

Public District School Board Writing Partnership

Canadian and World Studies

Course Profile

Canada: History, Identity, and Culture

Grade 12
University Preparation
CHI4U

• *for teachers by teachers*

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Course Overview

Canada: History, Identity, and Culture, CHI4U, Grade 12, University Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000.*

Prerequisite: Any University or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

Course Description

Canada: History, Identity, and Culture examines the evolution of a Canadian national identity. Students will learn how modern Canada was shaped by the interaction among Aboriginal peoples, the French, the English, and subsequent immigrant groups. This course will enable students to evaluate major social, economic, and political changes in Canadian history from pre-contact to the present. The understanding students gain through the examination of Canada's historical and cultural roots will help them formulate a definition of what it means to be Canadian.

Course Notes

Canada: History, Identity and Culture builds on the foundations established in earlier compulsory courses that deal with themes that are closely associated with Canada. Grade 9 Geography of Canada explores Canada's distinct and evolving character through the principles of physical, human and economic geography. Grade 10, Canadian History in the Twentieth Century analyses the elements that constitute Canadian identity through an exploration of Canadian participation in global events and traces our development as a country through changes in population, economy, and technology. The half-credit course in Civics in Grade 10 explores what it means to be an informed, participating citizen in a democratic society. Through these courses, many skills are practised such as developing and supporting a thesis, conducting research and analysis, and effectively communicating the results of inquiries.

Canada: History, Identity, and Culture traces the development of Canada back to its historical and cultural roots. The course is organized chronologically, but within each of the six units, activities are built around key themes. These themes address the various groups, relationships, institutions, and the creative expression of individuals who have contributed to the definition of what it means to be Canadian. Students taking this university preparation course work through these themes acquire an increased knowledge of and appreciation for Canadian history, identity, and culture.

The learning expectations that are identified in *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies* (pp. 163-173) are clustered into units that correspond to the chronological and thematic nature of the course. This format allows students to develop a greater appreciation of cause-and-effect relationships and the evolution of the historical process.

This course prepares students for a university destination and offers numerous opportunities to improve the essential skills associated with critical and creative thinking, research, and communication, both oral and written. Through various activities, students have opportunities to practise and develop skills associated with historical studies. These skills include the formulation of questions for research and conducting research from primary and secondary sources, audio-visual material, and Internet sites. Students learn to communicate effectively by the use of debates, role play, interviews, group presentations, and essays. Students demonstrate the ability to distinguish bias, prejudice, stereotyping, or a lack of substantiation in statements, arguments, and opinions. They compare key interpretations of Canadian history and draw conclusions based on the effective evaluation of sources. They demonstrate an ability to develop a cogent thesis and to use an accepted form of academic documentation effectively and correctly. The methods of historical inquiry skills are integrated throughout the six units of study. Specific learning activities and their links to assessment will be outlined in each unit of this course.

This Course Profile is a suggested approach to curriculum. The professional classroom teacher may judiciously select and/or adapt material presented in this document. Each unit in this profile has a performance task as a culminating activity. In some units a teacher may wish to substitute a paper-and-pencil test as a culminating activity in the place of the suggested performance task. The teacher should always be cognizant of the fact that throughout the course students must be presented with opportunities to exhibit learning across the four categories of the Achievement Chart outlined on pages 246-247 of *The Ontario Curriculum, Grades 11 and 12*.

In each of the course units there are activities that allow students to improve their skills of historical inquiry. The course culminating activity is a series of debates where students argue the thesis that they have researched for the final product, which is a research paper on ‘What it Means to be Canadian.’ A formal examination is also suggested as part of the summative evaluation for this course. The research paper, which is envisaged as part of the 70% term evaluation, is introduced in the first unit and students work through the process of developing this product through the five content units of the course.

The teacher of this course should be aware of the resources available for the delivery of this curriculum. There are many Internet sites that may be accessed in the preparation of this course, and that may be accessed by students during the teaching of the course. The teacher must familiarize students with the local board’s policy regarding 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.

Canada: History, Identity, and Culture is divided into six units of study. The table below indicates a suggested time frame for the completion of each unit.

Units: Titles and Time

* Unit 1	The Foundations of the Canadian Identity: Prehistory–1763	21 hours
Unit 2	The Founding People Create a Dominion: 1763–1867	21 hours
Unit 3	From Dominion to Canadian Nation: 1867–1918	20 hours
Unit 4	The Development of Canada as an Independent Nation: 1918–1945	20 hours
Unit 5	Changing Roles and Values in the Post-World War II Period: 1945–Present	20 hours
Unit 6	What It Means to Be Canadian: Culminating Unit	8 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: The Foundations of the Canadian Identity: Prehistory–1763

Time: 21 hours

Unit Description

This unit introduces students to the key historical concepts and themes in Canadian history that will be developed throughout the rest of the course. A major focus of this unit is an examination of the role of Canada’s Aboriginal peoples in the development of modern Canada. The lifestyles and world view of selected Aboriginal groups such as the Haudenosaunee (formerly Iroquois) prior to contact with Europeans are described. The goals and motivating principles for settling New France by early French explorers and the impact of their contact with First Nations are analysed. Students compare the different colonial experiences of French and British settlers in North America. Students also investigate the extent to which Canada has always been influenced by world events through an examination of the Imperial Wars of Britain and France in the seventeenth and eighteenth centuries and the impact that these conflicts had on their North American colonies. Each activity deals not only with major events in the chronological history of Canada, but focuses on a specific theme that contributes to the question of what it means to be Canadian.

Students continue to develop important historical skills. In Unit 1, the skill of recognizing the difference between primary and secondary sources and analysing these sources is a focus. Associated with recognizing various types of sources of information is the skill of recognizing bias and identifying different points of view. This unit also introduces students to the course culminating activity ‘What it means to be Canadian,’ which takes the form of a research paper. The culminating activity in this unit is intended to be the first significant part of the process that students are working towards in the culminating unit.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	COV.01, SEV.04, HIV.02, HIV.03, CO1.01, CO1.04, SE4.01, HI2.01, HI2.04, HI3.03, HI4.03	Knowledge/ Understanding Thinking/Inquiry, Communication, Application	The cultures and values of the Aboriginal peoples prior to contact
2	COV.02, CHV.02, HIV.02, CO1.02, CO1.03, CO2.02, CO4.01, CH2.01, HI2.01, HI4.03	Knowledge/ Understanding Thinking/Inquiry	Early French colonial history in North America: 1534–1663
3	COV.02, CCV.01, CHV.02, SEV.02, HIV.01, HIV.03, CC1.01, SE2.03, CH2.01, HI1.02, HI3.01	Knowledge/ Understanding Thinking/Inquiry Communication	Les Canadiens and the roots of French Canada
4	COV.02, CCV.01, HIV.02, SEV.02, CO2.01, CO4.01, CC1.01, CH2.01, SE2.03, HI2.02	Knowledge/ Understanding Communication Thinking/Inquiry Application	The colonial experiences of British and French peoples in Canada: The foundations and complications of the Canadian Identity
5	CCV.05, CHV.02, CHV.04, HIV.02, CO4.01, CC5.01, CH2.02, CH4.01, CH4.02, HI2.03, HI2.04, HI3.01	Thinking/Inquiry Communication Application	The conflict between French and British empires in North America to 1763
6	CCV.01, CHV.02, CHV.03, HIV.01, HIV.02, HIV.03, HIV.04, CO1.04, CC1.01, CC5.01, CH3.01, SE2.03, HI1.02, HI2.01, HI2.02, HI2.04, HI3.03, HI4.03	Knowledge/ Understanding Thinking/Inquiry Communication Application	The foundation and components of Canada’s culture and identity. A culminating activity where students analyse a primary source document and are introduced to historiography

Culminating Activity for Unit 1

Students analyse primary and secondary source documents in order to determine the validity of the two founding nations’ interpretation of Canadian history. The primary documents might include a report, a treaty, accounting records related to the fur trade, a diary entry, letters sent to family or government in Europe, etc. Students consider the value of primary sources for historians. Students produce an analysis of the primary and secondary sources that they examine, and explain what the document(s) tell us about the individual or group who produced the documents. Students conclude their analysis by providing an assessment of validity of the two founding nations’ interpretations of Canadian history.

Unit 2: The Founding People Create a Dominion: 1763–1867

Time: 21 hours

Unit Description

This unit examines the transformation of the British North American colonies into the confederated nation of Canada. Continuing conflict and compromise between the French and English elements in Canada is analysed through the study of both the Royal Proclamation Act (1763) and the Quebec Act (1774). The impact that the United States had on strengthening of the Canadian psyche and emerging identity is studied by examining immigration patterns and the social effects that the United Empire Loyalists, including Aboriginal people and African Americans, had on the BNA colonies. American influences on the decision to create the Constitution Act of 1791, and the effects the War of 1812 had on promoting autonomy for Canada are also examined. The position of interest groups is a focus throughout the unit. The pioneer experiences of prominent women such as Catherine Parr Traill and Susanna Moodie are studied as well as the contributions of Marguerite Bourgeoys. The roles of key figures in the Rebellions of 1837, such as William Lyon Mackenzie and Louis Hippolyte Lafontaine are analysed as they battled the hold that the Family Compact and Chateau Clique had on most of the economic and social institutions of the colonies. The implications of passing the Act of Union (1840) are explored and students participate in a debate that addresses, among other things, the nature of the Ontario School system. Students study immigration and government structures in the British North American colonies of Vancouver Island, Red River and Nova Scotia. Political, military, and economic reasons for Confederation are uncovered and evaluated. In the culminating activity, each student will be given the opportunity to present the position of a particular individual from Canadian history concerning the appropriateness of entering into the British North America Act of 1867.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	COV.02, CCV.05, CHV.01, SEV.04, HIV.01, HIV.02, CO2.02, CC5.01, SE4.03, CH1.03, HI1.01, HI2.03, HI3.02	Knowledge/ Understanding Thinking/Inquiry	The failure of assimilation: The preservation of the French culture in Canada (1763–1774)
2	COV.03, CCV.01, SEV.02, CH2.03, CO2.02, CO3.02, SE2.03, CC1.03	Knowledge/ Understanding Thinking/Inquiry	Impact of the American Revolution on political and social institutions of Canada (1774–1791)
3	COV.04, CCV.01, HIV.01, CO4.01, CC1.03, HI1.01, HI1.03, HI3.03	Knowledge/ Understanding Communication Thinking/Inquiry Application	Canada's struggle to maintain autonomy and The War of 1812 (1791–1814)
4	COV.02, CCV.05, CHV.02, SEV.04, HIV.02, CO2.03, CO2.02, CH2.03, CH2.04, SE4.03, CC5.01, HI2.02	Thinking/Inquiry Communication Application	Events leading to the Act of Union (1840): Social and political implications for Canada (1812–1840)
5	CCV.01, CCV.02, CHV.02, SEV.03, SEV.04, HIV.02, HIV.04, CC1.03, CC2.02, CO2.02, CH2.03, SE4.02, HI2.01, HI3.01, HI4.01	Knowledge/ Understanding Thinking/Inquiry Communication Application	Causes of Canadian Confederation and the implications of the British North America Act (1840–1867)

6	COV.03, CCV.01, HIV.01, HIV.02, HIV.03, CO2.02, CO3.02, CC1.03, HI1.02, HI1.03, HI2.03, HI2.04, HI3.01, HI3.02, HI3.03, HI4.01, HI4.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Confederation Conference: A culminating activity where students role-play the key players in the Confederation debates
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Culminating Activity for Unit 2

Students prepare to participate in The London Conference (1866) role-playing a character from Canadian history. These characters are representative of different interest groups in 1866 (e.g., farmers, Aboriginal people, women, railway interests, etc.), and also important individuals from Canada's past. Using researched material from this unit, as well as additional independent research, students present a short two-to-three minute speech arguing the credibility of this newly-proposed union, focusing upon issues particularly sensitive to their character and region. Students compose a 500-word paper justifying the position of the character they are representing. Students conduct research in a systematic and verifiable way and are introduced to proper methodologies for citing sources and creating a proper bibliography.

Unit 3: From Dominion to Canadian Nation: 1867–1918

Time: 20 hours

Unit Description

This unit explores the evolution of the new Canadian nation from the year of Confederation to the year of the completion of the Great War. Students examine the wide range of forces that allowed one of Great Britain's colonies to expand physically and psychologically into the nation of Canada. They study the implications of the National Policy as the nation expanded westward, and examine the clash between European civilization and Aboriginal cultures in the dynamics of the Red River and Northwest Rebellions. Students examine a variety of immigrant groups and the divergent government policies toward those immigrant groups in the late 19th century. The culture of Canada is influenced by the equity struggles of workers, women, and regional groups. Students meet such groups and personalities as the Knights of Labour, an Aboriginal person, Emily Stowe, Jennie Trout, and Henri Bourassa. The identity of Canada is influenced by the twin forces of Britain and the United States. Students focus on the emerging Canadian identity by studying such issues as the Boer War, the Alaska Boundary Dispute, and the Reciprocity Election of 1911. They witness Canada's growth to nationhood in the cauldron of the First World War and analyse the tensions in Canadian society created by government policies related to education, language, citizenship, and conscription.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	COV.01, CCV.02, CCV.04, CHV.02, SEV.03, HIV.02, CO1.03, CC2.01, CC4.01, CH2.01, SE3.04, HI2.03	Knowledge/ Understanding Thinking/ Inquiry	The nation's expansion westward
2	COV.03, CCV.02, CCV.03, CCV.04, CCV.05, HIV.01, HIV.03, CO3.02, CO3.03, CO3.04, CO4.04, CC2.02, CC5.02, CH4.01, CC3.01, CC4.02, HI1.01	Knowledge/ Understanding Thinking/ Inquiry	Issues related to regionalism, immigration and industrialism

3	CCV.01, CHV.01, SEV.02, SEV.03, HIV.01, HIV.02, HIV.03, SE2.01, SE2.03, CH4.01, SE5.01, SE1.02, SE3.01, CC1.02, HI1.01, HI2.01, HI3.01	Knowledge/ Understanding Communication Thinking/Inquiry Application	Issues related to public education, women's equality, and Canadian autonomy
4	COV.04, CCV.01, HIV.03, CO4.05, CC1.04, HI3.03	Thinking/Inquiry Communication Application	Canada overseas in World War I
5	CHV.01, CHV.02, HIV.02, HIV.03, CH2.03, CH2.04, SE4.04, SE5.04, CH1.02, CO4.02, HI2.02, HI2.05, HI3.01, HI3.03	Knowledge/ Understanding Thinking/Inquiry Communication Application	Canada at home in World War I: A culminating activity where students participate in a mock parliamentary debate set in 1917 role playing members of the Conservative and Liberal parties

Culminating Activity for Unit 3

Students prepare for, and participate in, a mock parliamentary debate set in the year 1917. Students role play assigned roles from the political interests of the day. Using researched material from this unit, they debate issues such as National Policy and the response of Western Canada to this policy, the government response to French minorities outside of Quebec, government immigration policies, the proposed Reciprocity Treaty, and Canada's contribution to the war effort. At the conclusion of the debate, each student writes a position paper on one of the issues presented in the mock parliamentary debate.

Unit 4: The Development of Canada as an Independent Nation: 1918–1945

Time: 20 hours

Unit Description

This unit examines the developing maturity of Canada between the wars through to the end of World War II. Students evaluate the evolution of Canada's role on the international stage. Students examine how this evolution leads to new relationships with France, Britain and the United States and consequently has an impact on Canada's identity. They analyse the extent that Canada's international reputation as a humanitarian nation is merited, in light of certain internal policies regarding Aboriginal peoples, refugees, and the roles played by Canadian forces during international conflicts. Change and the reaction to change in Canada is an overriding theme of this unit. As Canada moves onto the international stage, a number of significant internal developments are occurring. Students analyse why and how the people of Quebec acted to preserve their political identity during times of war and depression. Changes in the political status of women in Canada and the traditional roles that women play in society are examined. Within the time frame of this unit, Canada develops into a more urban, industrial, and pluralistic society and a number of reform movements develop in response to these changes. The economic and cultural contributions of Canadian agricultural and resource-based communities, and the popular reform movements that develop in Western Canada and Quebec during this period are analysed. In the culminating activity, students examine the extent that change is inherent in history and in people's views of what is important in history. This theme is the centre of the culminating activity for the unit. It is the centre of the process of writing and editing a rough draft of the research essay for the course culminating unit.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	COV.04, CCV.01, SEV.03, HIV.02, CO4.02, CO4.05, CC1.04, SE3.04, HI2.03, HI4.04	Knowledge/ Understanding	Canada moves onto the international stage
2	COV.03, CCV.05, HIV.02, CO3.04, CO4.04, CH4.01, CH4.02, CH4.03, CH4.04, CH4.05, HI2.04, HI2.05	Knowledge/ Understanding Thinking/Inquiry	Canada's reputation as a humanitarian nation at home and abroad: How has it changed?
3	CHV.02, HIV.02, HIV.03, CH2.02, CH2.03, CH2.04, CH3.03, HI2.01, HI2.02, HI3.03	Knowledge/ Understanding Communication Thinking/Inquiry Application	Quebec and French Canadian nationalism: How it was developed and adapted from 1918–1945?
4	CCV.03, CCV.04, CCV.05, SEV.01, SEV.02, SEV.05, HIV.02, HIV.04, CC3.01, CC3.02, CC3.03, CC4.02, CC4.03, CC5.02, SE1.03, SE2.01, SE2.02, SE5.01, SE5.02, SE5.03, HI2.04, HI4.01, HI4.03	Thinking/Inquiry Communication Application	The internal changes in Canada as a result of industrialization. Protest and political reform. The changing roles of women
5	CCV.01, CCV.02, CHV.03, SEV.01, HIV.03, HIV.04, CC1.04, CC3.04, CH1.01, CH3.01, CH3.02, SE2.03, SE4.01, HI3.01, HI3.03, HI4.01, HI4.02, HI4.03, HI4.04	Knowledge/ Understanding Thinking/Inquiry Communication Application	The impact of change and international relations on Canada's culture and identity: A culminating activity

Culminating Activity for Unit 4

Students take a role such as a researcher, museum or archive curator, teacher, journalist, or writer who is living in 1945. Each is assigned the job of preparing a retrospective look at the extent that life, attitudes, and values in Canada have changed since the end of the First World War. The focus is to analyse one aspect of Canadian life or one segment of Canadian society, (e.g., prairie farmers, French Canadians, urban factory workers, women, Aboriginal people, immigrants, etc.). Students produce a product of a type that would be associated with one of the careers related to the study of history (e.g. a photo essay, an article, an analysis of primary documents, a short story). The goal is to analyse the extent to which the human experiences of that individual or group, including leisure activities, technology, socio-economic status, and world view, have changed over the previous twenty-seven years. The product must incorporate primary sources and clear bibliographic information. There must be a clearly defined thesis that demonstrates how a particular individual or group might have lived, what they believed and how their lives and views have changed as a result of the events that have taken place between 1918 and 1945. This provides students with the opportunity to apply their historical research skills with a related career focus, and express their learning through multiple intelligences.

Unit 5: Changing Roles and Values in the Post World War II Period: 1945–Present

Time: 20 hours

Unit Description

This unit moves students into a close examination of Canada in the post World War II period through to the early years of the twenty-first century. Students are familiar with much of the detailed content of this period from the compulsory Grade 10 Canadian History in the Twentieth Century course. The focus, therefore, is to provide students with the opportunity to examine and analyse the events of the last sixty years within the context of establishing a definition of the Canadian identity. The activities are organized around key themes of the late twentieth and early twenty-first centuries. Students first examine the social, economic, and political changes that have taken place in Quebec since 1945. The issues associated with the Quiet Revolution, the growth of the separatist movement both in Quebec and Western Canada, and the struggle throughout Canada over the patriation of the constitution are examined. The values of Canadians in the post-World War II period are analysed as they are expressed in government legislation pertaining to the treatment of Aboriginal veterans, immigration, multiculturalism, and human rights. The economy is traced from the immediate post-war boom and examples of sectoral trade agreements, to the implications of globalization and hemispheric trading blocs, to Canada's future prosperity. Students analyse Canada's role on the international stage as a peacekeeper and participant in significant international conflicts, as well as the impact that such events have had on Canada's self image. The extent that the United States has had an impact on Canada's culture and identity and the extent to which Canadian identity has remained distinct are investigated as one of the major themes of this unit. Throughout this unit, students refine and ultimately submit their research paper on 'What it Means to be a Canadian.' The nature of Canadian identity in light of modern historical events and key interpretations of Canadian history are demonstrated in the culminating activity. In this activity, students present a seminar that focuses on how Canadian identity is demonstrated through cultural expression.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	CHV.02, CHV.03, SEV.04, SEV.05, HIV.02, HIV.03, CO4.03, CH2.01, CH2.02, CH2.03, CH2.04, CH3.03, SE1.02, SE4.03, SE4.04, SE5.03, HI1.01, HI2.01, HI2.02, HI2.05, HI3.01, HI3.03	Knowledge/ Understanding Thinking/ Inquiry Communication	Quebec and French Canadians: Before, During and After the Quiet Revolution: Was it a Quiet Revolution or a Noisy Evolution?
2	COV.03, CCV.05, CHV.01, CHV.02, CHV.04, SEV.05, HIV.02, HIV.03, HIV.04, CO3.01, CO3.02, CO3.03, CO3.04, CO4.04, CC5.02, CC5.03, CC5.04, CH1.01, CH1.03, CH1.04, CH4.01, CH4.02, CH4.03, CH4.04, CH4.05, SE5.01, HI2.02, HI2.03, HI3.03, HI4.01, HI4.03	Knowledge/ Understanding Thinking/ Inquiry	Immigration, Multiculturalism, and Human Rights: What more should be done to build a Canada for all Canadians?
3	CCV.04, SEV.01, SEV.02, SEV.03, SEV.05, HIV.02, CC4.01, CC4.02, SE1.01, SE1.03, SE2.01, SE2.02, SE3.01, SE3.02, SE3.03, SE3.04, SE5.02, HI2.04	Knowledge/ Understanding Thinking/ Inquiry Communication	From Post-War Boom to the Global Economy of the 21st Century: Is our identity still distinct?

4	COV.04, SEV.05, HIV.01, HIV.02, HIV.04, CO4.03, CO4.04, CO4.05, CC1.02, CC1.04, SE5.04, SE5.05, HI1.01, HI1.02, HI1.03, HI2.03, HI2.04	Knowledge/ Understanding Communication Thinking/ Inquiry Application	New International Challenges: How to keep the peace in an increasingly complex world?
5	CCV.01, CCV.02, CHV.03, SEV.03, HIV.02, HIV.04, CC1.03, CC1.05, CC2.03, CH3.01, CH3.02, CH3.04, SE3.01, HI2.03, HI2.04, HI4.01, HI4.03	Thinking/ Inquiry Communication Application	Living beside a superpower and surviving?
6	CCV.02, CCV.05, CHV.01, HIV.01, HIV.02, HIV.03, HIV.04, CC2.02, CC5.02, CC5.03, CC5.04, CH1.01, CH1.04, SE2.03, SE4.01, SE4.03, SE4.04, HI1.02, HI2.02, HI2.04, HI2.05, HI3.01, HI3.03, HI4.01, HI4.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	How is culture reflected within the themes of Canadian history? A Culminating Activity Seminar

Culminating Activity for Unit 5

Students present seminars focusing on the major themes in Canadian history since 1945 that have been articulated through an artistic or cultural expression. Students are organized into small groups, each of which selects a different theme in Canadian history. Each member of the group selects a different piece of work to demonstrate the theme. For example, students in a group might select a number of literary, artistic, or musical examples to demonstrate how Quebec has defined itself within, and distinct from, Canada. Another group might research and present examples of literary, artistic, or musical examples to demonstrate how Canadian culture has been influenced by, or has remained distinct from, American culture. The members of each group present the same theme, but each individual must use a different example of how the theme has been expressed culturally or artistically.

Unit 6: What It Means to Be Canadian: Culminating Unit

Time: 8 hours

Unit Description

This culminating unit takes the form of a series of debates based on the major themes and interpretations of Canadian history that have been identified through the previous five units of the course. Students are divided into teams to debate the resolutions that are put forward as topics associated with ‘What it means to be Canadian.’ Students have the opportunity through these debates to present their thesis, research, and conclusions from the research paper that has been submitted at some point in Unit 5. It is intended that the entire time identified in this unit be used for students to plan and present their debates.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	CCV.02, CCV.05, CHV.01, HIV.01, HIV.02, HIV.03, HIV.04, CC2.02, CC5.02, CC5.03, CC5.04, CH1.01, CH1.04, SE2.03, SE4.03, SE4.04, HI1.02, HI2.02, HI2.04, HI2.05, HI3.01, HI3.03, HI4.01, HI4.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Canada’s True Identity: A paper strewn path or a rich Cultural Mosaic? A series of student debates on ‘What it means to be Canadian’

Culminating Activity for Unit 6

Students engage in a series of debates as to what has been the greatest influence on Canada's identity and the key elements that define this identity. A number of resolutions are put forward on the major themes presented in the course. Students are divided into teams to consolidate the research that has been presented in their research essay, and argue for one of the two sides. Examples could include: Be it resolved that the three original founding peoples of Canada (Aboriginal, French, and British) have had the greatest influence on what Canada is today; Be it resolved that policies and products of immigration serve to best define what Canada has been and what it is today. Resolutions should be comprehensive so as to include all of the major themes. Once students have taken part in a debate, each participant produces a personal reflection on the extent that the debate topic reflects her/his personal view of Canada's identity.

Teaching/Learning Strategies

This course seeks to have students become independent, self-motivated learners who will be prepared to succeed in university. There are a variety of opportunities for students to perform research, to think critically, to communicate effectively, to apply what they have learned to new situations, and to compare key interpretations of Canadian history. Through a rich variety of activities, such as the analysis of primary and secondary documents, participating in debates, and assuming the roles of key historical figures, students learn how to research, establish cause-effect, identify bias, understand different perspectives, and develop empathy. By mastering the various stages involved in the preparation of a major research paper, students learn to develop a cogent thesis, to organize research findings, to formulate questions for research, and to draw conclusions based on the effective evaluation of sources. The different occasions for group work promote cooperative learning, discussion, brainstorming, and interpersonal skills. The use of the Internet, videos, periodicals, journals, magazines, and newspapers enhance students' media literacy.

In this course, students become familiar with the major themes of Canadian history as they develop within a chronological organization of units. Given that the learning expectations clearly reflect the course title Canada: History, Identity, and Culture, students are consistently encouraged to explore the development of Canada's identity and culture by becoming familiar with the ideological, literary, artistic, social, military, and political history of the country. In preparation for university level history courses, students are given opportunities to become familiar with historiography by critically analysing the key interpretations of Canadian history as they have developed over time. Students are also provided with a foundation for the research and organizational process involved in preparing an historical research essay.

The teaching/learning strategies employed in this Grade 12 University History course should:

- encourage maximum student engagement in the learning activity;
- encourage student choice regarding the processes and products of learning in the History classroom;
- include whole class, small group, and individual instruction;
- use electronic technology as appropriate;
- address a variety of learning styles;
- provide opportunities for genuine inquiry - to generate questions, apply a variety of investigative approaches, and communicate learning in a variety of ways;
- encourage students in self-and peer evaluation;
- use formative assessment to provide opportunities for practice and consolidation;
- make authentic connections with the classroom, the school, and the local community;
- respect the cultural diversity of Ontario classrooms.

History has its own particular ways in which language is used to express concepts. In order to help all students, but especially ESL/ELD students, teachers should emphasize the following aspects of language in written and oral forms:

- specialized vocabulary/idioms
- use of a wide range of tenses, and of active and passive voice
- words, phrases, and clausal structures that indicate:
 - sequence/chronology
 - cause/effect relationships
 - contrast/comparatives/superlatives
 - statements of opinion, interpretation, inference
 - statements of speculation/hypothesis/prediction
 - statements of belief, intent, necessity, persuasion, evaluation, definition
 - explanations of reason
- formation of questions for formal and informal circumstances, oral or written
- active listening skills: e.g., phrases and syntax that express encouragement, requests for repetition, clarification, and restatement
- activities such as reading/listening tasks (case study/video viewing) that need a specific and concrete product expected of students
- completion of a graphic organizer/re-enactment or structured oral response
- note taking/summarizing
- non-verbal communication skills, of particular importance to presentation tasks

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

Assessment & Evaluation of Student Achievement

The Achievement Chart, which is the basis for assessment and evaluation in this course, is found on pages 246 and 247 of *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000*. The chart identifies four major categories of knowledge and skills: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass the curriculum expectations in all courses in Canadian and World Studies. When planning courses and assessment, teachers should review the required curriculum expectations and link them to these categories. They should ensure that all the expectations are accounted for in instructions and that the achievement of the expectations is assessed within the appropriate categories. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories. The descriptions at Level 3 represent the provincial standard for student achievement.

The primary purpose of assessment and evaluation is to improve student learning. *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000* outlines the philosophy and guiding principles concerning assessment and evaluation for Ontario teachers. Sample rubrics are provided for some of the major activities and for the unit culminating activity. The course culminating activity is designed to be a work in progress for all students. At the beginning of the course, the teacher should examine Unit 6 to become familiar with the suggested course culminating activity.

The activities and performance tasks in this profile are examples of some strategies teachers may use with their classes. The following are some generic suggestions for assessment and evaluation techniques in History courses:

- provide opportunities for student learning to improve by using formative assessment tools in each unit, e.g., visual organizers, practice quiz, self-and peer editing of written work, teacher feedback;
- model the skill that students are to master, e.g., formulating a thesis, note taking, report writing;
- share with students clearly developed criteria for their assessment and evaluation, e.g., checklists, rubrics. Developing these tools with students helps to clarify how and why they are being assessed or evaluated;
- accommodate a variety of learning styles and special needs through the modifications suggested in the activities and the suggestions for how they may improve their performance;
- use assessment tools that are appropriate for the expectations being addressed and that relate to the categories on the achievement charts;
- ensure that criteria used for assessment match expectations in culminating activities that involve performance assessment;
- in performance tasks involving group work, ensure that these tasks build in positive interdependence and individual accountability;
- match the assessment/evaluation strategy to the teaching/learning strategy.

Students should become competent researchers and writers through the activities suggested in this profile. They will also practise and demonstrate a variety of written and verbal communication skills. 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.

Final Course Summative Evaluation

The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment states that thirty per cent of the grade is 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. Decisions about how the thirty per cent will be allocated are ultimately up to individual teachers, schools, or boards. However, it is recommended that the thirty per cent should be divided between at least two activities.

Accommodations

The desired outcome is for all students to achieve success in their History course. Specific adaptations and accommodations are recommended if warranted. Working in collaboration with special education personnel, the teacher must become familiar with the Individual Education Plans for exceptional students to learn the specific teaching and learning strategies that work best with each student. The proficiency levels outlined in *The Ontario Curriculum, Grades 9 to 12, English As a Second Language and English Literacy Development, 1999* provide teachers and school administrators with a guide to receiving and accommodating ESL/ELD students in the regular classroom.

Technology can also be important in modifying activities and accommodating special needs. For example, prior bookmarking of key Internet sites will help to maximize on-line time. There are many enrichment opportunities for gifted students who may explore the issues and personalities in greater depth or from different perspectives.

Resources

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

Print

- Ajzenstat, Janet, ed. *Canada's Founding Debates*. Toronto: Stoddart Publishing Co., 1999. ISBN 0-7737-3214-4
- Bothwell, Robert and J. L. Granatstein. *Our Century: The Canadian Journey*. Toronto: McArthur and Company, 2000. ISBN 1552-781615
- Bothwell, Robert, *Canada and Quebec: One Country, Two Histories*. Vancouver: UBC Press. 1995. ISBN 0-7748-0542-0
- Boulton, Marsha. *The Just A Minute Omnibus*. Toronto: McArthur & Co., 2000. ISBN 1-55278-151-8
- Boyko, John. *Last Steps to Freedom: the Evolution of Canadian Racism*. Winnipeg: Watson and Dwyer, 1995. ISBN 0-920486-11-8
- Bumsted, J.M. *A History of the Canadian Peoples*. Toronto: Oxford University Press, 1998. ISBN 0-19-541200-1
- Burnet, Jean R. *Coming Canadians*. Toronto: McClelland and Stewart, 1989. ISBN 0-7710-1783-9
- Carter, Sarah. *Capturing Women: The Manipulation of Cultural Imagery in Canada's Prairie West*. McGill-Queen's University Press, 1997. ISBN 0-7735-1656-5
- Calloway, Colin G. *New World for All: Indians, Europeans, and the Remaking of Early America*. Baltimore. Johns Hopkins University Press, 1997. ISBN 080185959X
- Dickason, Olive Patricia. *The Myth of the Savage: And the Beginnings of French Colonialism in the Americas*. Edmonton. University of Alberta Press, 1997. ISBN 0888640366
- Dickason, Olive Patricia. *Canada's First Nations: A History of Founding Peoples from Earliest Times*, 3rd ed. Toronto: Oxford University Press, 2001. ISBN 019541652X
- Encyclopedia of North American History*. Woodbridge: Marshal Cavendish, 1999. ISBN 0-7614-7084-0
- Gillmor, Don and Pierre Turgeon. *Canada: A People's History*. Toronto: McClelland and Stewart Ltd., 2000. ISBN: 0-7710-3340-0 – Volume 1, ISBN: 0-7710-3341-9 – Volume 2
- Greer, Allan. *The People of New France*. Toronto: University of Toronto Press, 1997. ISBN 0-8020-7816-8
- Greer, Allan, ed. *The Jesuit Relations*. Boston: Bedford, 2000.
- Hehner, Barbara, ed. *Spirit of Canada*. Toronto: Cross Canada Books, 1999. ISBN 1-89421-14-7
- Jaenan, Cornelius and Cecilia Morgan, ed. *Material Memory: Documents in Pre-Confederation* Don Mills: Addison-Wesley Longman Ltd., 1998. ISBN 0-673-98479-6
- James, Carl and Adrienne Shadd. *Talking About Difference: Encounters in Culture, Language and Identity*. Toronto: Between the Lines Press, 1994. ISBN 0921284926
- Karpinski, Eva C. *Pens of Many Colours: A Canadian Reader*, 2nd ed. Toronto: Harcourt, Brace and Company, Ltd., 1997. ISBN 0774735104

Keshen, Jeffrey and Suzanne Morton, ed., *Material Memory: Documents in Post-Confederation* Don Mills: Addison-Wesley Longman Ltd., 1998. ISBN 0-673-98480-X

Kingwell, Mark and Christopher Moore. *Canada Our Century: 100 Voices 500 Visions*. Toronto: Cross Canada Books, 1999. ISBN 0-385-25893-3

Lunn, Janet, Christopher Moore and Alan Daniel. *The Story of Canada*, Revised 3rd ed. Toronto: Cross Canada Books, 2000. ISBN 1-55263-150-8

Mallory, Enid. *The Remarkable Years: Canadians Remember the 20th Century*. Markham: Fitzhenry and Whiteside, 2001. ISBN 1-55041-605-7

McPherson, Kathryn, ed. *Gendered Pasts: Historical Essays*. Toronto: Beacon Press, 1999. ISBN 0-195414497

Mollins, Carl. *Canada's Century: An Illustrated History of the People and Events That Shaped Our Identity*. Toronto: Cross Canada Books, 1999. ISBN 1-55013-993-2

Moogk, Peter N. *La Nouvelle France: The Making of French Canada—A Cultural History*. Michigan State University Press. ISBN 0-87013-528-7

Morgan, Cecilia, ed., *Heroines and History*. Toronto: University of Toronto Press, 2001. ISBN 0-802083307

Prentice, Alison, ed., *Canadian Women: A History*. Toronto: Harcourt Brace, 1996. ISBN 0-7747-3293-8

Ray, Arthur. *I have lived here since the world began: An Illustrated History of Canada's Native People*. Toronto: Key Porter Books, 1996. ISBN 155013986X

Strong-Boag, Veronica and Anita Clair Fellman, *Rethinking Canada: The Promise of Women's History*. Toronto: Oxford University Press, 1997. ISBN 0-19-541291-5

Thorner, Thomas, ed. 'A few Acres of Snow': *Documents in Canadian History, 1577-1867*. Peterborough: Broadview, 1997.

Trofimenkoff, Susan Mann, *The Dream of Nation: A Social and Intellectual History of Quebec*. Toronto: Macmillan, 1982. ISBN 0-7715-5691-8

Trudel, Marcel. *Introduction to New France*. Toronto: Quintin Publications, 1997. ISBN 188656065X

Symbols of Canada. Ottawa. Government of Canada-Canadian Heritage. ISBN 0-660-17770-6

White, Richard. *The middle ground: Indians, Empires, and republics in the Great Lakes Region 1650-1815*. Cambridge University Press, 1991. ISBN 0-521-37104-x

Non Print

Videos

Canada: A People's History. Videocassette. CBC.

A sweeping saga that explores Canada's history from when the world began around the year 15000 B.C. to 1990. Includes exploration, first encounters between Native peoples and Europeans, the development of the Canadian nation, major events in Canadian history and current issues.

Canada: Growth and Change Video Series. Videocassette. Prentice-Hall Canada. 1996.

This is a series of six videos that address the entire twentieth century on issues such as immigration, regionalism, peace and conflicts in Quebec, rights and responsibilities and economic links. The material has been gathered from CBC sources.

The Canadian History Series: 1945-1995. Videocassette. Epoch Multimedia Inc.

Available in French and English, this series of six videos covers Canadian history from 1945 to 1995, drawing on the themes of Canadian-American relations, Canada and the world, economic development and technological change in Canada, French-English relations and social and cultural change in Canada.

Mosaic: The Social Background of Canada. Videocassette. Prod. CTV Television Network. Magic Lantern Videos. 1990.

This program examines how Canadians face the challenge of living in such a geographically vast country that is bilingual and increasingly becoming multi-racial and multi-ethnic.

Who Gets In? Videocassette. Dir. Barry Greenwald. Prod. Michael Scott and John Naylor. National Film Board of Canada. 1989.

An interesting documentary about Canada's immigration process and policies. It is shot in Africa and Hong Kong and reveals the diverse experiences of new immigrants applying for entry to Canada.

Websites

Canadian History Debate – www.canadahistory.cin/index.htm

Brings the richness of Canadian culture, diversity and heritage to the world. Collects, presents and disseminates writings, visual sources and opinions on all aspects of Canadian history.

Curricular Resources in Canadian Studies – www.cln.org/subjects/can-histcur.html

A list of pages to supplement the study of Canadian history. Theme pages contain links to useful Internet sites about a topic. For example, the Canadian military history theme page, the Canadian heritage theme page, and Canadian portraits. Also provides links to teacher resources and lesson plans.

National Archives of Canada – www.archives.ca/08/08e.html

Includes living memory section, searchable by themes such as arts and culture, politics and government, women, war. Also searchable by time periods. The peoples' section includes biographies of Prime Ministers and 120 other prominent Canadians. Also sections on World Wars, Aboriginal peoples. Includes teachers' guide.

Oh Canada – www.ualberta.ca/bleeck/canada

Site provides access to information on the Internet which defines and exposes Canada and Canadians. Attempts to define our multicultural fabric, history, symbols and values. Includes constitutional documents, symbols, and information on Aboriginal peoples, arts, music, literature and more.

Oh Canada – www.macabees.ab.ca/Canada/canhist.html

Provides access to information which defines Canada and Canadians. Also looks at our multicultural fabric, our history, symbols, and the history of our flag, anthem and maple leaf.

Canadian Symbols and Emblems – <http://canadaonline.about.com/cs/canadasymbols/index.htm>

Links to articles on the Canadian flag, coat of arms, motto, national colours, and symbols including the beaver and maple leaf. Provides history of each and significance. Also a section on Canadian music.

Citizenship and Immigration – Milestones of the 20th Century – www.cic.gc.ca/english/about/milestones
A brief look through pictures and text at the history of immigration in Canada. Focus on cultural diversity and positive influence of immigration on Canadian society.

The Great Canadian History Page – www.3.sk.sympatico.ca/vavrr

A list of links to information on every conceivable topic in Canadian history, including Aboriginal peoples, French Canadian culture, Prime Ministers, important documents. Also provides links to the National Library of Canada, the National Museum of Science and Technology, the CBC, Maclean's magazine and other Canadian sites. Comes with teacher's resource lists.

Canada: Birth of our Nation – Competition, Conquest, Colonization
– www.rockyview.ab.ca/bpeak/students/canada/canfront.html

Well organized into subject areas, for example Aboriginal peoples, other groups, Confederation, settlements, roles of France and England and more. Each subject area contains links to articles on topics relevant to that subject.

Early Canadiana Online – www.canadiana.org/eco/english

A digital library of primary sources in Canadian history from the first European contact to the early twentieth century. Particularly strong in the areas of literature, women, Native studies and the history of French Canada.

Canadian History on the Web – Historical Documents Section

– <http://members.home.net/dneylan/hisdoc.html>

Links to sites containing historical documents and primary sources. For example, there is a section on immigration which includes passenger lists and a description of handbooks immigrants received. Also includes a section on testimony of fugitives on the Underground Railroad.

OSS Considerations

The Grade 12 Canada: History, Identity and Culture course provides students with the opportunity to acquire skills and knowledge that they need in order to pursue education and career goals and to carry out social responsibility. This course will provide students with learning experiences that are consistent with program goals outlined in *Choices into Action, Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999*. Students relate what they are learning in this course to personal aspirations and interests and to possible work and life roles. To reach this objective, teachers should offer a range of career exploration activities. See, for example, the culminating activity for Unit 4. In some cases, students may benefit from co-operative education and work experience. If teachers choose to add this component to the course, examples of ways of providing these opportunities for students are suggested in *Ontario Schools, Grade 9 to Grade 12, Program and Diploma Requirements, 1999*, section 7.5, Co-operative education and work experience (pp. 52-54)

This course also gives consideration to integrating technology across the curriculum (i.e., use of Internet in research), aiding students with special needs (accommodations when necessary), using the community as a resource (visits from university faculty representatives), and using the Library/Resource Centre. Teachers should also integrate the values of antidiscrimination, respect, and violence prevention into the course of study.

Students taking this course may earn either an optional credit or an additional compulsory credit for diploma requirements.

Coded Expectations, Canada: History, Identity, and Culture, Grade 12, University Preparation, CHI4U

Communities: Local, National, and Global

Overall Expectations

- COV.01** · describe the main features of life in selected Aboriginal societies in Canada prior to contact with Europeans and how they have changed over time;
- COV.02** · analyse the principal characteristics of the French and English colonial experiences in Canada;
- COV.03** · assess the significance of successive waves of immigration in the development of regional, provincial, and national identities in Canada;
- COV.04** · evaluate the evolution of Canada’s role on the international stage.

Specific Expectations

Aboriginal Peoples

- CO1.01** – describe various aspects of Aboriginal life (e.g., economic life, spirituality, relationship with the environment, political organization) prior to contact with Europeans;
- CO1.02** – explain why and how Aboriginal peoples helped European colonists adapt to their new environment;
- CO1.03** – analyse the impact of European contact on the lives of Aboriginal peoples and evaluate the responses of Aboriginal peoples (e.g., spread of disease; territorial relocation; introduction of new weapons and trade goods; rebellions of Pontiac and Tecumseh, and at Oka; consequences of the Royal Proclamation of 1763; political agitation for self-government);
- CO1.04** – describe the contributions of Aboriginal peoples to the development of Canadian identity and culture.

Colonial Canada

- CO2.01** – compare the colonizing policies of the French (e.g., Company of One Hundred Associates, Catholic missionaries, Colbert’s compact in Laurentian society, seigneurial system) and the British (e.g., absentee landlords in Prince Edward Island, settlement of Napoleonic War veterans, clergy and Crown reserves in Upper Canada) in colonial Canada;
- CO2.02** – demonstrate an understanding of colonial history as it contributed to the concept of Canada as the product of “two founding nations” (e.g., Royal Proclamation of 1763; Quebec Act, 1774; Constitutional Act, 1791; Lord Durham’s Report; Confederation);
- CO2.03** – describe significant sectarian divisions within colonial society and how they shaped the political and cultural issues of the period (e.g., tensions between early and latter-day Loyalists; Ryerson’s Methodism and the Church of England; Irish–Scottish tensions).

Immigration and Identity

- CO3.01** – analyse the factors that led to revisions of Canada’s immigration policies;
- CO3.02** – describe significant waves of immigration (e.g., United Empire Loyalists in the late 1700s, Black immigration in the early 1800s, British immigration in the 1840s, Sifton’s “men in sheepskin coats”, post–World War II immigration, Asian and African immigration in the 1990s) and settlement patterns, and how they helped shape Canadian identity and culture;
- CO3.03** – describe the types of immigrants the Canadian government sought to attract at the end of the nineteenth century and the strategies immigration officials used to attract them;
- CO3.04** – describe how ethnocultural identities have been expressed in different provinces and regions at different times (e.g., African Canadians in Nova Scotia, Chinese labourers in British Columbia, Ukrainian grain farmers on the Prairies, post–World War II Italian immigrants in Hamilton and Toronto).

Canada's International Role

- CO4.01** – demonstrate an understanding of Canada's role in international affairs prior to Confederation (e.g., French colonial trade under Louis XIV, trade between the Atlantic colonies and New England, Seven Years' War, War of 1812, Fenian raids);
- CO4.02** – analyse Canada's development as an autonomous nation in the first half of the twentieth century (e.g., establishment of the Department of External Affairs, Treaty of Versailles, Chanak Crisis, Statute of Westminster);
- CO4.03** – describe the nature of Canada's role in international organizations in the twentieth century (e.g., development of the United Nations Charter, John Humphrey and the Universal Declaration of Human Rights, the Commonwealth, la Francophonie);
- CO4.04** – evaluate the extent to which Canada's reputation as a humanitarian nation is merited (e.g., Canadian treatment of Aboriginal peoples, Canada as a destination for escaping slaves in the nineteenth century and refugees in the twentieth century, peacekeeping efforts, United Nations rankings);
- CO4.05** – demonstrate an understanding of how Canada's participation in significant international conflicts (e.g., Boer War, World War I, World War II, Korean War, Cold War, Gulf War) changed the way the country was perceived by the international community.

Change and Continuity

Overall Expectations

- CCV.01** · analyse how Canada's changing relationships with France, Britain, and the United States have influenced the formation and transformation of Canada's identity;
- CCV.02** · demonstrate an understanding of the conflict between east–west and north–south linkages and their impact on the maintenance of Canadian identity;
- CCV.03** · describe Canada's transformation from a rural, agricultural nation to an urban, industrial nation;
- CCV.04** · analyse the relationship between major social and technological changes in Canada;
- CCV.05** · evaluate the extent to which Canada has been transformed into a pluralistic society.

Specific Expectations

Transformation of Canadian Identity

- CC1.01** – demonstrate an understanding of the resistance of French and British settlers to the establishment of European colonial institutions (e.g., *coureurs de bois*, habitant relationships with the Catholic church, William Lyon Mackenzie versus the Family Compact, the Métis);
- CC1.02** – describe significant steps in Canada's changing role within the British Empire and Commonwealth (e.g., Washington Treaty, 1871; Laurier at the Imperial Conferences of 1897; Naval Services Bill, 1910; creation of the Canadian Corps, 1915; Suez Crisis, 1956);
- CC1.03** – analyse how conflicts and compromises between Canada and the United States have helped to shape Canadian identity (e.g., migration of the United Empire Loyalists; War of 1812; 1849 Annexation Manifesto; Confederation; North American Air Defence Command; Trudeau's recognition of the People's Republic of China; the North American Free Trade Agreement);
- CC1.04** – describe the ways in which the world wars and other conflicts of the twentieth century altered Canadians' self-image (e.g., Vimy Ridge, Canadian soldiers in Hong Kong in 1941, Korean War, Pearson and peacekeeping, American draft dodgers in Canada during the war in Vietnam, the Gulf War);
- CC1.05** – assess the effectiveness of attempts to protect Canadian culture from American domination (e.g., creation of the CBC, Canadian content rules in broadcasting, the Governor General's Awards, the Order of Canada, attempts to protect cultural industries in trade agreements).

East–West and North–South Forces

- CC2.01** – assess the origins and results of Macdonald’s National Policy (e.g., tariff protection, development of domestic agricultural markets, Laurier and reciprocity, Mackenzie King and tariffs, branch plants);
- CC2.02** – demonstrate an understanding of the causes and implications of Canadian regional differences (e.g., economic disparity between Central and Atlantic Canada, cultural differences between Quebec and the rest of Canada, geographic separation of Western Canada);
- CC2.03** – analyse the reasons for Canada’s close political and economic relationship with the United States (e.g., extended border, concentration of American ownership in the Canadian economy).

Urbanization and Industrialization

- CC3.01** – describe the evolution of industrialization and urbanization in Canada;
- CC3.02** – assess the effects of industrialization on the regions and peoples of Canada (e.g., Aboriginal peoples, Prairie farmers, French-speaking industrial workers, Cape Breton steelworkers, Newfoundland fishers);
- CC3.03** – evaluate the economic and cultural contributions of Canadian agricultural and resource-based communities (e.g., northern resource towns; Prairies as breadbasket of Canada; birthplace of medicare; writers such as Thomas Chandler Haliburton, Pauline Johnson, W.O. Mitchell, Antonine Maillet);
- CC3.04** – evaluate the economic and cultural contributions of Canadian cities (e.g., support for multicultural diversity; role as financial centres; urban literature by Mordecai Richler, Robertson Davies, Michel Tremblay; art galleries and theatres).

Technology and Society

- CC4.01** – analyse how changes in transportation and communications technology (e.g., the Canadian Pacific Railway, publicly owned transportation and communication links, Diefenbaker’s Near North policy, Anik satellite) have influenced Canadian society and identity;
- CC4.02** – analyse how the cultures of Canadian workplaces have been affected by technological changes (e.g., the age of steam and the shipping industry, electrification and factories, the typewriter and office work, the combine and farming, the snowmobile and Inuit hunting);
- CC4.03** – evaluate the extent to which technological and scientific innovations in the home (e.g., the introduction of electricity and electrical appliances, scientifically based advice on child rearing) have affected Canadians’ everyday lives and helped shape national identity.

Cultural Pluralism

- CC5.01** – assess whether British colonial policies were directed towards the creation of a homogeneous society in Canada (e.g., Articles of Capitulation; Treaty of Paris, 1763; Quebec Act, 1774; Act of Union, 1840; nineteenth-century immigration policies);
- CC5.02** – analyse how obstacles that made it difficult for immigrants to participate fully in Canadian society (e.g., discrimination in employment, Immigration Acts, denial of the franchise, wartime discrimination and internment, stereotyping in literature and the media) have been challenged and reduced over time;
- CC5.03** – explain the basic objectives of Canada’s official policy of multiculturalism (e.g., recognition of ethnic diversity and the contributions of diverse cultures) and its relationship to bilingualism and biculturalism, and explain how support for and opposition to the policy have changed over time;
- CC5.04** – assess the difficulties in maintaining a united country while promoting diversity through multiculturalism.

Citizenship and Heritage

Overall Expectations

CHV.01 · analyse the evolution of citizenship in Canada;

CHV.02 · demonstrate an understanding of the characteristics of the French presence in Canada and its contributions to Canadian identity;

CHV.03 · describe the role of literature, the arts, and popular culture in the development of a distinctive Canadian culture;

CHV.04 · evaluate Canada's evolving identity as a just society by analysing changes in Canadian perspectives, policies, and documents on human rights.

Specific Expectations

Canadian Citizenship

CH1.01 – demonstrate an understanding of the development of citizenship in Canada (e.g., from British subject to Canadian citizen);

CH1.02 – explain how and why citizenship rights have been denied at particular times to certain ethnocultural minorities (e.g., Chinese, Ukrainian, or Japanese Canadians);

CH1.03 – describe the actions that groups who have been denied full citizenship have taken to achieve that status (e.g., women, Chinese immigrants, Aboriginal peoples);

CH1.04 – demonstrate an understanding of what it means to be a Canadian citizen at the beginning of the twenty-first century.

French-Canadian Identity

CH2.01 – describe the character and development over time of francophone communities outside Quebec (e.g., Acadians in New Brunswick, Franco-Ontarians, Franco-Manitobans, Métis);

CH2.02 – describe the historical roots and modern manifestations of bilingualism and biculturalism and how events have shaped the meaning of these terms;

CH2.03 – analyse why and how the people of Quebec have acted to preserve their political identity (e.g., the Rebellion in Lower Canada, the response to a balanced assembly under the Act of Union, negotiation of terms of Confederation, opposition to conscription, legislation during the Quiet Revolution);

CH2.04 – describe the role of significant Quebec-based political figures in the development of the French presence in Canada (e.g., Louis-Hippolyte LaFontaine, Henri Bourassa, Maurice Duplessis, Pierre Trudeau, René Lévesque, Jeanne Sauvé).

Culture and Identity

CH3.01 – analyse how Canada and Canadians have been portrayed by a representative sample of writers, visual artists, musicians, composers, and filmmakers, and in television shows (e.g., Susanna Moodie, Gabrielle Roy, Timothy Findley; Cornelius Krieghoff, Group of Seven; Oscar Peterson, Glenn Gould, Susan Aglukark; Denys Arcand, Alanis Obomsawin; *Les Plouffe*, *Due South*, *North of 60*);

CH3.02 – analyse how American movies, television, music, advertising, professional sports, and other consumer products have posed challenges to the creation of a home-grown Canadian identity;

CH3.03 – describe the strategies that French Canada has used to preserve francophone culture (e.g., Société Radio-Canada, film subsidies in Quebec, French-language literary awards, Bill 101);

CH3.04 – analyse how Canadian governments and leaders have used symbols and supported organizations to promote Canadian culture (e.g., Canadian flag, national anthem, Canadian Broadcasting Corporation, National Film Board, Canada Council, Ontario Black History Society).

Human Rights in a Just Society

- CH4.01** – describe the origins and various incidents of prejudice and discrimination in Canada’s history (e.g., expulsion of the Acadians, residential schools for Aboriginal children, unwillingness to admit Jewish refugees from Nazism, discrimination in hiring against people with disabilities);
- CH4.02** – analyse the individual and social costs of human rights violations in Canadian history;
- CH4.03** – identify and critically analyse the efforts of Canadian individuals and groups who have worked to promote human rights within Canada (e.g., National Council of Women, Child Savers, Tommy Douglas, Elizabeth Fry Society, Ovide Mercredi);
- CH4.04** – identify how various provincial and federal statutes (e.g., British Columbia’s Unemployment Relief Act, 1931; the Ontario Human Rights Code, 1990; the Canadian Bill of Rights Act, 1960; the Charter of Rights and Freedoms) have sought to protect the human rights of Canadians;
- CH4.05** – evaluate current developments within Canada that address the equitable treatment of individuals and groups (e.g., apology and reparations to Japanese-Canadian internees in World War II; Aboriginal self-government; gay rights; equal pay for work of equal value).

Social, Economic, and Political Structures

Overall Expectations

- SEV.01** · describe the development of Canada’s social programs and their significance in terms of Canadian identity;
- SEV.02** · analyse how women’s participation in Canadian society has changed over time;
- SEV.03** · assess the impact of Canada’s major economic relationships on Canadian sovereignty;
- SEV.04** · describe and evaluate the nature of the Canadian political system and the groups and individuals who contributed to its development;
- SEV.05** · assess the efforts of popular movements to reform Canadian society.

Specific Expectations

Social Programs and Policies

- SE1.01** – demonstrate an understanding of the history, development, and extent of Canada’s social programs (e.g., unemployment insurance, family allowance, medicare, pension plans);
- SE1.02** – assess the extent to which education has been used in Canada as an instrument for shaping regional, provincial, and national identities (e.g., Jesuit schools, Egerton Ryerson’s public school system, the Manitoba Schools Question, Catholic and public school systems, residential schools for Aboriginal children, French-language education in Quebec in the 1990s);
- SE1.03** – assess how labour legislation has evolved in response to changes in the workforce and the workplace (e.g., laws setting maximum hours and minimum wages, restrictions on child labour, pay equity).

Women in Canada

- SE2.01** – analyse the extent to which women’s traditional roles as wives and mothers and their status in Canadian society have changed since Victorian times;
- SE2.02** – analyse women’s changing participation in the paid labour force;
- SE2.03** – analyse the contributions of women to the Canadian identity (e.g., Marguerite Bourgeoys, Mary Ann Shadd, Agnes Macphail, Emily Carr, Thérèse Casgrain, Kahn-Tineta Horn, Margaret Laurence, Bertha Wilson, Roberta Bondar).

Economic Relations and Policies

SE3.01 – describe the evolution of economic relations among North American nations (e.g., National Policy, the Reciprocity Election of 1911, the Auto Pact, Canada–U.S. Free Trade Agreement, North American Free Trade Agreement) and the impact on the Canadian economy;

SE3.02 – evaluate how the process of economic globalization (e.g., General Agreement on Tariffs and Trade, Asia-Pacific Economic Cooperation, World Trade Organization) has challenged Canadian economic and cultural autonomy (e.g., control over cultural industries);

SE3.03 – assess the relationship between modern economic and humanitarian practices in Canada (e.g., foreign aid to and trade with Cuba, military support for the Gulf War, trade with the People’s Republic of China, sale of nuclear technology to Pakistan);

SE3.04 – assess the effectiveness of post-Confederation government economic policies designed to promote Canadian sovereignty (e.g., National Policy, Foreign Investment Review Agency, National Energy Policy, split-run legislation).

Political Structures

SE4.01 – describe past and present Aboriginal political organizations (e.g., Ojibwe clan system, Iroquois Confederacy, western Arctic Inuit hereditary leadership, the Assembly of First Nations);

SE4.02 – demonstrate an understanding of the principles of the Canadian political system (e.g., “peace, order and good government”; concept of federalism; parliamentary democracy; cabinet system);

SE4.03 – describe the role of selected significant events and legislation in the development of the current Canadian political system (e.g., the Conquest; the Quebec Act; the Constitutional Act, 1791; the Rebellions in Upper and Lower Canada; responsible government; Confederation; the Balfour Report; the Constitution Act, 1982);

SE4.04 – describe the contributions of selected prime ministers (e.g., Macdonald, Laurier, Borden, King, Pearson, Trudeau) to the evolution of the Canadian identity.

Popular Reform Movements

SE5.01 – analyse the evolution of the women’s movement in Canada (e.g., married women’s property reform, Woman’s Christian Temperance Union, the Famous Five and the Persons Case, Royal Commission on the Status of Women);

SE5.02 – analyse the evolution of the labour movement in Canada (e.g., Knights of Labor, One Big Union, Winnipeg General Strike, Asbestos strike, Canadian Labour Congress, the drive to organize young workers in the service sector);

SE5.03 – demonstrate an understanding of the rise of popular reform movements in western Canada (e.g., United Farmers of Alberta, “Bible Bill” Aberhart and Social Credit, Co-operative Commonwealth Federation);

SE5.04 – assess the influence of anti-war sentiment in Canadian history (e.g., J.S. Woodsworth, opposition to conscription, the anti-nuclear movement during the Cold War, Voice of Women);

SE5.05 – analyse the growth of environmentalism (e.g., the establishment of national parks, Federation of Ontario Naturalists, Greenpeace) and its influence on how Canadians live.

Methods of Historical Inquiry

Overall Expectations

HIV.01 · demonstrate an understanding of historians’ methods of locating, gathering, and organizing research materials;

HIV.02 · critically analyse interpretations related to Canadian history, culture, and identity;

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

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

Specific Expectations

Research

- HI1.01** – formulate questions for research that lead to a more profound understanding of the evolution of Canadian culture, drawing on examples from Canadian history;
- HI1.02** – conduct organized research, using a variety of information sources (e.g., primary and secondary sources, audio-visual materials, Internet sites) that present a diverse range of perspectives on Canadian history and culture;
- HI1.03** – organize research findings, using a variety of methods and forms (e.g., note taking; graphs and charts, maps and diagrams).

Interpretation and Analysis

- HI2.01** – demonstrate an ability to distinguish bias, prejudice, stereotyping, or a lack of substantiation in statements, arguments, and opinions;
- HI2.02** – compare key interpretations of Canadian history (e.g., as reflected in the “two founding nations” thesis or the notion of Canada as a land of immigrants);
- HI2.03** – explain relationships and connections in the data studied (e.g., chronological ties, cause and effect, similarities and differences);
- HI2.04** – draw conclusions based on the effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations;
- HI2.05** – demonstrate an ability to develop a cogent thesis substantiated by effective research.

Communication

- HI3.01** – communicate effectively, using a variety of styles and forms (e.g., essays, debates, role playing, group presentations);
- HI3.02** – use an accepted form of academic documentation effectively and correctly (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists; appendices), and avoid plagiarism;
- HI3.03** – express ideas, opinions, and conclusions clearly, articulately, and in a manner that respects the opinions of others.

Creativity, Collaboration, and Independent Study

- HI4.01** – demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently;
- HI4.02** – use a variety of time-management strategies effectively;
- HI4.03** – demonstrate an ability to work independently and collaboratively and to seek and respect the opinions of others;
- HI4.04** – identify various career opportunities related to the study of history (e.g., researcher, museum or archive curator, teacher, journalist, writer).

Unit 1: The Foundations of the Canadian Identity: Prehistory–1763

Time: 21 hours

Unit Description

This unit introduces students to the key historical concepts and themes in Canadian history that will be developed throughout the rest of the course. A major focus of this unit is an examination of the role of Canada's Aboriginal peoples in the development of modern Canada. The lifestyles and world view of selected Aboriginal groups such as the Haudenosaunee (formerly Iroquois) prior to contact with Europeans are described. The goals and motivating principles for settling New France by early French explorers and the impact of their contact with First Nations are analysed. Students compare the different colonial experiences of French and British settlers in North America. Students also investigate the extent to which Canada has always been influenced by world events through an examination of the Imperial Wars of Britain and France in the seventeenth and eighteenth centuries and the impact that these conflicts had on their North American colonies. Each activity deals not only with major events in the chronological history of Canada, but focuses on a specific theme that contributes to the question of what it means to be Canadian.

Students continue to develop important historical skills. In Unit 1, the skill of recognizing the difference between primary and secondary sources and analysing these sources is a focus. Associated with recognizing various types of sources of information is the skill of recognizing bias and identifying different points of view. This unit also introduces students to the course culminating activity 'What it means to be Canadian,' which takes the form of a research paper. The culminating activity in this unit is intended to be the first significant part of the process that students are working towards in the culminating unit.

Culminating Activity for Unit 1

Students analyse primary and secondary source documents in order to determine the validity of the two founding nations' interpretations of Canadian history. The primary documents might include a report, a treaty, accounting records related to the fur trade, a diary entry, letters sent to family or government in Europe, etc. Students consider the value of primary sources for historians. Students produce an analysis of the primary and secondary sources that they examine, and explain what the document(s) tell us about the individual or group who produced the documents. Students conclude their analysis by providing an assessment of validity of the two founding nations' interpretations of Canadian history.

Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment/ Evaluation	Student Task
1.1 The Cultures and Values of the Aboriginal Peoples prior to Contact	3 hours	COV.01, SEV.04, HIV.02, HIV.03, CO1.01, CO1.04, SE4.01, HI2.01, HI3.03, HI4.03, HI2.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Students reflect in writing on how the Aboriginal peoples' lives of the past compare to the myths of the present, and the impact this has on Canadian identity.
1.2 Early French Colonial History in North America: 1534–1663	4 hours	COV.02, CHV.02, HIV.02, CO1.02, CO1.03, CO2.02, CO4.01, CH2.01, HI4.03, HI2.01	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Students write a report on early French colonial experience and the impact and effects of contact for both French and Indian Nations.

1.3 Les Canadiens and the Roots of French Canada	4 hours	COV.02, CCV.01, CHV.02, SEV.02, HIV.01, HIV.03, CC1.01, SE2.03, CH2.01, HI1.02, HI3.01	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Students compose a diary entry for an individual based on her/his interaction with an institution in New France.
1.4 The Colonial Experiences of British and French Peoples in Canada: The foundations and complications of the Canadian Identity	3 hours	COV.02, CCV.01, HIV.02, SEV.02, CO2.01, CO4.01, CC1.01, CH2.01, SE2.03, HI2.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Students research and compare the colonizing policies of the French and British in Canada. Students write a response to the thesis that Canada has two founding nations and the extent to which Aboriginal peoples' contributions have been ignored.
1.5 The Conflict between French and British Empires in North America to 1763	3.5 hours	CCV.05, CHV.02, CHV.04, HIV.02, CO4.01, CC5.01, CH2.02, CH4.01, CH4.02, HI2.04, HI2.03, HI3.01	Thinking/ Inquiry Communication Application	Students select and research an event and/or person connected to the Seven Years War. Students write a quiz.
1.6 Culminating Activity: The foundation and components of Canada's Culture and Identity	3.5 hours	CCV.01, CHV.02, CHV.03, HIV.01, HIV.02, HIV.03, HIV.04, CO1.04, CC1.01, CC5.01, CH3.01, SE2.03, HI1.02, HI2.01, HI2.02, HI2.04, HI3.03, HI4.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Culminating Activity: Students analyse a primary source document and apply the concept of historiography to their analysis.

Activity 1: The Cultures and Values of Aboriginal Peoples Prior to Contact

Time: 3 hours

Description

This activity involves students in the study of Canadian history and the origins of Canada. Students also study the economic, social, and political structures of various Aboriginal cultural groups prior to the European arrival, and their subsequent contributions to Canadian identity. Students explore the historical skills of distinguishing bias and expressing ideas and opinions that are respectful of others. This activity introduces students to the concept of historiography as it is applied in the culminating activity of the unit, which focuses on primary and secondary sources.

Strand(s) & Learning Expectations

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

Overall Expectations

COV.01 - describe the main features of life in selected Aboriginal societies in Canada prior to contact with Europeans and how they have changed over time;

SEV.04 - describe and evaluate the nature of the Canadian political system and the groups and individuals who contributed to its development;

HIV.02 - critically analyse interpretations related to Canadian history, culture, and identity;

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

Specific Expectations

CO1.01 - describe various aspects of Aboriginal life prior to contact with Europeans;

CO1.04 - describe the contributions of Aboriginal peoples to the development of Canadian identity and culture;

SE4.01 - describe past and present Aboriginal political organizations;

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

HI2.04 - draw conclusions based on the effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations;

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

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

Prior Knowledge & Skills

- Students should be familiar with working cooperatively in groups.
- Students should have significant note-taking skills.
- Students should be familiar with summarizing information using graphic organizers.

Planning Notes

- The teacher locates samples of oral history or art from various Aboriginal cultures (see Resources for ideas) to review with students Canada's early history and the historical concept of primary/secondary sources. Alternatively, the teacher may invite a representative from a local band or friendship centre or organize a class visit to a friendship centre.
- The teacher books the library for students to conduct research.
- The teacher prepares a map of North America which students are to complete to demonstrate the diversity of Aboriginal cultures, tribes, and linguistic groups.

- The teacher prepares a graphic organizer for students to use to prepare research on Aboriginal cultures or tribal groups.
- The teacher selects video clips from videos to demonstrate early life of Aboriginal peoples in Canada (see Resources for ideas).
- The teacher finds text sources for the map activity.
- The teacher prepares copies of the culminating unit for distribution at the end of this activity. (see Appendix 1.6.1)

Teaching/Learning Strategies (T/L S)

1. The teacher displays one or more examples of oral history and/or creation stories and/or art representing Aboriginal life for students. The teacher notes that much of the history of Aboriginal peoples has been passed on through oral tradition. Students are asked to work in small groups to prepare a list of questions, a list of possible purposes, and the beliefs that are reflected in the creation stories.
2. The teacher debriefs student responses and identifies the probable purposes and the beliefs that are reflected in the creation stories and/or the piece of art. The teacher asks, “How do we find out this information?” The teacher leads a discussion about primary and secondary sources as well as the issue of distinguishing bias, prejudice and stereotyping, and lack of substantiation in statements, arguments, and opinions. The teacher may have to address some myths and misconceptions that students might have concerning the cultures and traditions of Aboriginal peoples and identify why these misconceptions exist. A definition of bias and identification of those present in history (e.g., Euro-centric, omission, distortion, inaccuracies, etc.) will assist students’ understanding. The teacher shows a video clip to reinforce the diversity of early Aboriginal peoples’ cultures and history in Canada. A brief introduction to the idea of historiography here introduces students to the basic concepts of the culminating activity. Students consider cultural differences in preserving, understanding, and transmitting history.
3. Students analyse a map to identify the diversity of Aboriginal peoples with respect to language, culture, geography, etc. Cultural areas such as the Arctic, Sub-arctic, Northwest Coast, Great Plains, Eastern Woodlands, etc. can be identified, along with the many of the different tribes.
4. The teacher reminds students that Canada’s history dates to a time prior to 1867 and introduces an examination of Aboriginal life prior to the arrival of the Europeans. The teacher assigns each student group to a different tribal or cultural group. Students work in small groups to research and present an examination of a variety of Aboriginal tribal or cultural groups. The teacher may need to review note-taking skills with students. Students research the economic life, spirituality, relationships with the environment and political organizations, as well as contributions to Canadian identity as an expert group. An organizer can be developed such as the following:

Tribal/ Cultural group	Political organizations	Economic life	Spirituality (creation story)	Relationships with the environment	Contributions to Canadian identity

5. Students re-form into groups in jigsaw format to share their knowledge, and learn about other Aboriginal peoples, and make notes.
6. Students then make rudimentary conclusions based on the evidence provided about the many Aboriginal culture groups with respect to their contributions to Canadian identity. The teacher asks to what extent our understanding of Aboriginal peoples has been influenced by a predominately Euro-centric presentation of their history. Why were these misconceptions perpetuated?

7. Students reflect in writing on how what they have learned about Aboriginal peoples' lives of the past compare to the myths and misconceptions of the present, and the impact this has on Canadian identity.
8. The teacher introduces the culminating activity for this unit by reviewing the expectations in Appendix 1.6.1.

Assessment & Evaluation of Student Achievement

T/LS # – task/product	Purpose	Achievement Chart	Assessor/Tool
3 – map	Formative	Knowledge/Understanding	Self/Answer key
4 – research of Aboriginal cultural or tribal group	Formative	Knowledge/Understanding	Peer/Answer key
7 – student written reflection	Formative	Knowledge/Understanding, Communication Application	Teacher/rubric

Accommodations

- A graphic organizer can be provided to assist students in organizing information about the oral history of Aboriginal peoples and their tribal/cultural groups.

Resources

Print

Axtell, James. *The Invasion Within: The Contest of Cultures in Colonial North America*. New York: Oxford University Press, 1985. ISBN 0-19-504154-2

Delage, Denys. *Bitter Feast: Amerindians and Europeans in Northeastern North America, 1600-64*. Vancouver: University of BC Press, 1993. ISBN 077-4804513

Weatherford, Jack. *Indian Givers: How the Indians of the Americas Transformed the World*. New York: Crown Publishers Inc., 1988. ISBN 0449904962

Videos

Canada: A People's History Episode 1 When the World Began. CBC 2001

Heritage Minute "Confederacy"

Websites

– <http://www.civilization.ca/aborig/aborige.asp>

– <http://www.saintemarieamongthehurons.on.ca> (for resources, histories, field trip possibilities)

Community

Local Native community agency representatives could be invited to share oral histories

Appendices

Appendix 1.6.1

Activity 2: Early French Colonial History in North America 1534 – 1663

Time: 4 hours

Description

In this activity, students analyse the principal characteristics of the French colonial experience in Canada from exploration and settling to the incorporation of New France into the periphery of the European economy and culture. The impact that European settlement had on the land and the Indian nations with whom they had contact, in eastern as well as in central Canada, is also identified and analysed. The resultant outcome is considered and evaluated in the context of the impact the French colonial and imperial experience had on the different groups that peopled New France and on the future development of Canada as a nation.

Strand(s) & Learning expectations

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

Overall expectations

COV.02 - analyse the principal characteristics of the French colonial experiences in Canada;

CHV.02 - demonstrate an understanding of the characteristics of the French presence in Canada and its contributions to Canadian identity;

HIV.02 - critically analyse interpretations related to Canadian history, culture, and identity.

Specific Expectations

CO1.02 - explain why and how Aboriginal peoples helped European colonists adapt to their new environment;

CO1.03 - analyse the impact of European contact on the lives of Aboriginal peoples and evaluate the responses of Aboriginal peoples;

CO2.02 - demonstrate an understanding of colonial history as it contributed to the concept of Canada as the product of “two founding nations”;

CO4.01 - demonstrate an understanding of Canada’s role in international affairs prior to Confederation;

CH2.01 - describe the character and development over time of francophone communities outside Quebec (e.g., Acadians in New Brunswick);

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

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

Prior Knowledge & Skills

- Students should be familiar with plotting place names on maps.
- Students should be familiar with cooperating in classroom discussions and activities, working cooperatively in groups, and making presentations.
- Students should know how to access websites.
- Students should have some prior knowledge of exploration and early contact literature, having read the appropriate text sources (see Resources).

Planning Notes

- The teacher obtains a blank outline map of French settlements in Canada and makes an overhead of the map.
- The teacher acquires and prepares primary documents of French attitudes towards the Indians and their way of life for the students using resources such as excerpts from *The Jesuit Relations* or *The selected letters of Marie de L'incarnation* (see Resources).
- The teacher prepares an organizer, see the example as per Teaching/Learning Strategy 2.
- The teacher adapts and makes copies of Appendix 1.2.1.

Teaching/Learning Strategies

1. Based on their background reading, students brainstorm the factors that caused France to initiate exploration and immigration to North America. The teacher follows up the brainstorming session by leading a debriefing where the factors are classified as being Economic, Religious, Political/Imperialistic.
2. Students are provided with an organizer outline (see Sample below) to record their speculation on the impact that each factor would have on different groups.

Factor that would cause an Impact	Impact on two Indian Nations (e.g., Mohawk and Ojibway in North America)	Impact on French people in North America	Impact on France in the European Context
Economic interest in fish and furs	Wealth of new manufactured goods Disruption of traditional way of life	Potential for great new sources of wealth Motivation for establishing posts	Great potential wealth for investors in fur trade companies
Political/Imperialistic desire for colonies			
Religious fervor and the quest for souls			

3. The teacher places a blank outline map of early French settlements in Canada on an overhead and indicates Port Royal and then Annapolis Royal and Hochelaga and then Montreal. The teacher asks students to give an example of another old/new, Native/foreign name for a place or location with which they may be familiar. The teacher asks students to speculate on potential sources of old place names, why place names change, and why the same sites are used over and over again. These are listed on the board or on the overhead as they are presented and as the teacher may suggest.
4. The teacher leads a class discussion that focuses on where the French located their settlements and the characteristics that would make these sites appropriate from both an Indian and European perspective, e.g., why French settlements are located on, or in close proximity to, certain major Indian sites. Based on prior reading, students might speculate on what type of locales the Europeans were looking for as areas of settlement, what support they might require in the chosen environments, and how the Indians might/did provide some of the support. Students are instructed to supplement their prior notes based on the class discussion.

5. Students are divided into small groups not to exceed four students. Each group is presented with a selected primary reading that illustrates how the early European, and specifically French, writers viewed the Indian people and their way of life. The groups are instructed to discuss the examples of European depictions of Indian people in terms of the type of primary source and its accuracy based on learning in Activity 1, and the extent to which it exhibits bias. The discussion establishes the European world-view in terms of its exploitative orientation in contrast to an Aboriginal world view of living in harmony with the environment and how these very different value systems lead to misunderstandings and conflict.
6. Each group presents a brief summary of its reading and identifies (a) who the writer is, (b) what aspect of Indian peoples lives they are writing about, (c) the extent that the reading depicts an accurate description, and (d) the extent that the reading depicts a bias. After the groups have presented their findings, the teacher refers students back to the organizer in T/LS 2. Students are instructed to place either a check mark or an X in each impact box depending on whether the impact from each factor identified had a positive or negative impact on the parties concerned.
7. Students continue in their small groups, and select one of the key events identified in the List of Key Events of the French Colonial Experience in Canada (see Appendix 1.2.1). The students research and consider (a) the key facts associated with the event, (b) the characteristics of New France that the event illustrates, (c) the impact and effects felt by the French men and women of New France, and (d) the impact and effects felt by the Indian peoples as a result of the event.
8. Each group presents their findings and students record the information presented on an organizer (see Appendix 1.2.1).
9. Students write a 500-word report in which they identify the key features of the early French colonial experience in Canada and compare the impact and effects that the French felt to those felt by the Indian people with whom the French had contact.

Assessment & Evaluation of Student Achievement

T/LS # - task/product	Purpose	Achievement Chart	Tool/Assessor
6 – Group presentation on primary document	Formative	Thinking/Inquiry Communication	Teacher, answer key
8 – Group presentation on key event of the French colonial experience in Canada	Formative	Knowledge/Understanding Thinking/Inquiry Communication	Peer/Teacher Answer key
9 – Written report	Formative	Knowledge/Understanding Thinking/Inquiry Communication Application	Teacher/rubric

Accommodations

- For some exceptional students who require it, the teacher can provide a step-by-step checklist of a task with timelines, and monitor completion of each step. Students can also be required to check in at specific points in the process before their submission and the conferencing actually take place.
- There are many enrichment opportunities for gifted students who may explore the issues and personalities in greater depth or from different perspectives.

Resources

Print

- Cole, Harris R. ed., *Historical Atlas of Canada*. Toronto: University of Toronto Press, 1987. ISBN 0-8020-2495-5
- Dickason, Olive Patricia. *The Myth of the Savage: And the Beginnings of French Colonialism in the Americas*. Edmonton: University of Alberta Press, 1997. ISBN 0888640366
- Eccles, W.J. *Canada Under Louis XIV*. Toronto: McClelland and Stewart, 1964. ISBN 0771030460
- Eccles, W.J. *Essays on New France*. Toronto: Oxford University Press, 1988. ISBN 0195405803
- Greer, Allan, ed. *The Jesuit Relations: Natives and Missionaries in Seventeenth Century North America*. Boston: Bedford Books, 2000. ISBN 0312227442
- James, Carl and Adrienne Shadd. *Talking About Difference: Encounters in Culture, Language and Identity*. Toronto: Between the Lines Press, 1994. ISBN 0921284926
- Marsh, J.H., ed., *The Canadian Encyclopedia*. Edmonton: Hurtig Publishers, 1988. 4 Volumes, ISBN 0-88830-326-2
- Peysner, J.L. *Letters From New France: The Upper Country, 1686-1783*. Urbana: University of Illinois Press, 1992. ISBN 0252018532
- Trigger, B.G. *Natives and Newcomers*. Montreal: McGill-Queens University Press, 1985. ISBN 0-7735-0594-6
- The writings of Marie de L'Incarnation, which are well represented in the television series *Canada: A People's History*, can be found as *The selected letters of Marie de L'incarnation*, edited by J. Marshall. Toronto: Oxford University Press, 1967.

Websites

- [http://puffin.creighton.edu/jesuit/relations/](http://puffin.creighton.edu/jesuit/rerelations/) - the complete Jesuit Relations online
- <http://www.sscl.uwo.ca/assoc/acml/faclist.html> (maps)
- <http://www.iccs-ciec.ca/blackwell.html> (maps)
- Early Canadiana Online. www.canadiana.org/eco/english
- Canadian History on the Web – Historical Documents Section.
<http://members.home.net/dneylan/hisdoc.html>

Appendices

Appendix 1.2.1

Activity 3: Les Canadiens and the Roots of French Canada

Time: 4 hours

Description

This activity focuses on the development of French Canada as a society and culture, and the permanent presence that *Les Canadiens* are within the Canadian identity. Students demonstrate an understanding of the characteristics of the French presence in Canada and how this has contributed to the Canadian identity. Students use primary and secondary sources to access the voices not generally heard officially. They research, analyse, and present the views, dreams, and hopes of those who made the new land their home. They place an historical personality in a specific situation within an historical context and explain how this has contributed towards the development of the Canadian identity.

Strand(s) & Learning Expectations

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

Overall Expectations

COV.02 - analyse the principal characteristics of the French and English colonial experiences in Canada;

CCV.01 - analyse how Canada's changing relationships with France, Britain, and the United States have influenced the formation and transformation of Canada's identity;

CHV.02 - demonstrate an understanding of the characteristics of the French presence in Canada and its contributions to Canadian identity;

SEV.02 - analyse how women's participation in Canadian society has changed over time;

HIV.01 - demonstrate an understanding of historians' methods of locating, gathering, and organizing research materials;

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

Specific Expectations

CC1.01 - demonstrate an understanding of the resistance of French and British settlers to the establishment of European colonial institutions (e.g., coureurs de bois, habitant relationships with the Catholic church);

SE2.03 - analyse the contributions of women to the Canadian identity;

CH2.01 - describe the character and development over time of francophone communities outside Quebec e.g., Acadians in New Brunswick;

HI1.02 - conduct organized research, using a variety of information sources (e.g., primary and secondary sources, audio-visual materials, Internet sites) that present a diverse range of perspectives on Canadian history and culture;

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

Prior Knowledge & Skills

- Students should have experience finding and using primary documents
- Students should be familiar with Aboriginal peoples and French presence/interaction in Canada from the readings in a text or other sources as per Activities 1 and 2.

Planning Notes

- The teacher assigns background reading from a text source to students so as to complement and supplement their study of the material in this activity. The readings would deal with such aspects as colonial policy towards Aboriginal peoples, as well as the structure of the seigneurial system, etc.
- The teacher prepares a list of personalities/individuals representing a range of life experiences in early New France (see appendix 1.3.1 Exploring the Roots of New France).
- The teacher books time in the library for student independent research activities.

Teaching/Learning Strategies

1. The teacher provides students with a list of words and terms either on the board or on an overhead (e.g., Catholic, agricultural, Protestant, English language, French language, hierarchical, submissive, democratic, devout, business-minded, egalitarian, Acadian, self sufficient, public education system, etc.). Students are instructed to select and write down three of the words that they believe best describes French Canadian society during the period of New France.
2. The teacher instructs the students to think/pair/share their selections and to determine which factors would be the most important if a people or nation hoped to maintain its identity.

3. The teacher leads a class discussion on the extent that the characteristics that students have identified were imported from France and the extent that the characteristics were a result of the North American experience. The discussion should establish that a society is made up of many groups of individuals who share common values and conditions, people who share common experiences, and the establishment of social institutions that aim to meet the needs of those groups.
4. Students are divided into small groups and instructed to complete an organizer such as the sample that follows below. The goal is to establish how different groups of people who inhabited New France have brought with them certain institutions, attitudes, and values and to determine the extent that the institutions, attitudes and values have changed for different groups as a result of the North American experience.

The characteristics of The Society of New France are thus defined under the following headings:

Societal Group and/or Institution	Characteristics of this group or institution in France	How the North American experience has transformed this group or institution into a <i>Canadien</i> institution
SAMPLE RESPONSES		
<i>Seigneur</i>	<i>A powerful landowner with great wealth and privilege.</i>	<i>A respected individual, but must work harder than counterpart in France to attract habitants and establish an infrastructure</i>
<i>Habitant</i>	<i>A peasant who works primarily for the seigneur and has no rights</i>	<i>A self-reliant farmer who owes much to the seigneur, but derives many benefits from the relationship</i>
<i>Merchant</i>		
<i>Government Official</i>		
<i>Women</i>		
<i>Military</i>		
<i>Clergy</i>		

5. The teacher debriefs the Society of New France organizer. Students are instructed to further explore the conditions of various individuals and their relationship with the institutions of New France by completing the Exploring the Roots of French Canada diary assignment. (see Appendix 1.3.1) The teacher reviews the instructions associated with the diary and reads an excerpt from a famous diarist of the period as a model.
6. In each group, students must select a common day for their diary entries to ensure that a common historical context is maintained. The diary entries are to describe a typical day and the events that the personality or individual would most likely have experienced on that day. Students are to record the total experience of “a day in the life,” and must also point out and describe the relationship or feeling that that the individual has towards a minimum of one institution in their society. Students are then provided with some time to carry out research in completing this task.
7. On completion of the individual diary entries, students read their diary entry in role and respond to each other’s diary entry within the group.
8. The groups then work towards compiling a summary of the “day in the lives” of the members of their specific group and present the composite summary to the class in an innovative and imaginative manner that may include a brief role play, tableaux, or other visual or interactive presentation.

Assessment & Evaluation of Student Achievement

T/LS # - task/product	Purpose	Achievement Chart	Tool/Assessor
5 – completion of organizer on the Society of New France	Formative	Knowledge/Understanding	Self/Peer Answer key
7 – diary entry from Exploring the Roots of French Canada	Formative	Knowledge/Understanding Thinking/Inquiry Communication Application	Peer/Teacher Rubric
8 – group presentation of “a day in the lives” based on the individual student’s diary entries	Formative	Knowledge/Understanding Communication Application	Peer/Teacher Rubric

Accommodations

- As an enrichment activity, T/L S 8, the students write and perform a dialogue that might have taken place between two or more individuals from the same time period.

Resources

Print

Conrad, Margaret and Alvin Finkel. *History of the Canadian Peoples*, Volume 1. Toronto: Addison Wesley, 2001. ISBN 0-201-71980-0

Gillmor, Don and Pierre Turgeon. *Canada A People’s History*. Toronto: McClelland and Stewart Ltd., 2000. ISBN: 0-7710-3340-0 – Volume 1, ISBN 0-7710-3341-9 – Volume 2

Greer, Allan. *The People of New France*. Toronto: University of Toronto Press, 1997. ISBN 0802078168

Trigger, Bruce. *Natives and Newcomers*. Montreal: McGill Queen’s University Press, 1985. ISBN0-7735-0595-4

Trudel, Marcel. *Introduction to New France*. Toronto: Quintan Publications, 1997. ISBN 188656065X

Appendices

Appendix 1.3.1

Activity 4: The Colonial Experiences of the British and French Peoples in Canada

Time: 3 hours

Description

In this activity, students consider why Canada today is a bilingual nation and the roots of this reality. Students research the British and French colonial policies in different regions of Canada and compare them with respect to: the role of the state, the role of economics, the role of religion, the role of the military, and how the different social structures evolved. Students write a response to the historical interpretation of two founding nations from the perspective of an Aboriginal person.

Strand(s) & Learning Expectations

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

Overall Expectations

COV.02 - analyse the principal characteristics of the French and English colonial experiences in Canada;

CCV.01 - analyse how Canada's changing relationships with France, Britain and the United States have influenced the formation and transformation of Canada's identity;

SEV.02 - analyse how women's participation in Canadian society has changed over time;

HIV.02 - critically analyse interpretations related to Canadian history, culture and identity.

Specific Expectations

CO2.01 - compare the colonizing policies of the French and the British in colonial Canada;

CO4.01 - demonstrate an understanding of Canada's role in international affairs prior to Confederation;

CC1.01 - demonstrate an understanding of the resistance of French and British settlers to the establishment of European colonial institutions;

CH2.01 - describe the character and development over time of francophone communities outside Quebec;

SE2.03 - analyse the contributions of women to the Canadian identity;

HI2.02 - compare key interpretations of Canadian history.

Prior Knowledge & Skills

- Students should be familiar with the changing relationship between Quebec and English Canada and the concept of bilingualism from Grade 10.
- Students should be familiar with the French colonial presence in Canada.

Planning Notes

- The teacher assigns background reading to students prior to class on the different colonial policies of the British and the French. This can be a focused reading for different students on different colonies, such as Newfoundland, Acadia, Huronia, etc., using text or other sources the teacher may assign.
- The teachers finds text sources on the different French and English colonial policies for as many examples as possible, e.g., Acadia, Huronia, Ville Marie, Sillery reduction, Newfoundland, Isle Saint Jean (Prince Edward Island) and the Hudson's Bay Company.
- The teacher prepares copies of the organizer in Appendix 1.4.1.
- The teacher may want to bring in one or more examples for T/L S 1 such as cereal boxes.

Teaching/Learning Strategies

1. The teacher asks students why the information on cereal boxes is in English and French. Student may recall from Grade 10 History that Canada passed the Official Languages Act making the country officially bilingual. This can lead to a discussion of why we have two official languages (in the courts, in the federal government and on packaging) and why Canada is a bilingual nation. Students record what they think the historical justification for this decision is.
2. The teacher then directs the discussion to the French presence in Canada during colonial times, e.g., Huronia, Quebec, Acadia, as well as the British colonial presence, e.g., Newfoundland, Acadia, and the Hudson's Bay Company, based on students' background reading. Students also consider the interconnectedness of French and British colonists in trade and war.
3. Students consider and compare the colonizing policies of the French and British in Canada. (see Planning Notes). The teacher divides students into groups to focus on different colonial experiences, with half the class focussing on an English colony, and the other half focusing on a French colony. Students individually complete one half of the organizer (see Appendix 1.4.1 Comparison of Colonizing Policies of the British and French Prior to 1763) for their colony. Students compare research in colonial groups.

4. Students share their research with a partner from the other side (French or English). The partners conclude by discussing and analysing how the French and British settlers resisted or responded to British and French colonial institutions. The questions on Appendix 1.4.1 can help guide this analysis. An interesting task for a few students is to compare Acadia with respect to French and British colonial policy.
5. Students review their initial view of why Canada has two official languages and extend this idea to Canadian identity. The teacher leads a discussion with students to consider the thesis that the country of Canada originated from two founding nations. Students identify arguments for and against this thesis.
6. Students write a response to the historical interpretation of two founding nations, from the perspective of an Aboriginal person considering the question, Have French and English Canadians failed to recognize the contributions of Aboriginal peoples in the formation of this nation?

Assessment & Evaluation of Student Achievement

T/LS # - task/product	Purpose	Achievement Chart	Tool/Assessor
3,4 – comparison organizer	Formative	Knowledge/Understanding Communication	Self/answer key
5 – class discussion	Formative	Application Communication	Teacher/observation
6 – response to thesis of two founding nations	Summative	Thinking/Inquiry Communication Application	Teacher/rubric

Accommodations

- Students work with a partner to complete the research for the comparison.
- Scaffolding may be provided to students for completion of the written response to two founding nations thesis.
- For enrichment, students may want to compare Prince Edward Island (British colonial policy) and the earlier Isle St Jean under French colonial policy.
- The teacher provides conferencing opportunities for students on the research.
- The teacher provides guided response questions for the readings.
- The teacher allows students to read over materials the day before the activity begins.

Resources

Print

Conrad, Margaret R. and James K. Hiller. *Atlantic Canada: a region in the making*. Toronto: Oxford University Press, 2001. ISBN 0195410440

Freeman, Victoria. *Distant Relations: How my Ancestors Colonized North America*. Toronto: McClelland and Stewart, 2000. ISBN 0771031920

Van Kirk, Sylvia M. *Many tender ties. Women in the fur-trade Society, 1670-1870*. University of Oklahoma Press, 1995. ISBN 0806118474

Video

Women in the Shadows (NFB) C9191 146

Websites

<http://collections.ic.gc.ca/acadian/english/toce/toce.htm> (Acadia)

<http://www.civilization.ca/vmnf/vmnfe/asp> (Virtual Museum of New France)

<http://www.hbc.com> (Hudson's Bay Company)

<http://collections.ic.gc.ca/louisbourg/enghome.html> (Louisbourg)

Appendices

Appendix 1.4.1

Activity 5: The Conflict Between French and British Empires in North America to 1763

Time: 3.5 hours

Description

Students study the events of the Seven Years' War up to and including the British victory on the Plains of Abraham. Students analyse the impact that these events had on the early development of Canada by researching and developing a creative expression based on these events. Students consider literary and artistic sources, such as the poem *Evangeline* or the painting *Death of Wolfe*, from the perspective of the historical interpretation of the artist and the impact that the actual events had on the early history of Canada and the myths of Canada.

Strand(s) & Learning Expectations

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

Overall Expectations

CCV.05 - evaluate the extent to which Canada has been transformed into a pluralistic society;

CHV.02 - demonstrate an understanding of the characteristics of the French presence in Canada and its contributions to Canadian identity;

CHV.04 - evaluate Canada's evolving identity as a just society by analysing changes in Canadian perspectives, policies, and documents on human rights;

HIV.02 - critically analyse interpretations related to Canadian history, culture, and identity.

Specific Expectations

CO4.01 - demonstrate an understanding of Canada's role in international affairs prior to Confederation;

CC5.01 - assess whether British colonial policies were directed towards the creation of a homogeneous society in Canada;

CH2.02 - describe the historical roots and modern manifestations of bilingualism and biculturalism and how events have shaped the meaning of these terms;

CH4.01 - describe the origins and various incidents of prejudice and discrimination in Canada's history;

CH4.02 - analyse the individual and social costs of human rights violations in Canadian history;

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

HI2.04 - draw conclusions based on the effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations;

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

Prior Knowledge & Skills

- Students should be familiar with British and French colonial systems and relationships.
- Students should be familiar with the construction and interpretation of timelines.

Planning Notes

- The teacher assigns reading for students to become familiar with events of the Seven Years' War as well as the British expulsion of the Acadians.
- The teacher finds visual and written images of both Acadia and the Seven Years' War (see Resources for ideas) such as *The Death of Wolfe* (painting by B. West) and *Evangeline* (poem by Henry Wadsworth Longfellow).
- The teacher prepares guiding questions for student oral presentation (see Teacher/Learning Strategy 5).
- The teacher prepares a quiz based on student presentations.
- The teacher may want to book the library/resource centre to assist students in research.

Teaching/Learning Strategies

1. The teacher shows a visual image of the Seven Years' War and a written sample from the Acadian expulsion and asks students what their first impressions are when they see them. (Examples could include the poem, *Evangeline*, and the painting, *Death of Wolfe*.) Are they historically accurate? What was the artists' intent? What story is being told? Whose story is being told?
2. Students work in pairs to prepare a timeline of the key events of the Seven Years' War, based on prior reading. Students identify events and use visual representation to indicate the winners/losers of each event. Each student then selects and researches an event and/or person connected to the Seven Years' War. The teacher should be sensitive to the events of this war that consisted of atrocities, destruction, and deportation.
3. Students assess the significance of the event/person by producing a creative expression such as a poem, painting, sketch, writing, series of tableaux, song, or other creative product as approved by the teacher.
4. Students collaborate to determine the chronological order of presentation. (**Note** that the expulsion of the Acadians and the battle on the Plains of Abraham are bookends of this period and theme, and the students are filling the middle.)
5. Students present their creative endeavour and orally explain how this creative expression captures the significance of the event/person by responding to the following guiding questions: What is it? What happened? Why is it important? How does it reflect the French/British colonial policies and the individual and social costs? What story of Canadian history is being told? Students submit their creative product after presentation. Alternatively, the teacher may have students post their products around the classroom in chronological order.
6. Students take notes during presentations.
7. Students write quiz on the presentations.

Assessment & Evaluation of Student Achievement

Strategy-task/product	Purpose	Achievement Chart	Tool/Assessor
2 – timeline	Formative	Knowledge/Understanding, Thinking/Inquiry	Self-/peer – answer key
5 – oral presentation and creative product	Formative	Knowledge/Understanding, Thinking/Inquiry Communication Application	Teacher/self – rubric
7 – quiz	Summative	Knowledge/Understanding	Teacher – answer key

Accommodations

- The teacher should be sensitive to the fact that some students in their class may have had similar experiences to those described in this war.

Resources

Print

Gilmor, D. and P. Turgeon. *Canada: A People's History*. Toronto: McClelland and Stewart and CBC. 2000 (for The Death of Wolfe painting by B. West) ISBN: 0-7710-3340-0 – Volume 1

Video

Canada: A People's History Episode 4 Battle for a Continent CBC 2001 (includes The Death of Wolfe)

Websites

<http://www.jefferson.village.virginia.edu/utc/sentimnt/evanhp.html>

<http://www.ac.wvu.edu/~jay/pages/evangel.html>

<http://www.cajunculture.com/Other/Evangeline.htm> (for Evangeline poem)

<http://www.rtsq.qc.ca/quebec/dc011.htm>

Activity 6: The Foundation and Components of Canada's Culture and Identity: A Culminating Activity

Time: 3.5 hours

Description

Students analyse a primary source and secondary source document in order to determine the validity of the two founding nations' interpretations of Canadian history. The primary documents might include a report, a treaty, accounting records related to the fur trade, a diary entry, letters sent to family or government in Europe, etc. Students consider the value of primary sources for historians. Students apply the concept of historiography to produce an analysis of the primary and secondary sources that they examine and explain what the document(s) tell us about the individual or group who produced the documents. Students conclude their analysis by providing an assessment of the validity of the two founding nations' interpretations of Canadian history.

Strand(s) & Learning Expectations

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

Overall Expectations

CCV.01 - analyse how Canada's changing relationships with France, Britain, and the United States have influenced the formation and transformation of Canada's identity;

CHV.02 - demonstrate an understanding of the characteristics of the French presence in Canada and its contributions to Canadian identity;

CHV.03 - describe the role of literature, the arts, and popular culture in the development of a distinctive Canadian culture;

HIV.01 - demonstrate an understanding of historians' methods of locating, gathering, and organizing research materials;

HIV.02 - critically analyse interpretations related to Canadian history, culture, and identity;

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

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

Specific Expectations

CO1.04 - describe the contributions of Aboriginal peoples to the development of Canadian identity and culture;

CC1.01 - demonstrate an understanding of the resistance of French and British settlers to the establishment of European colonial institutions;

CC5.01 - assess whether British colonial policies were directed towards the creation of a homogeneous society in Canada;

CH3.01 - analyse how Canada and Canadians have been portrayed by a representative sample of writers, visual artists, musicians, composers, and filmmakers, and in television shows;

SE2.03 - analyse the contributions of women to the Canadian identity;

HI1.02 - conduct organized research, using a variety of information sources that present a diverse range of perspectives on Canadian history and culture;

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

HI2.02 - compare key interpretations of Canadian history;

HI2.04 - draw conclusions based on the effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations;

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

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

Prior Knowledge & Skills

- Students should be familiar with primary and secondary sources.
- Students should be familiar with the impact of French colonization policies on Canada and the events of the Seven Years' War.
- Students should be familiar with concept webs/mind maps.

Planning Notes

- The teacher assigns background reading prior to the start of the activity on the Treaty of Paris, 1763, and the impact that the treaty had on various stakeholders in New France and the North American territory formerly held by France.
- The teacher duplicates the Primary Source with Secondary Analysis Assignment and Rubric (see Appendix 1.6.1) for students who have misplaced the original distributed in Activity 1.
- The teacher arranges for the use of the library or computer lab for individual student research opportunities.

Teaching/Learning Strategies

1. The teacher leads a discussion, based on prior student reading, on the specific terms and conditions of the Treaty of Paris, 1763.
2. Students are divided into small groups and are instructed to create a mind map based on the Treaty of Paris, 1763. With the Treaty as the central hub of the mind map, students map out with lines from the centre, the different groups or individuals that were impacted by the terms of the treaty. Students then identify on their maps how each group was effected by the treaty (either positively or negatively).
3. The teacher provides student groups with a selection of primary source documents that depict responses from a variety of individuals who represent different interests or institutions from the time period studied in this unit.

4. Students are instructed to speculate on what the background and attitude of the primary source author was and to predict what future historians might say about her/his viewpoint. The teacher debriefs the students' preliminary investigations.
5. Students are provided with the Primary Source with Secondary Analysis Assignment and Rubric (see Appendix 1.6.1) and the teacher reviews the concept of historiography introduced in Activity 1 and the assignment and assessment criteria.
6. Students are provided with research time and have their assignment peer assessed before submitting the assignment for teacher evaluation.
7. The teacher introduces the course culminating activity and explains how this activity relates to the establishment of the summative evaluation for the course.

Assessment & Evaluation of Student Achievement

T/LS # - task/product	Purpose	Achievement Chart	Tool/Assessor
2 – mind map on the Treaty of Paris	Formative	Knowledge/Understanding	Answer key, Self/Peer/Teacher
6 – primary source and secondary analysis	Formative and Summative	Knowledge/Understanding Thinking/Inquiry Communication Application	Student Checklist and Rubric, Self/Peer/Teacher

Accommodations

- For enrichment, the teacher may provide opportunities for students to consider more than one secondary perspective that disagrees with their interpretations of the primary source then to compare their responses.

Resources

Print

Jaenan, Cornelius and Cecilia Morgan, ed. *Material Memory: Documents in Pre-Confederation*. Don Mills: Addison-Wesley Longman Ltd., 1998. ISBN 0-673-98479-6

Peysner, J.L. *Letters From New France: The Upper Country, 1686-1783*. Urbana: University of Illinois Press, 1992. ISBN 0252018532

Websites

http://www.ukans.edu/carrie/docs/texts/paris_tr.htm (Treaty of Paris, 1763) from Solon Law Archive of Canadian Constitutional Documents

<http://www.johnco.com/nativel/pro1763.html> (The Royal Proclamation of 1763)

Appendices

Appendix 1.6.1

Appendix 1.2.1

Key Events of the French Colonial Experience in Canada and Their Impact on French and Aboriginal People

Your group selects one of the events from the List of Key Events of the French Colonial Experience in Canada that occurred during the early French colonial experience in Canada, from Cartier's first voyage in 1534 to the establishment of Royal Government in 1663. Once the event has been selected, your group is responsible for researching the event and completing the following organizer.

Event	Key Facts Associated with the Event	Characteristics of New France that the Event Illustrates	Impact/Effects on the Men and Women of New France	Impact/Effects on Aboriginal Men and Women
e.g., Cartier meets Donnacona				

- 1) Once you have completed your research, present your findings to the class.
- 2) Each member of the group will be responsible for completing the organizer based on the presentations of the other groups.
- 3) Based on the completed organizer, you will write a 500-word report on the key features of the early French colonial experience in Canada and compare the impact and effects felt by the French to those felt by the Aboriginal people with whom the French had contact.

List of Key Events of the French Colonial Experience in Canada

Cartier meets Donnacona

The founding of Port Royal

The establishment of Fur Trading Companies (e.g., The Company of 100 Associates)

The founding of Montreal

Champlain forms an alliance with the Huron

The Jesuits and Ursuline nuns arrive in New France

Acadian marshland farming

Explorations of Étienne Brulé, Jean Nicollet, and Robert La Salle

Appendix 1.3.1

Exploring the Roots of French Canada

1. Select a personality or individual from Part A. Each group member must select a different person. At least one female must be selected per group.
2. Each person composes a diary entry that describes ‘a day in the life.’ The entry must include that individual’s attitudes or relationship to a minimum of one institution from each column in Part B.
3. Each group must have a representative from the St. Lawrence River and Acadia and each member must react to different institutions.
4. The diary entry should not exceed 750 words.

Part A: The List of Personalities and Individuals

St. Lawrence River

Paysan de St Laurent

Housewife

Jesuit novice

Jesuit priest

Ursuline devotee

Merchant

Artisan

Soldier

Officer

Voyageur

Native leader

Native

- Huron - Petun
- Mohawk

Female native

- Haudenosaunee
- Montagnais

Seigneur

Censitaire

Fille du Roi

Intendant

Governor

Captain de Milice

Marie de L’incarnation

Kateri (Catherine) Tekakwitha

Acadia

Paysan de L’Acadie

Housewife

Jesuit novice

Jesuit priest

Sister of a religious order

Merchant

Artisan

Soldier

Officer

Fisherman

Native leader

Native

- Beothuk
- Micmac

Female native

- Maliseet
- Eastern Abenaki

Part B: The Institutions

Institutions of New France

Catholic Church

Royal Government/Sovereign Council

Fur Trading Company

Militia

Seigneurial System

Institutions from France

Catholic Church

King of France

Mercantalism

French Military

North American Factors

English Colonies

Aboriginal peoples

coureurs de bois

natural environment

Appendix 1.4.1

Comparison of Colonizing Policies of the British and French Prior to 1763

Research one colony of Britain or France, and compare it to a colony administered by the other.

Colony		
Location		
Date established (or control taken)		
Country administering colony		
Role of the State a) Establishing colony b) Administering colony		
Role of Economics a) Seigneurial system b) Mercantilism c) Fish/fur		
Role of Religion		
Role of Military		
Social Structures a) Women b) Aboriginal peoples c) Aboriginal women d) Laws e) Slavery		
Impact on settlers		
Example(s) of resistance by French or British settlers to establishment of European colonial institutions		

Analysis/Conclusions

- What conclusions can be made about the colonial policies of the British and French?
- What were the similarities? What were the differences?
- Why were there differences? Why were there similarities?
- What impact did these policies have on the settlers? How did they react?

Appendix 1.6.1

Primary Source with Secondary Analysis Assignment and Rubric

Task

1. Analyse one primary source document related to a key event from the time period studied (Prehistory – 1763). In your analysis of the primary source, consider: What is it? (e.g., a report, a treaty, accounting records related to the fur trade, a diary entry, etc.) Why is it a primary source? Who is the author(s)? When was it produced? Where was it produced? What view of the event is presented in the source? Why do you think this individual/group hold this view?
2. Select two secondary sources that analyse the event to which the primary source refers. In your analysis of the secondary sources, consider: Why is it a secondary source? Who is the author? (e.g., educational background, religious affiliation) When was it written? Where was it written? What was the thesis of the author? What evidence does the author include to prove her/his thesis?
3. Identify on a timeline when the initial event, the primary source document, and the secondary interpretations were produced.
4. Provide your own analysis and reflection on the primary source document and the secondary interpretations. Does your primary source and secondary analysis support or refute the thesis that Canada is a product of two founding nations? Explain.

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Use of historical information HIV.01, HI1.02 (K/U)	- limited use of historical information	- some use of historical information	- considerable use of historical information	- thorough use of historical information
Evidence of analysis of primary and secondary sources HIV.02, HI2.01 (T/I)	- limited analysis of primary and secondary sources	- some analysis of primary and secondary sources	- considerable analysis of primary and secondary sources	- thorough analysis of primary and secondary sources
Clarity of communication of analysis and reflections HIV.03, HI3.03 (C)	- communicates analysis and reflections with limited clarity	- communicates analysis and reflections with some clarity	- communicates analysis and reflections with considerable clarity	- communicates analysis and reflections with a high degree of clarity
Application of an analysis to a thesis HIL.04 (A)	- applies analysis of primary and secondary sources to a thesis with limited success	- applies analysis of primary and secondary sources to a thesis with some success	- applies analysis of primary and secondary sources to a thesis with considerable success	- thoroughly applies analysis of primary and secondary sources to a thesis

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