advocacy groups*), and assess their significance for people in Canada, including First Nations, Métis, and Inuit communities

Sample questions: “What was the significance of the deinstitutionalization of people with disabilities in Canada during this period? In what ways was it a change from the treatment of disabled people in the past? Do you think that the practice of deinstitutionalization was related to larger social trends during this period?” “What impact have Hollywood

portrayals of Indigenous individuals and communities during this period had on Canadians’ understanding of First Nations, Métis, and/or Inuit culture?” “Why have a number of environmental groups developed in Canada since the 1980s? How significant do you think they have been?” “In what ways did the opening ceremonies for the 2002 Arctic Winter Games reflect an Inuit historical perspective? How does that event compare to the opening ceremonies for the 2010 Vancouver Winter Olympics?”

- E1.2** identify some major developments in science and technology since 1982 (*e.g., personal computers, the Internet, cellphones and “smartphone” technology, digital music, electric and hybrid cars, fossil fuel extraction technologies, cloning, stem cell research, genetically modified foods, developments in alternative energy*), and assess their significance for people in Canada, including First Nations, Métis, and/or Inuit communities

Sample questions: “What were computers used for in the early 1980s? What are they used for now? How important have these changes been?” “What impact have social media had on the ways in which Canadians communicate? What impact might they have on how students learn?” “What impact have recycling technologies had on consumer habits and attitudes?” “What

impact has the evolution of digital music had on First Nations, Métis, and Inuit music?" "How has the Internet affected communities in the Arctic?"

- E1.3** describe some key trends and/or developments in the Canadian economy since 1982, including those affecting First Nations, Métis, and Inuit communities (e.g., *the decline of the manufacturing sector, the Canada-U.S. Free Trade Agreement [FTA] and the North American Free Trade Agreement [NAFTA], the decline of East Coast fish stocks, recessions, the bursting of the tech bubble, consumerism, online shopping, economic growth in western and northern Canada, fluctuations in interest rates, the European Union ban on sealskin products*), and compare them to earlier trends/developments

Sample questions: "What impact have trade agreements had on the economies of different regions of Canada during this period? What has changed in these economies? What has remained the same?" "What were some similarities and differences between the tech bubble of the 1990s and economic developments during the 1920s?" "How were the role and goals of unions at the end of the twentieth century similar to or different from their role/goals earlier in the century?" "What role have new mining developments played in the economy of the Canadian Arctic? How does the development of diamond mining in the Arctic compare to earlier mining projects in the region? What is the Inuit perspective on such developments? How does the Inuit world view differ from that of the diamond corporation De Beers?" "What changes have occurred in northern Canada as a result of economic growth in First Nations, Métis, and Inuit communities?" "What role has ecotourism played in various First Nations communities? What has been the impact of such initiatives on these communities?"

- E1.4** describe some key political developments and/or government policies that have affected Indigenous peoples in Canada since 1982 (e.g. *the creation of Nunavut; Bill C-31 amending the Indian Act; the Royal Commission on Aboriginal Peoples; the Truth and Reconciliation Commission's calls to action; the 2016 Canadian Human Rights Tribunal decision regarding inequalities in funding for child welfare for First Nations children; the National Inquiry into Missing and Murdered Indigenous Women and Girls; the United Nations Declaration on the Rights of Indigenous People*), and assess their significance for First Nations, Métis, and Inuit individuals and communities

Sample questions: "What changes have been made to the Indian Act since 1982? What aspects of the act have stayed the same?" "What are some ways in which political developments and government policies that have affected First Nations, Metis, and Inuit in Canada since 1982 continue to reflect colonial attitudes and perspectives?" "Why have Canadian courts of law begun, since the 1990s, to accept oral testimony on historical matters from Indigenous peoples? Why is this change significant?" "How would you assess the success of the Truth and Reconciliation Commission compared to the Royal Commission on Aboriginal Peoples?" "How do unresolved issues arising from past systemic oppression and historical policies continued to affect First Nations, Métis, and Inuit individuals and communities today?" "Do you think that Prime Minister Justin Trudeau's visit to Shoal Lake reserve represented a change in government policy with respect to the right of First Nations, Métis, and Inuit to clean drinking water? Why or why not?"

- E1.5** describe some key political developments and/or government policies in Canada since 1982 (e.g., *the Goods and Services Tax and the Harmonized Sales Tax, pay equity legislation, Operation Support following 9/11, the Kyoto Accord, the decision to send troops to Afghanistan, new political parties such as the Reform Party and the Green Party, the Ontario government's recognition of the Franco-Ontarian flag and its creation of French-language school boards, the long gun registry, the Civil Marriage Act of 2005, policies related to Arctic sovereignty*), and assess their significance for different non-Indigenous groups in Canada

Sample questions: "In what ways did the Reform Party contribute to change in Canadian politics?" "How have the environmental policies of the federal government changed during this period? How might you account for the changes?"

E2. Communities, Conflict, and Cooperation

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

- E2.1** describe some significant ways in which Canadians have cooperated and/or come into conflict with each other since 1982 (e.g., *conflict over the 1992 cod moratorium; political protests such as those against the G20 meetings in Toronto or the rise in university tuition in Quebec; strikes;*

racism and hate crimes; continuing legal conflict and/or political protests over Aboriginal title and land rights; the Idle No More movement; the National Inquiry into Missing and Murdered Indigenous Women and Girls; continuing tension between Quebec and the federal government; cooperation in response to natural disasters such as the 1998 ice storm or the Saguenay and/or Red River floods; cooperation among members of social reform movements), and analyse these interactions from various perspectives

Sample questions: “What were the perspectives of various participants in the APEC summit in Vancouver and the conflicts that accompanied it?” “Whose perspectives were reflected in debates concerning hate crimes and free speech during this period?” “Do you think that the establishment of the National Inquiry into Missing and Murdered Indigenous Women and Girls reflected a change in government attitudes towards First Nations, Métis, and Inuit issues? Why, or why not?” “What is the ‘duty to consult and accommodate’, as stipulated in treaties and affirmed by the Supreme Court of Canada? How has this duty affected relationships between First Nations, Métis, and Inuit communities, the government, and the private sector?”

E2.2 analyse aspects of regionalism in Canada since 1982, including new and ongoing challenges in the relationship between Ottawa and various regions (e.g., with reference to *have and have-not provinces, economic development, revenues from natural resources, development of the Alberta oil sands, the cod moratorium, regional political parties, regional cultures, the birth of Nunatsiavut in 2005 and/or Nunavik in 2008*)

Sample questions: “When you examine issues that have affected the relationship between Ottawa and the regions of Canada, why is it important to consider the perspectives of both the federal government and the region or regions involved? What sources enable you to do so?” “What are some of the enduring regional cultures of Canada?” “How has the participation of First Nations in the development of resources within their home territories and/or communities changed over time? Does the current nature of their involvement represent a change in or a continuation of their historical role in resource development?”

E2.3 identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit individuals and communities since 1982 (e.g., *Bill C-31, 1985; the Meech Lake Accord; disputes over land at Oka,*

Ipperwash, and/or Caledonia; land claims by the Lubicon Lake Nation; Delgamuukw v. British Columbia, 1997; the Nisga’a Final Agreement, 1988; the creation of Nunavut; R v. Powley, 2003; the McIvor decisions; the Truth and Reconciliation Commission; the Idle No More movement; Justice Phelan’s 2013 ruling on the Constitution Act, 1867; the Coolican Report, 1986; the Qikiqtani Truth Commission; the Daniels decision, 2016; living conditions and education on First Nations reserves; preservation of Indigenous languages; the numbers of Indigenous children in care; Jordan’s Principle; Métis Nation of Ontario Secretariat Act, 2015; control over Arctic waters), and analyse them from various perspectives

Sample questions: “What were the underlying issues in the Oka crisis? How did the positions of the various parties on these issues lead to the conflict?” “How has the Supreme Court of Canada interpreted the protection of Aboriginal rights in the Constitution Act, 1982?” “How was Prime Minister Stephen Harper’s apology for residential schools viewed by Indigenous people? By various non-Indigenous Canadians?” “What is the significance of the 2013 ruling by Justice Michael Phelan for the relationship between the federal government and both the Métis and non-status Indians in Canada?” “What did the Truth and Reconciliation Commission set out to do? Whose testimony did the commission collect? Do you think the commission’s calls to action are a turning point in the relationship between the federal/provincial governments and First Nations, Métis, and Inuit individuals and nations? Why, or why not?” “What do issues related to living conditions on some First Nations reserves since the 1980s reveal about continuity in the government’s treatment of and attitudes towards Indigenous peoples?” “What was the significance of the government of Ontario’s non-recognition of Métis in the province? What was the perspective of the government on this issue? What was the perspective of the Métis? What impact did the Supreme Court’s decision in the *Powley* case (2003) have on this issue? How did that decision affect the status of Métis in Ontario and the rest of Canada?”

E2.4 describe some key developments and issues that have affected the relationship between Quebec and the federal government since 1982 (e.g., *the Meech Lake and/or Charlottetown Accords; the creation of the Bloc Québécois; sovereignty association; relations between Canadian prime ministers and Quebec premiers; the 1995 referendum*), and analyse them from various perspectives

Sample questions: “What was the purpose of the Clarity Act? How was it viewed by the Quebec government?” “What were the perspectives of First Nations and Inuit on Quebec sovereignty? What was the perspective of Quebec sovereigntists? Of federalists in Quebec and the rest of Canada?”

E2.5 describe some ways in which Canada and Canadians have participated in the international community since 1982, with a focus on Canada’s response to international conflict (e.g., with reference to *South African apartheid; the Gulf War; events in Bosnia, Somalia, Rwanda, Syria; the War on Terror*) and Canadians’ cooperation in humanitarian work (e.g., *the International Court of Justice the Canadian International Development Agency; responses to natural disasters such as the Indian Ocean tsunami in 2004, earthquakes in Haiti or Japan, famine in Ethiopia; the role of Canadian non-governmental organizations*), and explain some key factors that have affected this participation

Sample questions: “How and why has Canada’s spending on official development assistance fluctuated since 1982?” “Was the decision to send troops to Afghanistan in keeping with Canada’s traditional role in world affairs?”

E3. Identity, Citizenship, and Heritage

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

E3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society and politics since 1982 (e.g., *Lincoln Alexander, Louise Arbour, Shawn Atleo, Maude Barlow, Tony Belcourt, Cindy Blackstock, Lucien Bouchard, Clément Chartier, Jean Chrétien, Nellie Cournoyea, Romeo Dallaire, Phil Fontaine, Stephen Harper, Michaëlle Jean, Shannen Koostachin, Gary Lipinski, Audrey McLaughlin, Josephine Mandamin, Preston Manning, Steve Powley, Judy Rebick, Jeanne Sauvé, Murray Sinclair, David Suzuki, Jean Teillet, Justin Trudeau, Sheila Watt-Cloutier; the Bloc Québécois, the Green Party, Inuit Tapiriit Kanatami, Métis Nation of Ontario, the Reform Party*), and explain the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada

Sample questions: “What have been the short and long-term consequences of Elijah Harper’s rejection of the Meech Lake Accord?” “What criteria might you use to assess the political legacy of Brian Mulroney? Would you use the same criteria to assess the political legacy of

Jack Layton?” “What actions has Charlie Angus taken to bring awareness to issues around on-reserve education for First Nations children? What actions have First Nations community members and leaders taken to bring awareness to this issue?” “How have First Nations, Métis, and Inuit political organizations contributed to identities in Canada since the 1980s?”

E3.2 explain ways in which various individuals, groups, organizations, and/or events have contributed to the arts and popular culture in Canada since 1982 (e.g., *Susan Aglukark, Denys Arcand, Margaret Atwood, Donovan Bailey, Adam Beach, Edward Burtynsky, Austin Clarke, Leonard Cohen, Sidney Crosby, Celine Dion, Paul Demers, Drake, Atom Egoyan, Michael J. Fox, Tomson Highway, Lawrence Hill, Clara Hughes, Jarome Iginla, Wab Kinew, Zacharias Kunuk, Deepa Mehta, Michael Ondaatje, Amanda Rheame, Robbie Robertson, Crystal Shawanda, Jordín Tootoo, Shania Twain, Neil Young; A Tribe Called Red, Afro Connexion, Arcade Fire, Cirque de Soleil, Digging Roots, the Tragically Hip; the Calgary or Vancouver Olympics, Caribana [Caribbean Carnival]*), and assess the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada

Sample questions: “Do you think that the political satire of people such as Rick Mercer has had an influence on civic action or youth engagement? Why or why not?” “For whom is the work of Michel Tremblay significant? Why?” “What images of First Nations, Métis, and Inuit were on display during the opening ceremonies for the 2010 Vancouver Olympics? What was the significance of these images? What did they reveal about how Indigenous cultures tend to be represented in the popular culture of non-Indigenous Canadians?” “What do the lyrics of Amanda Rheame’s song ‘We Aspire’ tell you about the values and aspirations of Métis people?” “Who was Grey Owl? Do you think he should have been honoured with a commemorative plaque from the province of Ontario after his death in 1984? Why or why not?”

E3.3 assess the significance of public acknowledgements and/or commemoration in Canada of past human tragedies and human rights violations, both domestic and international (e.g., *the Holocaust; the Holodomor; the Armenian, Rwandan, and Srebrenican genocides; the Chinese head tax; the Komagata Maru incident; Ukrainian- and Japanese-Canadian internment; residential schools; the arrest of Viola Desmond; the demolition of Africville; forced relocation of Inuit families; suicide rates among Indigenous youth*)

Sample questions: “Do you think that apologies for past human rights abuses provide adequate redress for past wrongs? Why, or why not?”

“What social, economic, and/or political factors might contribute to a decision to commemorate, or to issue an apology for, a violation of human rights?” “What events led to Stephen Harper’s statement of apology to former students of Indian Residential Schools in 2008? Did this apology lead to changes in attitudes towards and/or in policies directed at First Nations, Métis, and/or Inuit individuals and communities in Canada? Why or why not?” “What is the significance of the 2016 ruling of the Canadian Human Rights Tribunal with respect to inequalities in the funding for child welfare services for First Nations children?” “What were the causes of the 2016 inquest into the deaths of First Nations students in Thunder Bay? What was the significance of this inquest?”

E3.4 describe some key developments that have affected Canada’s relationship with the United States since 1982 (e.g., *the Canada-U.S. FTA and/or NAFTA; softwood lumber disputes; policies to protect Canadian culture; the International Joint Commission; Canada’s response to 9/11; Canada’s refusal to participate in the Second Gulf War; Canada’s participation in the mission in Afghanistan; issues related to border control; the Omar Khadr case; Arctic sovereignty*), and explain the impact of Canadian-American relations on Canadian identities and heritage

Sample questions: “What impact did Canada’s responses to the Second Gulf War and the military mission in Afghanistan have on our relationship with the United States?” “What role do you think our relationship with the United States plays in Canadians’ view of themselves?”