NOVA SCOTIA

Education
English Program Services

Canadian History 11

Implementation Draft
May 2002

CURRICULUM

Canadian History 11

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Acknowledgements

Contents

Introduction

Background

The Nature of Canadian History 11

A major question in the development of a Canadian History course, or any history course for that matter, is whether to use a chronological or thematic approach. Canadian History 11 addresses both approaches through the study of continuing or persistent questions in the history of Canada. A working definition of a "continuing/persistent question" is that the question is one of current concern and has deep historical roots in that previous generations of Canadians have had to address the question and that efforts to address it have shaped the development of Canada and its identity. Among the continuing/persistent questions that this course will address are the following:

1. *Globalization:* What has been Canada's place in the community of nations, and what should Canada's role be?

2. *Development:* How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

3. *Governance:* Have governments in Canada, past and present, been reflective of Canadian societies?

4. *Sovereignty:* How have struggles for sovereignty defined Canada and how do they continue to define Canada?

5. *Justice:* How has Canada struggled for a just and fair society?

In analysing these essential questions in Canadian history, students will be required to individually investigate an historical question by engaging in an ongoing research through independent study and then communicating the results of this research effectively.

Outcomes

Essential Graduation Learnings and Canadian History 11

The Atlantic provinces worked together to identify the abilities and areas of knowledge that they considered essential for students graduating from high school. These are referred to as Essential Graduation Learnings (EGLs). Details may be found in the document *Public School Programs.*

Some examples of learning in Canadian History 11 that helps students move toward attainment of the EGLs are given below.

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts. By the end of Canadian History 11, students will be expected to

I1   identify those individuals, events, and/or symbols that they believe have contributed to the development of Canada and explain their historical significance

S5   analyse the external factors that have impacted on the struggle for Canadian sovereignty

Citizenship

Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context. By the end of Canadian History 11, students will be expected to

G6   demonstrate an understanding of the purpose of the Canadian constitution

J5   analyse the evolution of the struggle to achieve rights and freedoms

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively. By the end of Canadian History 11, students will be expected to

IS1   Conduct an 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.

IS11   Express ideas, opinions, and conclusions clearly, articulately, and in a manner that respects the opinions of others.

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle. By the end of Canadian History 11, students will be expected to

I2   identify those individuals, events, and/or symbols that they believe have contributed to the development of Canada and explain their historical significance

IS1   organize research findings, using a variety of methods and forms (e.g., note taking, graphs and charts, maps, and diagrams).

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts. By the end of Canadian History 11, students will be expected to

GL1   investigate and assess various traditional and emerging theories regarding the peopling of the Americas

J4   demonstrate an understanding of how the lack of political and economic power has led to inequities and analyse the responses to these inequities

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems. By the end of Canadian History 11, students will be expected to

IS1   conduct an 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.

IS1   organize research finds, using a variety of methods and forms (e.g., note taking, graphs and charts, maps, and diagrams).

General Curriculum Outcomes and Canadian History 11

The general curriculum outcomes (GCOs) for the social studies curriculum are organized around six conceptual strands. These GCOs statements identify what students are expected to know and be able to do upon completion of study in social studies. Details may be found in *Foundation for the Atlantic Canada Social Studies Curriculum*. Some examples of learning in Canadian History 11 that helps students move towards attainment of the GCOs are given below.

Citizenship, Power, and Governance

Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance. By the end of Canadian History 11, students will be expected to

G4 evaluate the evolution of federalism in Canada from Confederation to Patriation

J5 analyse the evolution of the struggle to achieve rights and freedoms

Individuals, Societies, and Economic Decisions

Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society. By the end of Canadian History 11, students will be expected to

D5 analyse the economic trends and policies that impact on Canada's current and future development

J4 demonstrate an understanding of how the lack of political and economic power has led to inequities and analyse the responses to these inequities

People, Place, and Environment

Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment. By the end of Canadian History 11, students will be expected to

GL3 demonstrate an understanding that Canada's development was influenced by evolving relationships with France, Britain, and the USA

D1 investigate the economic systems of Aboriginal societies in North America

Culture and Diversity

Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. By the end of Canadian History 11, students will be expected to

G1 demonstrate an understanding of how pre-contact and post-contact First Nations governing structures and practices were reflective of their societies

J2   demonstrate an understanding of the relationship between land and culture and analyse the effects of displacement

Interdependence

Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future. By the end of Canadian History 11, students will be expected to

GL2 analyse the effects of contact and subsequent colonization
GL6 analyse the evolution of Canada's roles in the late twentieth century

Time, Continuity, and Change

Students will be expected to demonstrate an understanding of the past and how it affects the present and the future. By the end of Canadian History 11, students will be expected to

IS1   Students will be expected to engage in specific research using the historical methods and communicate the findings of their research effectively.
J3   demonstrate an understanding of Canada's immigration policies and analyse their origins and effects

Specific Curriculum Outcomes (SCOs)

The following introductory SCOs will be addressed first to set the framework for the course.

Students will be expected to

- identify and describe continuing/persistent questions that have deep roots in Canada's history
- identify those individuals, events, and/or symbols that they believe have contributed to the development of Canada and explain their historical significance

Globalization

What has been Canada's place in the community of nations, and what should Canada's role be?

Students will be expected to

GL1 investigate and assess various traditional and emerging theories regarding the peopling of the Americas

GL2 analyse the effects of contact and subsequent colonization

GL3 demonstrate an understanding that Canada's development was influenced by evolving relationships with France, Britain, and the USA

GL4 analyse the role played by WWI in shaping Canada's identity

GL5 analyse the role played by WWII in shaping Canada's identity

GL6 analyse the evolution of Canada's roles in the late twentieth century

Development

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Students will be expected to

D1 investigate the economic systems of Aboriginal societies in North America

D2 analyse the role played by the Staple Trade in the development of (Colonial) Canada.

D3 analyse the relationship between the National Policy and the industrialization of Canada

D4 analyse the role of the free trade debate/issue in Canada's development

D5 analyse the economic trends and policies that impact on Canada's current and future development

Governance

Have governments in Canada, past and present, been reflective of Canadian societies?

Students will be expected to

G1 demonstrate an understanding of how pre-contact and post-contact First Nations governing structures and practices were reflective of their societies

G2 demonstrate an understanding of how and why competing French, British, and American governing philosophies merged in BNA

G3 analyse how emerging political and economic structures led to Confederation

G4 evaluate the evolution of federalism in Canada from Confederation to Patriation

G5 analyse the shift from a traditional two-party process to a multi-party process in post-Confederation Canada

G6 demonstrate an understanding of the purpose of the Canadian constitution

Independent Study

The SCO for this unit is "Students will be expected to engage in specific research using the historical method and communicate the findings of their research effectively." Though this SCO is designed to provide the frame for a specific piece of historical research by the student, it will be reflected in the overall approach to the course.

Students will be expected to

IS1 engage in specific research using the historical method and communicate the findings of their research effectively.

Sovereignty

How have struggles for sovereignty defined Canada and how do they continue to define Canada?

Students will be expected to

S1 demonstrate an understanding that struggles for sovereignty affect countries and peoples globally

S2   demonstrate an understanding of how desires for sovereignty create conflict and compromise

S3   analyse the struggles of First Nations to re-establish sovereignty

S4   identify and explain the historical and contemporary facts that promoted the emergence of Quebec nationalism

S5   analyse the external factors that have impacted on the struggle for Canadian sovereignty

Justice

How has Canada struggled for a just and fair society?

Students will be expected to

J1   analyse the contributions of First Nations, France, and Britain to Canada's legal system

J2   demonstrate an understanding of the relationship between land and culture and analyse the effects of displacement

J3   demonstrate an understanding of Canada's immigration policies and analyse their origins and effects

J4   demonstrate an understanding of how the lack of political and economic power has led to inequities and analyse the responses to these inequities

J5   analyse the evolution of the struggle to achieve rights and freedoms

Course Design and Components

Features of Canadian History 11

Canadian History 11 is characterized by the following features:

- outcome-based curriculum
- historiography and historical method are embedded throughout the curriculum
- multiple perspectives on issues reflected in resources and pedogogy
- technological component integrated into curriculum and resources
- consistent focus on historical questions.

Key Principle in Canadian History 11

The overriding key principle for Canadian History 11 is diversity in a broad range of contexts. These would range from the many perspectives on specific issues of the various ethnic, linquistic groups involved to the effects of a diverse geography on the history and development of Canada. The diversity of perspectives (e.g., region, gender, class, ethinic, racial . . .) is embedded throughout the course as it reflects the many peoples who have come to make up the nation of Canada. These diverse perspectives will be reflected in the documents that students study. Students need to analyse these perspectives in that they reflect the assumptions, references, and point of view of the author and the era.

Even the organizing themes themselves, Development, Globalization…do not mean the same thing to all Canadians. The diversity of perspective on Canadian development is a good example. Has development in Canada been progress? Who's definition/perspective applies?

Canada has a rich and complex history, in many ways, because of the diversity of peoples, geography, and their perspectives.

Organization

Canadian History 11 has been developed within an outcomes framework. This major shift in planning requires teachers to focus on the outcome rather than the broad content/topic. The outcome states what students will be able to do as a result in terms of knowledge, skills, and attitude.

The specific curriculum outcomes are organized in the following modules with instructional time recommendations:
- Globalisation—25 hours
- Development—20 hours
- Governance—20 hours

- Justice—20 hours
- Sovereignty—20 hours
- Independent Study—5 hours

Some additional time may be used for the introductory outcomes and in-class instruction for the Independent Study.

The Four-Column Spread

The curriculum for this course has been organized into four columns for several reasons:

- The organization illustrates how learning experiences flow from the outcomes.
- The relationship between outcomes and assessment strategies is immediately apparent.
- Related and interrelated outcomes can be grouped together.
- The range of strategies for teaching and learning associated with an specific outcome or outcomes can be scanned easily.
- The organization provides multiple ways of reading the document or of searching for specific information.

The Two-Page, Four-Column Spread

Column One: Outcomes

This column describes what students are expect to know, be able to do, and value by the end of this course. While the outcomes may be clustered, they are not necessarily sequential.

Column Two: Suggestions for Learning and Teaching

This column offers a range of strategies from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome or outcomes. It is not necessary to use all of these suggestions, nor is it necessary for all students to engage in the same learning experience.

Column Three: Suggestions for Assessment

These suggestions may be used to assess students' success in achieving the outcomes; they are linked to the Outcomes column, and the Suggestions for Teaching and Learning column. The suggestions are only samples; for more information, read the section Assessing and Evaluating Student Learning.

Column Four: Notes

This column contains a variety of information related to the items in the other columns, including suggested resources, elaborations on strategies, successes, cautions, and definitions.

MODULES:

Introductory SCOs

Introductory SCOs

Outcomes

Students will be expected to

- identify and describe continuing/persistent questions that have deep roots in Canada's History

Suggestions for Learning and Teaching

Teacher Note: *Teachers may wish to use alternative terms that are more accessible to students at beginning of the year (e.g., self-rule may be used instead of sovereignty). The use and full understanding of the concepts will be developed throughout the course. Note that most of the persistent questions assume a story of developmental progress. A useful discussion of what is development or progress and by whose definition/perspective could begin students's critical examination of what counts as progress and to whom.*

In preparation for this opening SCO, teachers can select articles from recent national and provincial newspapers, Canadian news magazines, and other print sources that reflect the five continuing/persistent questions and themes of this course. Teachers may also videotape recent national newscasts for the same purpose.

Teachers can assign one article (selected) to each student to read at the beginning of class. A variety of literacy strategies (e.g., five questions, key sentence) can be used by students to determine the essence of the article. Then in pairs, students share with each other and discuss their articles. Variations on this could be students in groups analysing newspaper articles, magazine articles, visuals (cartoons, pictures) and news casts to develop the topics raised by the article. As each student shared with the class the key topic or question raised from their article, the teacher (version of brainstorming) writes on the board and raises questions with the student and class about the origins and history of the issue.

Then as a whole-class activity, students and teachers can note patterns and commonalities and group them within the five organizing questions of the course. They will be overlapped, which reflects the complexity of some of the questions that can be illustrated with a visual (e.g., 5 overlapping visuals). Teachers and students can then brainstorm the key individuals and events that are part of each question.

Introductory SCOs

Suggestions for Assessment	Notes
These could be ongoing assessment activities throughout the year for the purpose of encouraging student development of a global perspective and relevancy of history.	

Suggestions for Assessment

These could be ongoing assessment activities throughout the year for the purpose of encouraging student development of a global perspective and relevancy of history.

Teachers can set up thematic centres (5) where students can add current articles/visuals that exemplify and/or connect the continuing/persistent. Depending on time, students can be asked to support (2–3 minutes) their choice of article/visual and its link. (A variation on this approach could be a scrapbook/vertical file or 5-question Web site).

Students can identify selected pieces of Canadian art, literature, television, motion pictures, and music that reflects one or more of the questions.

Notes

Introductory SCOs

Outcomes

Students will be expected to

- identify those individuals, events and/or symbols that they believe have contributed to the development of Canada and explain their historical significance

Suggestions for Learning and Teaching

This SCO is intended to be an ongoing activity throughout the entire course. At the beginning of the course, teachers should only briefly outline the intent of the SCO. No list at this point is to be generated. Instead the framework below can be provided for students to use as the course develops.

A summative activity at the end of each unit should be a class generation of the people and peoples who they feel are significant to the Canadian experience relative to that unit.
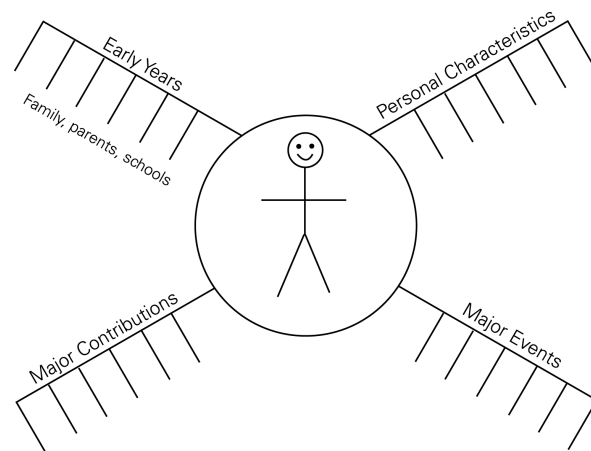
The suggested strategy is at the end of the unit, students select the individual group they believe contributed and complete the VIP map.

Teacher Note: *Teachers can adapt this graphic or use another organizer for an event or symbol. Teachers should ensure that the choices reflect the diversity of Canada's people. This could be done overtly with categories or subtly through suggestions and discussion.*

Introductory SCOs

Suggestions for Assessment

Students can submit a one-page brief explaining their choice.

Students can
- nominate in writing one person/group for each of the five units for inclusion on a class "wall of fame" to a preselected student jury
- nominate in writing an individual or group who reflects all five themes

Notes

Independent Study

Independent Study (The Process)

Outcomes

Students will be expected to

IS1

- engage in specific research using the historical method and communicate the findings of their research effectively

The Process
- develop and refine a proposal for an inquiry or a creative work
- develop a work plan that enables time management, monitors progress, and contributes to the criteria for evaluation
- formulate a question for research
- conduct an 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
- organize research findings, using a variety of methods and forms (e.g., note taking, graphs and charts, maps, and diagrams)
- demonstrate an ability to identify bias, prejudice, stereotyping, or a lack of substantiation in statement, arguments, and opinions
- compare key interpretations of Canadian history
- explain relationships and connections in the data studies (e.g., chronological ties, cause and effect, similarities, and differences)
- draw conclusions based on the effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations

Suggestions for Learning and Teaching

Teacher Note: *The historical skills identified in column one are the process skills that are embedded in the suggestions for teaching and learning and suggestions for assessment throughout this curriculum. It is not intended, nor is it productive to teach these skills in isolation. Beginning with the first outcome in Globalization and continuing, these skills must be a central part of the learning (doing history) in the classroom. There is opportunity for diagnosis and remediation within the context of the learning activities in the classroom. For example, if it became apparent that there was confusion over the difference between primary and secondary sources, a mini-lesson could be built into a document study, but not be the focus of a major study. Through integration and application, these skills can be improved and refined.*

Teachers can
- work with students to ensure that their suggestions for research are **appropriate and reasonable**
- help students find a research focus by making available sample historical questions/topics and pertinent links to resources and materials

Independent Study (The Process)

Suggestions for Assessment	Notes

Suggestions for Assessment

Teachers can
- monitor student progress and success in meeting agreed upon time lines by examining and responding to student journals frequently
- provide critical feedback and suggestions to students who may be falling behind in their schedules. In some cases the study goals may have to be modified as the project proceeds. The ability of students to deal with necessary changes could form part of the teacher's evaluation
- provide opportunities for students to engage in conversations with one another about the progress of their project work. If students are working together in groups, allow for time within the schedules for groups to reflect upon each person's progress in terms of their roles and responsibilities
- provide a rubric or construct one with students which will describe how projects will be evaluated. Teachers should use this rubric as a basis for negotiating expectations for project work with the student
- monitor student progress and provide feedback and/or appropriate directions at regular intervals
- prepare a variety of assessment materials for students who need to acquire specific skills or understandings throughout the process. Include reflective writing for those engaged in a research project as well as students preparing a creative work or performance

Notes

Independent Study (The Product)

Outcomes

Students will be expected to

- engage in specific research using the historical method and communicate the findings of their research effectively

The Product
- demonstrate an ability to develop a cogent thesis substantiated by effective research
- communicate effectively, using a variety of styles and forms
- 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
- express ideas, opinions, and conclusion clearly, articulately, and in a manner that respects the opinions of others

Suggestions for Learning and Teaching

Students can
- negotiate with the teacher criteria for achievement during project work
- participate in discussions with their peers making and responding to suggestions. Students may discover strategies which may be useful in their own projects
- work with other to encourage peers, suggest and assess solutions, and resolve research difficulties
- select or develop a criterion which can be used to evaluate their projects according to their particular strengths and areas identified for improvement
- submit a written plan for completing the project showing time lines, a selection of resources to be used, ideas, and possible materials for presentation
- learn to use a project management tool such as Microsoft Project to create a plan for completion of their projects
- maintain journals to record progress, identify learning needs, and monitor deadlines
- display "work in progress" in order that peers, teachers, and others may respond to assist by making suggestions
- collate collected information in an organized manner. Students may wish to use a project portfolio, audio/video, or visual means by which to save material or they may use a software database program such as Microsoft access to maintain information.

Independent Study (The Product)

Suggestions for Assessment	**Resources**

Teacher Note: *Though the term paper comes readily to mind when one talks of historical research, it is only one of many forms that the presentation of the results of historical research can take. It is important that the multiple ways students learn be reflected in the opportunities for research and presentation.*

Students can
- present their historical research in one of a variety of ways including, but not limited to
    - written presentations (e.g., a report, term paper, a documented position paper, annotated text, collection of folklore, stories, poetry, music, a book)
    - class oral presentation
    - audio/video presentation
    - visual arts display
    - an IT presentation
    - a demonstration
    - showcase for a museum or art gallery
    - a performance or public celebration
    - dramatic representation
    - creation of a document study using primary and secondary sources
    - combinations of the previous
- contribute insights and suggestions to peers and apply the insights and suggestions of peer and teachers to their own project development and presentation
- reflect on aspects of their project according to particular criteria identified, at the outset of the project
- through presentations, observe and assess techniques used to successfully engage the audience
- assess and offer suggestions for the selection of materials, presentations formats, and organization of their own presentations and those of peers

Teachers can
- review with students specific criteria for assessment of their presentation

Independent Study (Reflection)

Outcomes

Students will be expected to

- engage in specific research using the historical method and communicate the findings of their research effectively

Reflection

– reflect upon and value what they have learned

(See p. 124)

Suggestions for Learning and Teaching

Students should engage in reflective writing prior to, during, and following the completion and presentation of their projects, addressing such questions as
- How are my biases and perspectives reflected in my research and presentation?
- Did I accomplish what I set out to do?
- Did I encounter difficulties and how did I attempt to resolve them?
- Were there any surprises during the learning process?
- What would I do differently next time?
- How might I improve my organization, research, presentation skills?
- How will the feedback help me to improve on the process next time?
- How have I contributed to the study of the history of Canadian culture?

Teachers can
- invite students, staff members, parents, and community members to observe presentations and provide feedback to assist in the assessment process
- engage students in reflective dialogue regarding the learning that has taken place
- examine journal entries and pose questions to elicit suggestions for future project work

Independent Study (Reflection)

Suggestions for Assessment

- This reflection on history and historiography would take place towards the end of the course. Teachers can ask students to demonstrate the historical skills refined during the independent study by asking them to apply those skills to the course (curriculum resources and pedagogy) determine what perspectives, interpretations, are embedded in this study of history.
- The question for reflective writing on the opposite page could be used to create a rubric for self-assessment.

Globalization

What has been Canada's place in the community of nations, and what should Canada's role be?

Outcomes

Students will be expected to

GL1
- investigate and assess various traditional and emerging theories regarding the peopling of the Americas
  - identify traditional and emerging theories regarding human origins in the Americas [e.g., land bridge, Pacific routes, Solutrian (North Atlantic), Aboriginal perspectives]
  - explain how archaeologists and anthropologists gather and analyse evidence and develop hypothesis (e.g., dating, artifacts, beliefs, linguistics)
  - assess the theories based on evidence provided by archaeologists and anthropologists

Suggestions for Learning and Teaching

Teacher Note: *To begin this study and provide an ongoing visual support for the study of Canadian History 11, a large time line should be created in the classroom that all students can see. As a work in progress students can create icons/visuals throughout the study of each unit. Different colours for each unit could be used. This student created time line should be a handy reference. A variation could be to laminate the icons/visuals and use double-sided tape. A quick assessment could be to remove all items from time line, scramble and give to students to put in proper place either individually or through discussion and decision.*

Brainstorm with the class to determine prior knowledge and understanding. A KWL organizer could also be used.

Using GIS software, students can develop maps based on research that reflect the various hypothesis of the early peopling of North America. The following should be included:
- routes
- key archaeological finds
- effects of physical geography (climate, terrain)
- layer maps reflecting waves of migration

In a jigsaw activity using appropriate articles, maps, and primary sources, students can investigate and assess the traditional and emerging theories. Some guiding questions for the groups could include the following:
- What is the theory?
- What evidence supports the theory?
- Are there questions of validity?
- How was the evidence gathered and assessed?
- What contrary evidence has been brought forward?

At some point in or before or after the jigsaw activity, teachers can lead a discussion on the limitations and challenges of historical evidence. Make sure to include oral history in the list of types of evidence. A focus for the discussion could be the question of "validity of any evidence."

An extension or introduction to the jigsaw activity could be a brief lecture on the concepts of traditional and revisionist interpretations of history.

What has been Canada's place in the community of nations, and what should Canada's role be?

Suggestions for Assessment

Students select two plausible theories and complete a Venn diagram noting similarities and differences in evidence. Then they write a one-page defence of the selected theories. Suggested criteria for this assessment includes
- thoroughness of evidence
- correct identification of supporting evidence
- insight into similarities
- weakness(es) of theory (gaps in evidence)
- use of conventions of language

Based on the brainstorm regarding the issues of the theories of peopling of Americas, students write a one-page opinion sheet (what they think about the issue/topic). At the end of the jigsaw and map activity, students now write a second one-page opinion sheet. This should be assessed by both the teacher and the student to reflect growth.

A rubric for jigsaw activity that addresses process and content can be developed. It is suggested that the rubric be shared with students, prior to the activity.

In an application exercise, students can research an archaeological issue (e.g., Kennewick Man, the Annansazi, effects of climate, environmental impact of migrations) and relate the issue to the theories and evidence.

Notes

National Geographic, December 2000, and map

Closing the Circle, Gwynne Dyer

National Geographic, May 2000

Mi'kmaq and Maliseet, pages on oral history

MacLean's Magazine, March 19, 2001

What has been Canada's place in the community of nations, and what should Canada's role be?

Outcomes

Students will be expected to

GL2

- analyse the effects of contact and subsequent colonization
  - analyse the motivations for the initiation of European expansion to North America
  - analyse the responses of First Nations to the European expansion (e.g., trade, alliances)
  - investigate the impact of contact and expansion on European and global societies
  - analyse the changes in aboriginal societies as a result of colonization
  - analyse the role of African Labour in the colonization of the "New World"

Suggestions for Learning and Teaching

Teacher Note: *Either of the Parks Canada curriculum units on Red Bay or L'Anse Aux Meadow could be used to introduce/reinforce the historical study of early contact.*

Using GIS software and historical maps, students can create "maps of the world circa 1450" from multiple perspectives (e.g., Iroquois, Inca, English, Chinese, Spanish, Arabian/Islamic, Moguls (African example), that demonstrate

- trade routes/partners
- imports/exports
- rivalries
- limitations of world view

From this activity, students can develop hypothesis regarding the world views and why the Europeans expanded into the world stage.

The following activity is meant to be a brief overview and not an *in-depth study*. To begin with a concrete example of the impact of European contact with Americas, teachers could use food as a beginning point. Through research, students can identify the "new" foods from the Americas that enriched Europeans' diets (corn, tomato, potato, squash—globalization of food).

From this paradigm, teachers can lead students in a discussion/lecture on some of the following impacts:

- rise of western Maritime nations (Spain, England, France)
- decline of city-states (Venice, Genoa)
- transfer of wealth (Aztec/Inca gold to Spain, cod and furs to England and France)
- colonial rivalries (mercantilism)
- European population growth

What has been Canada's place in the community of nations, and what should Canada's role be?

Suggestions for Assessment

Teacher's Ideas/Notes for Next Term/Year

Notes

What has been Canada's place in the community of nations, and what should Canada's role be?

Outcomes

Students will be expected to

GL2
- analyse the effects of contact and subsequent colonization
  - analyse the motivations for the initiation of European expansion to North America
  - analyse the responses of First Nations to the European expansion (e.g., trade, alliances)
  - investigate the impact of contact and expansion on European and global societies
  - analyse the changes in aboriginal societies as a result of colonization
  - analyse the role of African Labour in the colonization of the "New World"

Suggestions for Learning and Teaching

In groups, students can do a document study using primary and secondary sources to analyse changes in selected aboriginal societies (Mi'kmaq, Iroquois, Cree, Innu, Tlingit) as a result of contact and colonization. Students may use a version of the following chart to organize their research and presentation. Built into this activity is an ongoing assessment of the documents regarding bias and historians use of selectivity of evidence to support interpretation.

	Pre-	Post-	Catalyst of Change	Today
Spirituality	Attributes		missionaries fur trade	
Economics	Trading hunter/ gatherer	market economy	fur trade	
Governance			disease	
Technology				
Language				

As a follow-up activity, students can raise questions of what further documents they would need to corroborate the documents presented.

In groups, students can use a similar graphic (above) to research and report on the changes in Europeans who colonized the Americas.

Students can investigate and report on the relationship between European colonization of the Carribean and the development of the Trans-Atlantic Slave Trade.

What has been Canada's place in the community of nations, and what should Canada's role be?

Suggestions for Assessment

Students can analyse political cartoons on the subject of "contact" or create their own cartoon that reflects one of the issues of "contact." Criteria for such an assignment can be developed with the students.

Students can create a visual that demonstrates the chart created in the learning activities in illustrated form. Visual may include graphic organizers (concept web), storyboard, or HyperStudio production.

Using selected primary and secondary documents that have clearly identified bias and use of selectivity of evidence, have students analyse these documents for bias and selective use of evidence. NOTE: Documents must reflect diversity.

A rubric could be used for group activity.

Students can prepare and write a position paper wherein they advance a hypothesis regarding the issue of "contact" and support their hypothesis with 4–5 supporting arguments. The primary and secondary documents used may be cited as references (possible lead-in to independent study).

Notes

Emerging Identities, Bennett and Jaenen, pp. 1–26

Voices of First Nations (Senior Issues Collection), selected literature (e.g., p. 44–47)

Parks Canada curriculum units:
Red Bay
L'Anse Aux Meadow

What has been Canada's place in the community of nations, and what should Canada's role be?

Outcomes

Students will be expected to

GL3

- demonstrate an understanding that Canada's development was influenced by evolving relationships with France, Britain, and USA
  - analyse the changing roles of New France and Acadia in France's global empires (1604–1763)
  - demonstrate an understanding of the implications of the incorporation of Quebec into Britain's global empire
  - describe how Anglo-American relations affected Canada's development (1775–1914).
  - analyse the impact of migration and settlement of Africans in Canada (1600–1914)

Suggestions for Learning and Teaching

Teacher Note: *It may be necessary to review the student's conceptual understandings of empire, imperialism, and colonialism that were introduced in elementary and refined in grades 7–8. Developing concept webs or other graphic representations using Inspiration software may be an approach. It will be important to briefly outline to students the conflict between the British and French Empires from 1689–1815 which resulted in Britain emerging as a dominant world power.*

Brainstorm with the class their knowledge and understanding of the concept of empire. From their suggestions, they create a concept web of the French Empire that demonstrates an understanding of key imperial relationships (political, economic, military, social). A variation would be to divide the class into three groups. Maps should be used to show trade triangles, size and strength of the empire, weaknesses, and resources. These maps may be created using GIS software.

Teacher Note: *The complexities of the changing roles of the Canadian colonies in first the French and then the British empires is a very large piece of history that helped determine our maturation as a nation. The key understanding is that as a colony (colonial people) our priorities/interests were often subordinated to those of the mother country.*

This activity is organized around four historical questions that refelect the delineations in column 1. Four suggested questions are:
- How the imperial policies of France affect the development of the colony of New France?
- How did the "conquest of 1760" affect the peoples of New France?
- How did Canada's role evolve as a result of Anglo-America relations?
- How and why was the experience of African migrants to Canada different than that of their European counterparts?

For each question a docupak of primary and secondary sources will need to be prepared. Students, through research can add to the docupak.

The class could be organized into four or eight groups. This is also an opportunity to reinforce the historical method by making its processes the frame for the group's historical analyses. Each group could begin with the question, follow the process, and deliver a product (thesis and support) to the class. Students could use technology to research, prepare, and present.

Extension activity: Focus the historical analysis around interpretations (secondary sources). For example, students could be asked to support or refute (revise) a traditional thesis regarding the conquest of Quebec (New France).

What has been Canada's place in the community of nations, and what should Canada's role be?

Suggestions for Assessment	Notes
Teacher's Ideas/Notes for Next Term/Year	

What has been Canada's place in the community of nations, and what should Canada's role be?

Outcomes

Students will be expected to

GL3
- demonstrate an understanding that Canada's development was influenced by evolving relationships with France, Britain, and USA
  - analyse the changing roles of New France and Acadia in France's global empires (1604–1763)
  - demonstrate anunderstandingof the implications of the incorporation of Quebec into Britain's global empire
  - describe how Anglo-American relations affected Canada's development (1775–1914).
  - analyse the impact of migration and settlement of Africans in Canada (1600–1914)

Suggestions for Learning and Teaching

Teachers may, in a whole-class activity, develop a graphic organizer that demonstrates the effects of the American Revolution (Anglo-American relations) on Canada. An example follows.
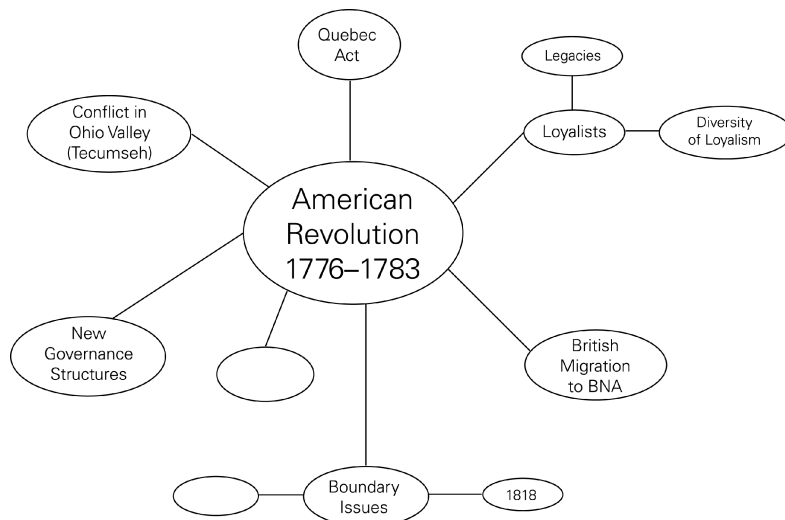
Based on this example, students, in groups, can develop and present (explain) graphic representations of the following:
- War of 1812
- slavery
- US Civil War
- Manifest Destiny

This activity could be expanded to include all four delineations.

What has been Canada's place in the community of nations, and what should Canada's role be?

Suggestions for Assessment

Students complete a graphic organizer on a new topic regarding US influences with written explanation of relationship (2–3 pages maximum, one-page graphic organizer).

Students can do a "what if" history by hypothesizing what Canada's history might have been if Britain had lost the Seven Year's War (1763). Criteria for assessment of this activity might include the following:
- plausible hypothesis
- use of historical evidence
- well-reasoned arguments
- clarity of expression
- proper conventions of language usage

Alternative "what ifs" could include
- Britain defeats the American Revolutionaries, 1783
- US conquers Upper and Lower Canada, 1812
- Nova Scotia joins the American Revolutionaries, 1776
- Loyalists stay in 13 colonies, post-1780

Rubrics could be developed with the class to assess the process and product of either the historical questions or graphic organizer activities.

Notes

See assessment rubrics in Grade 12 English Language Arts curriculum.

What has been Canada's place in the community of nations, and what should Canada's role be?

Outcomes

Students will be expected to

GL4
- analyse the role played by WWI in shaping Canada's identity
  - identify and describe Canada's various military roles and contributions in WWI
  - analyse the impact of the war on Canada's evolution from colony to nation
  - explain how the war was a catalyst for societal change (e.g., changing roles for women, minorities, children, governments, and home front)
  - analyse some of the controversial decisions involving Canadians (e.g., internments, 1917 election, racist policies, conscription)

Suggestions for Learning and Teaching

Teacher Note: *Teachers may wish to review/introduce students to the concept of "total war" as it emerged in the first half of the twentieth century. A useful starting point would be with the "limited wars" of the 1700s and how the impact of war on civilians was somewhat narrow as small professional armies waged war. The effect of nationalism and industrialization of the 19th century created mass armies with industrial weapons (e.g., machine gun) that created statements in WWI and introduced the notion that the civilians making and shipping the supplies were legitimate targets (aerial bombing of factories, sinking of merchant vessels by submarines). Now nations were "totally committed" to war and total victory.*

Teachers may use a variety of music (e.g., "Imagine" by John Lennon) video (selected clips), visuals (e.g., recruiting posters, paintings, and poetry (e.g., sassoon) to introduce students to the concept of total war. May use a "T" chart to delineate the differences and similarities between "limited war and total war."

Teacher Note: *An ongoing project for the term/year could be to have students interviewing veterans and/or their spouses about their experiences in WWI, WWII, Korea, Gulf War, Bosnia, Afghanistan, and Peacekeeping that could become part of an oral history database that could be built on year after year. Teachers and students should work together to develop a set of core questions for the interviewers. Students can develop supplemental questions. Students may be encouraged to play a role or lead in Remembrance Day observations.*

Using the delineations as a guide, teachers could organize the class in five groups (military roles, conscription, nation building, societal change, controversial decisions). In period one, assign heterogenous groups. Each group must develop a question for inquiry that they share with the class. In period two, and for homework, the group carries out assigned research responsibilities. Period three, the members share their findings and the group synthesizes their research and presentation. Students could be encouraged to use a variety of visuals and media sources in their presentation. Each presentation in period four should be restricted to 15 minutes. Students should be encouraged to provide a written synopsis of their presentation to the whole class. Period five would be teacher-directed in order to debrief the group's presentations, clarify misconceptions, address gaps and errors, and reinforce the effect that commitment to total war played in each.

Extension Activity: A study of the Conscription Crisis of 1917 in terms of traditional and revisionist interpretations could be undertaken. (Traditional: English-French conflict; Revisionist: Rural-Urban conflict)

What has been Canada's place in the community of nations, and what should Canada's role be?

Suggestions for Assessment

Rubric for the group inquiry.

Students would prepare a position paper that reflects one of the major inquiries conducted in group activity. For example, World War I wasn't a catalyst for change for minorities in Canada; the role played by the merchant marine was undervalued, and the suspension of civil liberties in WWI (War Measures Act) was necessary for the war effort.

Students listen to selected popular music of WWI, then compare and contrast the themes, moods, and lyrics of the music and develop a hypothesis regarding peoples' attitudes towards the wars.

Students can create a visual that demonstrates how Canadians saw themselves and others saw them in 1913 and 1919.

An analysis of literature based on Canadian experiences in World War I could be used to assess students' understanding of the significant impact of the war on Canada and individual Canadians (novel excerpt, short story, poem, screen play).

Notes

War, Peace, and Security Kit from Canadians in the Global Community Series

Road to Total War by Gwyne Dyer, National Film Board

Parks Canada curriculum unit: Beaumont Hamel and Vimy Ridge

What has been Canada's place in the community of nations, and what should Canada's role be?

Outcomes

Students will be expected to

GL5
- analyse the role played by WWII in shaping Canada's identity
  - identify and describe Canada's various military roles and contributions in the war
  - analyse the impact of the wars on Canada's evolution to nationhood
  - explain how the war was a catalyst for societal change (e.g., changing roles for women, minorities, children, governments, and home front)
  - analyse some of the controversial decisions involving Canadians (e.g., internments, Hong Kong, Dieppe, bombing of cities, and the conscription crisis of 1944)
  - analyse Canada's role regarding Jewish immigration and the Holocaust

Suggestions for Learning and Teaching

Teacher Note: *Teachers may wish to review briefly with students the concept of total war that emerged in WWI and how WWII took that concept to newer and more destructive levels (e.g., "terror bombing," "genocide" …)*

Using the delineations as a guide, teachers could organize the class in five groups (military roles, conscription, nation building, societal change, controversial decisions). In period one, assign heterogenous groups. Each group must develop a question for inquiry that they share with the class. In period two, and for homework, the group carries out assigned research responsibilities. Period three, the members share their findings and the group synthesizes their research and presentation. Students could be encouraged to use a variety of visuals and media sources in their presentation. Each presentation in period four should be restricted to 15 minutes. Students should be encouraged to provide a written synopsis of their presentation to the whole class. Period five would be teacher-directed in order to debrief the group's presentations, clarify misconceptions, address gaps and errors, and reinforce the effect that commitment to total war played in each.

In preparation, teacher may wish to create five vertical files of documents and five bookmarks of key webs (e.g., national war museum) and other applicable sources (music, art).

What has been Canada's place in the community of nations, and what should Canada's role be?

Suggestions for Assessment

Rubric for the group inquiry.

Students would prepare a position paper that reflects one of the major inquiries conducted in group activity. For example, World War II wasn't a catalyst for change for minorities in Canada; the role played by the merchant marine was undervalued, and the suspension of civil liberties in WWII (War Measures Act) was necessary for the war effort.

Students listen to selected popular music of WWI and WWII, then compare and contrast the themes, moods, and lyrics of the music and develop a hypothesis regarding peoples' attitudes towards the wars.

Students can create a visual that demonstrates how Canadians saw themselves and others saw them in 1939 and 1946.

An analysis of literature based on Canadian experiences in World War II could be used to assess students' understanding of the significant impact of the war on Canada and individual Canadians (novel excerpt, short story, poem, screen play).

Notes

The 6 War Years by Barry Broadfoot

War, Peace, and Security Kit from Canadians in the Global Community Series

Road to Total War by Gwyne Dyer, National Film Board

What has been Canada's place in the community of nations, and what should Canada's role be?

Outcomes

Students will be expected to

GL6
• analyse the evolution of Canada's roles in the late twentieth century
  – analyse Canada's evolving relationship with the US in global issues
  – explore and analyse Canada's roles in peacekeeping and peace making efforts around the globe
  – investigate and assess Canada's humanitarian roles since 1945 (e.g., CID, NGOs, UN organizations, refugees)
  – compare the evolution of Canada's traditional and emerging relationships (e.g., Commonwealth, Francophone, OAS, Pacrim)

Suggestions for Learning and Teaching

Teacher Note: *This activity is designed to be done concurrently with the study of WWII (GL5). In effect, the student activity is to be done both in and outside class time, e.g., overview of project in class, independent group work, mid–project debriefing (groups share with the teacher the status of project for advise and guidance), more independent group work and then student presentations. This version of collaborative learning can be adapted elsewhere in the curriculum.*

The focus of this activity is the development of case studies by students in small groups (3–4) or as individuals. The groups would be organized as follows:
• Peacekeeping/Peacemaking (2–3 groups)
• Humanitarian Roles (Foreign Aid, Refugees, Human Rights) (2–3 groups)
• Canada–US relationships (2–3 groups)
• Traditional/Emerging (2–3 groups)

The groups with teacher assistance can pick specific case studies that exemplify the essence of the delineation. Teachers can provide the following outline to the groups to assist in the development of their case study.

Five Steps to Case Study Analysis
• Describe the most important facts and players in the case.
• Outline the various issues connected to the case. Identify the different perspectives.
• Identify and explain the key issue of the case.
• Identify alternative courses of resolution.
• Analyse the short and long term effects.

Examples of possible case studies could include
• Peace Keeping (Suez Crisis, Cyprus)
• Peace Making (Korea, Somalia, Bosnia)
• Humanitarian (Refugees–Vietnamese, Hungarian…Foreign Aid–CIDA, NGO…Human Rights–UN Declaration)
• Canada/US (NATO, NORAD, Gulf War, Bomarc Arrow, Vietnam)
• Traditional/Emerging (South Africa 1961, Columbo Plan, Quebec/Francophone, Netherlands, OAS–Cuba)

What has been Canada's place in the community of nations, and what should Canada's role be?

Suggestions for Assessment

Suggested rubric for case study activity:
- Selects the key facts without becoming bogged down in detail on omitting important information.
- Demonstrates a supportable interpretation of events presented in the case attending to context and perspective.
- Identifies and articulates clearly more than one issue underlying the case.
- Selects and clearly articulates the key issues.
- Analyses the case from different perspectives and suggest alternative actions.

Teachers can assign an appropriate position paper (1–2 pages) based on the delineations and case studies (e.g., students who did case studies on peacekeeping write a position paper on an issue with peacekeeping).

Teachers may develop a series of reflective questions regarding issues raised by the case studies and delineations.

Notes

UN CD-ROM (ALR)

World Affairs: Defining Canada's Role (Oxford)

War Peace and Security Kit from Canadians in the Global Community Series

World Map

What has been Canada's place in the community of nations, and what should Canada's role be?

Outcomes

Students will be expected to

GL6
- analyse the evolution of Canada's roles in the late twentieth century
  - analyse Canada's evolving relationship with the US in global issues
  - explore and analyse Canada's roles in peacekeeping and peace making efforts around the globe
  - investigate and assess Canada's humanitarian roles since 1945 (e.g., CID, NGOs, UN organizations, refugees)
  - compare the evolution of Canada's traditional and emerging relationships (e.g., Commonwealth, Francophone, OAS, Pacrim)

Suggestions for Learning and Teaching

Teachers should either provide students with the rubric for evaluation (Column 3) or develop with the students a rubric for evaluation prior to students initiating the activity.

During class presentations, a large time line may be used to provide visual support and context for student/group presentations. Each group can be assigned a different colour for posting on the time line. Generalizations may be made re Canada's roles.

Teacher Note: *Each delineation/case study may be used by students as a focus for their independent study.*

What has been Canada's place in the community of nations, and what should Canada's role be?

Suggestions for Assessment

Teacher's Ideas/Notes for Next Term/Year

Notes

Development

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Outcomes

Students will be expected to

D1

- investigate the economic systems of Aboriginal societies in North America
  - analyse the relationship between population density and geography
  - research the efficiencies of technological development
  - explain how trade promoted growth
  - investigate the relationship between "worldview" and economic decisions

Suggestions for Learning and Teaching

Teacher Note: *This outcome can be addressed through the use of the Parks Canada curriculum unit: Metepenagiag—Augustine Mound and Oxbow which has been provided to schools on CD—Rom (more detail to come). This case study addresses the four delineations and provides a model of archaelogical and historical investigation.*

Use the video *Village of Thirty Centuries* to introduce students to Metepenagiag and the outcome.

Use the Parks Canada curriculum as prescribed.

Map activities that would support/introduce the Metepenagiag unit are
- Compare an Aboriginal population density map of North America (circa-precontact) with climate, topography, vegetation to determine patterns and relationships. This can be done using Atlases or GIS.
- After completing Metepenagiag unit, students can create a map showing probable trade routes between the Mi'kmaq and peoples elsewhere in North America.

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Suggestions for Assessment

Using the four delineations as a guide, students, individually or in pairs, can research and develop an economic profile of a selected First Nations. Teachers should ensure that student choices reflect the diversity of First Nations across North America.

Students can keep an ongoing log of their economic decisions during the unit and then do a one page reflection of the relationship between their "world view" and the economic decisions they have made. Teachers may wish to review with students what they learned about "world view" in Grade 9.

Notes

Canada's First Nations, (2nd edition) Part 1, (p. 1–62) O. Dickason

Closing the Circle, Gwynne Dyer

Historical Atlas of Canada

Canada and the World Atlas (2nd edition) *or Canadian Oxford School Atlas* (7th edition)

Arcview 3.x and ArcCanada 2.0

Video: *Village of Thirty Centuries*

Parks Canada curriculum unit: Metepenagiag

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Outcomes

Students will be expected to

D2

- analyse the role played by the Staple Trade in the development of (Colonial) Canada
  - evaluate and compare the role played by the cod and fur trades in the development of Canada
  - analyse the effect of the timber and wheat trade in the economic expansion of early 19th century British North America
  - compare the role of staple trade (primary industries) in today's economy with that of the colonial era
  - analyse the effects of Britain's adoption of Free trade in the 1840s on BNA (e.g., Reciprocity Treaty of 1854)

Suggestions for Learning and Teaching

Teacher Note: *Teachers may wish to refer to the theories of economic development to develop an overview of Canada's stages of development. This may enable teachers and students to develop a context for this study of the staple trade of the colonial era. Teachers may wish to choose one or more to post/share with students to provide an overview/big picture. Another discussion prior to this outcome may be reviewing concept web of an empire that delineates the roles of the mother country and its colonies. Teachers may explain the following terms/concepts: Mercantilism, staple, Trade Triangle, Heartland-Hinterland, Free Trade) and analyse their significance in the Staple Trade.*

Another context that may be used is to introduce students (using 10+2 lecture technique) to the Staple Theory as an interpretation of Canada's economic history. Testing this theory as an ongoing activity would develop student understanding of interpretations of history.

Teachers may begin by showing the Heritage Minute on John Cabot and the Grand Banks. Then in a short introductory lecture with illustrative maps. Teachers may discuss
- the importance of cod in European diets
- the effect of Catholic Church
- Iceland and cod trade
- the significance of "dry" fishery and "green" fishery
- traditional history—focus on fur trade, why?

Teacher Note: *In the early 1800s new staples (wheat and timber) emerged in BNA due to British mercantilist policies. The rapid expansion of these primary industries promoted economic growth.*

Using GIS (ArcView) or black outline maps or an historical atlas, students (or teacher) can create a project file of Fisheries in colonial Atlantic Canada that illustrates
- fishing banks
- key fishing settlements hot linked to visuals; brief explanations of role in colonial fishery
- layers showing waves of settlements 1500, 1600, 1700, 1770

Based on this geographic exploration, students can now research the role the cod fishery played in the colonial trade triangles of the colonial era. Teachers may illustrate an example for students to develop the concept.

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Suggestions for Assessment

Using the cod trade as a model, students can research and report on the role of the fur trade in colonial development. Criteria for assessment and guidance include

- reasons for the growth of the fur trade
- role of First Nations in the fur trade
- effect of fur trade on First Nations
- relationship between fur trade and exploration and expansion
- government policies and regulations of fur trade
- role of mercantilism companies (e.g., HB co.)

In assessing the group work regarding timber and wheat trade, teachers may use rubrics or checklists to assess student participation and contribution. In assessing, the content criteria may include

- role of government regulations and policies
- application of heartland-hinterland concept
- reasons for growth of trade

In a short essay based on classroom experiences and research, students will advance and support a hypothesis regarding the role of staples in the development of the Canadian economy.

An extension would be for some students to apply what they have learned to one of the models of growth. This would be an ongoing activity in this unit that these students could share with the class.

Do a statistical analysis of the changing percentages of the workforce engaged in primary, secondary, tertiary (Quaternary) sectors since 1871 (a useful table is in Grade 9 Teacher's Resource). As part of their analysis, ask students to advance hypothesis as to why the changes identified took place. These hypothesis can be used in the study of the era of industrialization.

Notes

Appendix of grade 9 Teacher's Resource

Tables in *Oxford Atlas* and *Canada and the World* Atlas

E-STATS on-line

Canada Encyclopedia on-line material or *Harold Innis and the Staple Theory*

Parks Canada curriculum unit: Fisheries (Grassy Island/Canso, Grand-Grève, and Gulf of Georgia Cannery)

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Outcomes

Students will be expected to

D2

- analyse the role played by the Staple Trade in the development of (Colonial) Canada
  - evaluate and compare the role played by the cod and fur trades in the development of Canada
  - analyse the effect of the timber and wheat trade in the economic expansion of early 19th century British North America
  - compare the role of staple trade (primary industries) in today's economy with that of the colonial era
  - analyse the effects of Britain's adoption of Free trade in the 1840s on BNA (e.g., Reciprocity Treaty of 1854)

Suggestions for Learning and Teaching

From this example, students can develop examples of the variations that did occur. A key point is to explain the development of the sugar industry in the West Indies and the slave trade. Trade triangles can be drawn using GIS that show these connections.

To develop an understanding of the role played by mercantilism conflict and heartland-hinterland in the development of the cod trade, students, in groups, do case study analysis of a number of the key fishing communities earlier identified (e.g., Louisburg, Canso, St. John's, Placentia Bay, Lunenburg).

In groups, students will use docupacks and other resources to research the role played by the staple trade in
- growth of canals and other transportations
- growth of cities (Montreal, Halifax, St. John, etc.)
- growth of shipbuilding in the Maritimes
- growth of agriculture in the Great Lakes-St. Lawrence lowland
- effect on urban-rural lifestyles
- continuing developments in cod and fur trades

Each group will present the results of their research orally and in writing. Teachers may debrief the exercise to ensure clarity and accuracy.

Using statistics, graphs, and tables from various sources (e.g., E-STAT on-line, classroom atlas, economics texts, Appendix of Grade 9 Teacher's Resource), students can create a graphic organizer that shows Canada's major staple exports over five hundred years.

1550	1650	1750	1850	1950	2000	2050
fish	fish					
	fur					
			timber			
			wheat			
				metals		

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Suggestions for Assessment

Teacher's Ideas/Notes for Next Term/Year

Notes

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Outcomes

Students will be expected to

D3
- analyse the relationship between the National Policy and the industrialization of Canada
  - outline the components and aims of the National Policy
  - explain why Central Canada emerged as the heartland of the new Canadian industrial economy
  - analyse the effects of the National Policy on the Hinterlands (the Maritimes, the North and the West) and their peoples
  - analyse the impact of industrialization on Canada's working class and assess society's responses

Suggestions for Learning and Teaching

Teacher Note: *The supporters of Confederation had argued that a political union of the BNA would promote economic growth in all regions of the new federation in the wake of the ending of reciprocity with the USA.*

The focus was now on developing a national (East-West) economy that would integrate the economic resources of the regions. In the 1870s, the strategies to develop an integrated national economy would merge into what is know as the National Policy. This policy articulated different economic roles for the varied regions of Canada and has had long-term effects for the peoples of these regions.

A useful lens to use when studying the National Policy and its effects is the Heartland-Hinterland thesis (sometimes referred to as a Core-Periphery). Students will have studied the fundamentals of this relationship in Globalization 2 and 3 in terms of colony-empire relationship.

Teachers may use any one of a number of activities to activate students' prior learning (KWL, brainstorming, think-pair-share, etc.) regarding Canada's regions and their key attributes. The GIS program may be used to research and print maps that reflect the key attributes of each region (ecozones, pop density, climate, vegetation, economic activity, etc.). As well, a political map may that reflects each region's representation in the House of Commons should be created.

From this as a whole-class activity, a concept attainment lesson can be used to develop the concepts of Heartland and Hinterland and the integral relationship between the two. Key to this is developing a list of the attributes/non-attributes of each concept.

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Suggestions for Assessment

Create a visual (cartoon, drawing, collage, etc.) of the National Policy from a specific regional or individual perspective (shipyard worker in Nova Scotia, follower of Riel, immigrant, Cree, factory worker in Toronto, etc.)

Create their own version of the Heartland-Hinterland graphic, using one hinterland region and specific examples.

Rubric(s) for regional perspective study can be developed with the students.

Create a skit portraying an attempt at unionizing a workplace (e.g., a fast food restaurant employing young workers)

Analyse the role played by a specific piece of technoloy in the industrialization process (e.g., railway, clock, time zones, typewriter, telegraph, assembly line, etc.)

Write a position paper (1–2 pages) based on one of the generalizations re effects of industrialization (use documents and sources).

Notes

Heartland and Hinterland, L.D. McCann (geography text)

Emerging Identities, pp. 321–375

Documents in Post-Confederation (Material Memory) Topic 3, and Labour pp. 54–75

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Outcomes

Students will be expected to

D3

- analyse the relationship between the National Policy and the industrialization of Canada
  - outline the components and aims of the National Policy
  - explain why Central Canada emerged as the heartland of the new Canadian industrial economy
  - analyse the effects of the National Policy on the Hinterlands (the Maritimes, the North and the West) and their peoples
  - analyse the impact of industrialization on Canada's working class and assess society's responses

Suggestions for Learning and Teaching

Teacher Note: *A narrow belt of land extending from Windsor to Quebec City became Canada's industrial and commercial heartland. Its population and economic strength gave this Windsor-Toronto-Montreal-Quebec City axis considerable influence over national decision making. Teachers and/or students could research the number of MPs elected currently and/or at key times in history (e.g., 1878, 1911, 1988) from this region. Research into the number of jobs created here could be done (E–STAT online is suggested) versus the Atlantic, Western, and Northern regions may lead to generalizations.*

Students should be familiar with the National Policy from earlier studies. One way to review this would be to analyse the similar policies in the United States. As a result of the Civil War, the Northern industrializing states were finally able to set a protective tariff (see Southern Opposition and Nullification debate, 1832). As well, Northern interests pushed the completion of the transcontinental railway in 1860s combined with the Homestead Act (160 acres free to settlers) and the federal policies towards aboriginals to an effect open the west for settlement. This may help to provide a context for what happens in Canada in the latter half of the nineteenth century.

Based on their understanding of the Heartland-Hinterland, students in groups can research the impact of the National Policy on the regions and provinces of Canada (Nova Scotia, New Brunswick, Prince Edward Island, Southern Quebec, Southern Ontario, the Prairies, British Columbia, the North) 1878–1950 time fame. The groups could use economic, social, political, and regional perspectives to frame their research and presentation. In particular, the positive and negative effects in each should be identified. Presentations could be in the form of cause and effect organizers, visual representations, debates, etc.

As possible extensions or independent study topics, students could research the following:
- role of interest groups (e.g., Canadian Manufactures Association)
- steel and coal industry in Nova Scotia
- long-term impact of resource-based economy (e.g., compare Newfoundland with Alberta)
- out-migration from Quebec in late 19th century—Where? Why? Effects?

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Suggestions for Assessment	Notes
Teacher's Ideas/Notes for Next Term/Year	

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Outcomes

Students will be expected to

D3

- analyse the relationship between the National Policy and the industrialization of Canada
  - outline the components and aims of the National Policy
  - explain why Central Canada emerged as the heartland of the new Canadian industrial economy
  - analyse the effects of the National Policy on the hinterlands (The Maritimes and the West) and their peoples
  - analyse the impact of industrialization on Canada's working class and assess society's responses.

Suggestions for Learning and Teaching

Teacher Note: *In D5, there will be a return to Heartland-Hinterland in the study of FTA, NAFTA, and shifting North American Heartland. A large visual of the conceptual framework in the classroom that students can add to and refer to may be helpful.*

In addressing the effects of industrialization on the workers and society, the following two-step strategy may be used:

Hinterland

Staples
Labour
Interest/Profits

Services
Manufactured Goods
Skilled Labour
Capital

Heartland

Step 1. Teachers may organize a document study, using primary/secondary sources (print, visuals data tables, etc.) With the documents organized around specific topics. This may be done in a learning centre approach. Teachers may choose from the following topics:

- Child Labour
- Women in Factories
- Wages and the Cost of Living
- Living Standards
- Urban Housing Conditions
- Workers in Resource Industries
- Immigrant Experience

Literature may be used as the basis of the study. From the learning centres, students can develop 3–4 generalizations regarding the impact of industrialization.

Step 2. In a whole class discussion/lecture using visual supports, teachers can overview societal responses [unions, political parties, women's movements (suffragettes, temperance, social activism, etc.) and legislation (pensions, welfare, UIC, child labour laws, etc.). To facilitate this presentation, a 10-2 activity may be used—teacher presents for ten minutes, then stops for two minutes. During this pause, student teams share notes, understandings, and help each other clarify. Questions for clarification can be asked. Unresolved issues are addressed at the end of the session.

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Suggestions for Assessment

Teacher's Ideas/Notes for Next Term/Year

Notes

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?
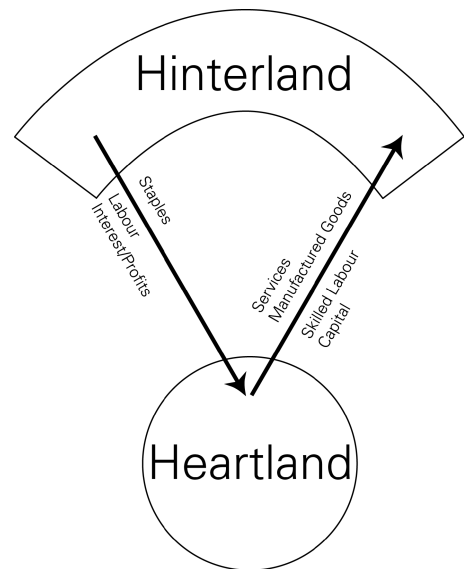
Outcomes

Students will be expected to

D4

- analyse the role of the free trade debate/issue in Canada's development
  - advance and support a hypothesis as to why free trade was a major issue between Confederation and WWII
  - explain how the Great Depression and WWII changed the role of governments in the economic and social life of the nation
  - advance and support a hypothesis as to why free trade emerged again as a major issue in the 1980s

Suggestions for Learning and Teaching

Teacher Note: *The skills and process focus for this outcome is analysis (political cartoon, statistical, and article analysis). There are a number of models that may be used, including those outlined in the following activities. This outcome builds on the students' understanding of the National Policy and its diverse effects on the regions of Canada. The Heartland-Hinterland model can continue to be used as a point of reference. A number of terms and concepts may emerge in the discussion (e.g., continentalism, reciprocity—free trade, globalization, trade blocs, trade liberalization, Auto Pact, etc.) and will need to be clarified.*

The question of whether protectionism or free trade was/is the best economic policy for Canada has been at the centre of our history since the 1840s and has played a key role in a number of federal elections.

Using political cartoon analysis, students can analyse the opposing viewpoints and arguments of the pro-National Policy (Tariff Wall) and the pro-Reciprocity (Free Trade) sides in the ongoing debate from the 1870s to WWI. Teachers may begin by using one or two current political cartoons to refresh/introduce students to the analysis. One model that may be useful is to use the following question sequence.

- What symbols/characters (caricatures)/individuals are being portrayed?
- What action is being depicted (describe)?
- What is the message/viewpoint?
- What is the historical context for the political cartoon?
- How does the cartoon reflect bias/perspective?
- Is the cartoon effective? Why? Why Not?

Having practised their analysis, students can be provided with a number of cartoons from the John A. Macdonald era. In groups, students can first individually and then as a group analyse their assigned cartoon. Each group can then do a brief presentation of their cartoon to the class. Encourage questions for clarification.

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Suggestions for Assessment

Students can create their own cartoon for the questions of the 1988 election. The cartoon analysis question matrix may be used for assessing the original cartoon.

Students can take a position re free trade in the 1990s and write a brief (1–2 page) supporting paper.

Students can create a visual representation of the shift in the role(s) of government since the 1930s.

In a graphic organizer, students can represent the shift in attitudes toward free trade from the Maritimer of the 1880s to a Maritimer of the 1980s.

Notes

On-line periodical database

Horizon Canada

Virtual Economics CD-ROM

Economics textbook (opportunity to collaborate with Economics 11 teacher)

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Outcomes

Students will be expected to

D4

- analyse the role of the free trade debate/issue in Canada's development
  - advance and support a hypothesis as to why free trade was a major issue between Confederation and WWII
  - explain how the Great Depression and WWII changed the role of governments in the economic and social life of the nation
  - advance and support a hypothesis as to why free trade emerged again as a major issue in the 1980s

Suggestions for Learning and Teaching

Then either as a group or individually for assessment purposes, students can create their own political cartoon or the question of protectionism—free trade (some students may need encouragement, e.g., stick people are okay, not judged on artistic ability but rather depiction of the controversial question).

A following activity is to have students do a statistical analysis of selected elections from 1878–1911 to determine whether votes for and against free trade reflect the Heartland-Hinterland model (elections of 1878, 1891, and 1911 would be minimum). This can be done as a whole-class activity under teacher direction.

The teacher, using visuals, models, technology (Inspiration or PowerPoint) provides an overview in lecture format of the significant shift in the role of government during the 1930s and 1940s (Great Depression and WWII). A useful strategy is the 10-2. Teacher presents for ten minutes and then stops for two minutes. During this pause, student teams share notes, fill in gap, and help each other clarify. Unresolved questions can be addressed here or at the end of class. Students should be encouraged/instructed in note taking methods. Some suggestions are

- *Two-Column Notes*: students differentiate between main ideas and supporting details
- *Graphic Organizers*: students are provided with blank graphic organizers to assist in organizing main ideas and support

Some of the topics that may be addressed include

- "Laissez–Faire" (Adam Smith)
- Business Cycle
- Keynesian economics
- Role(s) of government spending
- Key decisions in 1930s and 1940s (e.g., Bank of Canada)
- Rowell–Sirois, UIC, etc.

A time line may assist students understanding.

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Suggestions for Assessment

Teacher's Ideas/Notes for Next Term/Year

Notes

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Outcomes

Students will be expected to

D4

- analyse the role of the free trade debate/issue in Canada's development
  - advance and support a hypothesis as to why free trade emerged again as a major issue in the 1980s
  - explain how the Great Depression and WWII changed the role of governments in the economic and social life of the nation
  - advance and support a hypothesis as to why free trade was a major issue between Confederation and WWII

Suggestions for Learning and Teaching

In addressing the free trade debate of the 1980s, article analysis may be used. Teachers using library resources or on-line database can select articles reflecting multiple perspectives on the question of free trade and economic direction:

- pro-free trade (Heartland)
- pro-free trade (Hinterland)
- cultural focus
- social safety net focus
- anti-free trade (Heartland)
- anti-free trade (Hinterland)
- Quebec sovereigntist
- economic perspective(s)
- nationalist (Canadian) perspectives
- effect of globalization

Students individually, in pairs, or groups can analyse their article to determine

- author and their bias/perspective
- key argument(s)
- supporting information
- effectiveness of article

As a class they may create a large inquiry and to record the results of their analysis. Then the class can return to their election analysis activity and analyse the results of the 1988 Federal Election to develop generalizations in regards to its results and those of the MacDonald-Laurier era.

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Suggestions for Assessment

Teacher's Ideas/Notes for Next Term/Year

Notes

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Outcomes

Students will be expected to

D5

- analyse the economic trends and policies that impact on Canada's current and future development
  - describe the current and speculate on the future impact of trade linkages on Canada (e.g., NAFTA, FTAA, WTO)
  - examine current demographic patterns and their effects (e.g., migration, population growth, and age distribution
  - demonstrate an awareness of the effects of disparities in the distribution of wealth in Canada (e.g., age gender, race, region, social class)
  - explore the implications of industrial and technological development for Canadian society and cultures
  - explore the relationship between economic development and the state of the environment in Canada (e.g., age, sustainable development)

Suggestions for Learning and Teaching

Teacher Note: *This outcome provides an opportunity for students to synthesize how many decisions made in our past impact on our current and future development. It provides an opportunity for students to hypothesize on the future of the country through the lens of economic history.*

Using recent newspapers or newscasts focussing on economic trends and policies, students can brainstorm economic trends and policies impacting on Canada. (To facilitate this activity students can begin to build a vertical file at the beginning of the unit, thus providing some pertinent resources.)

From the brainstorm, a web organizer can be developed in a whole class activity. Example follows.
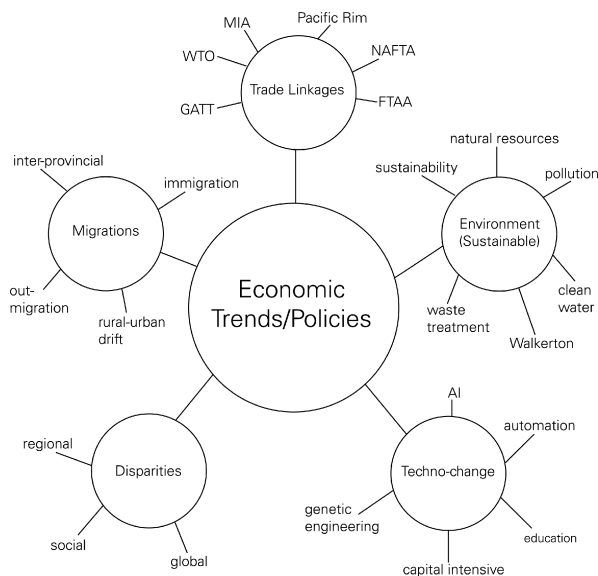
From the web, the students can be organized in five groups. Each group then does a brief research of the various aspects of their assigned part of the web to choose a specific trend/policy. Then they develop a 10–15 mini-lesson that they teach to the rest of the class (e.g., case study, technological presentation, skit, GIS) what they believe to be the effects of the most significant trend/policy 10–15 years into the future (E–STAT on-line would be a good resource for migration and disparities, videos for sustainability and technological and articles and maps for trade linkages).

Teachers may wish to refer to GL6 and its suggested case study format.

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Suggestions for Assessment

Students can debate whether Canada should enter a currency union with the USA.

Students can present a community study (using visuals) using three time frames (1970, now, thirty years from now) to demonstrate the effects of economic trends and policies on their community.

Rubric developed with students re their mini–lesson.

Students can use a variety of sources to gather information on poverty in Canada and propose solutions. Criteria for assessment might include
- selecting appropriate sources of information
- raising relevant questions about the data
- generating hypothesis from the data
- assessing data for reliability and accuracy
- applying critical analysis to proposed solutions

As a class, brainstorm a list of critical environmental issues facing Canada. Students can work in small groups to agree on the top 5 or 10 issues ranking from most critical (1) to least (5 or 10). To assess the extent to which students
- justify their rankings
- analyse the historical and geographical context
- report on implications for present and future society
- propose possible solutions and assess their viability

Notes

On-line periodical database (EBSCO)

Horizon Canada

Virtual Economics CD-ROM

Economics textbooks (opportunity to collaborate with Economics 11 teacher)

Independent Study (The Product)

Outcomes

Students will be expected to

IS1

- engage in specific research using the historical method and communicate the findings of their research effectively

The Product

- – demonstrate an ability to develop a cogent thesis substantiated by effective research
- – communicate effectively, using a variety of styles and forms
- – 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
- – express ideas, opinions, and conclusion clearly, articulately, and in a manner that respects the opinions of others

Suggestions for Learning and Teaching

Students can
- negotiate with the teacher criteria for achievement during project work
- participate in discussions with their peers making and responding to suggestions. Students may discover strategies which may be useful in their own projects
- work with other to encourage peers, suggest and assess solutions, and resolve research difficulties
- select or develop a criterion which can be used to evaluate their projects according to their particular strengths and areas identified for improvement
- submit a written plan for completing the project showing time lines, a selection of resources to be used, ideas, and possible materials for presentation
- learn to use a project management tool such as Microsoft Project to create a plan for completion of their projects
- maintain journals to record progress, identify learning needs, and monitor deadlines
- display "work in progress" in order that peers, teachers, and others may respond to assist by making suggestions
- collate collected information in an organized manner. Students may wish to use a project portfolio, audio/video, or visual means by which to save material or they may use a software database program such as Microsoft access to maintain information.

Independent Study (The Product)

Suggestions for Assessment	Notes
Teacher Note: *Through the term paper comes readily to mind when one talks of historical research, it is only one of many forms that the presentation of the results of historical research can take. It is important that the varying ways students learn be reflected in the opportunities for research and presentation.* Students can • present their historical research in one of a variety of ways including, but not limited to – written presentations (e.g., a report, term paper, a documented position paper, annotated text, collection of folklore, stories, poetry, music, a book) – class oral presentation – audio/video presentation – visual arts display – an IT presentation – a demonstration – showcase for a museum or art gallery – a performance or public celebration – dramatic representation – creation of a document study using primary and secondary sources – combinations of the previous • contribute insights and suggestions to peers and apply the insights and suggestions of peer and teachers to their own project development and presentation • reflect on aspects of their project according to particular criteria identified, at the outset of the project • through presentations, observe and assess techniques used to successfully engage the audience • assess and offer suggestions for the selection of materials, presentations formats, and organization of their own presentations and those of peers Teachers can • review with students specific criteria for assessment of their presentation	

Governance

How have governments in Canada, past and present, been reflective of Canadian societies?

Outcomes

Students will be expected to

G1

- demonstrate an understanding of how pre-contact and post-contact First Nations governing structures and practices were reflective of their societies
    - analyse the values and perspectives of selected First Nations
    - describe the governing structure and practices created by these societies
    - explain how these structures reflect the values and perspectives of these First Nations
    - analyse the impact of treaties on the governing structures of selected societies

Suggestions for Learning and Teaching

Teacher Note: *The three suggested First Nations (Mi'kmaq, Iroquois, and Haida) were selected on the basis of geographical representation, student prior knowledge, and the contrast of the varied experiences and structures of the three. It will be important to present the perspectives/world views (spirituality) and how it was reflected in the governance structure. The choice of the Ni'sga and Mi'kmaq for analysis of the impact of treaties reflects the differences in treaties and negotiations in the 1700s and 1990s.*

This outcome does not call for a complete study of each society, but rather only that which affected governance. The study of First Nations governance begins here and is a theme through the other SCOs in governance.

In six groups, students, using primary and secondary documents provided are responsible for investigating and reporting on the nature of the perspective/world view of each First Nation and the governing structure of each First Nation (3 groups for world view, 3 groups for governance). Students could use graphic organizers to organize their findings for presentations

From these perspectives, each student will analyse whether and how the governing structures were reflective of the societies and present their conclusions in writing, orally, or graphically.

Students can do a Treaty Document Analysis activity, using three excerpts from three different treaties that relate to Mi'kmaq, Iroquois, and Ni'sga. Teachers can model one treaty document analysis with the whole class, and then have students, individually or in pairs, complete the activity. The following table may be used as a guideline.

Questions	Mi'kmaq	Iroquois	Ni'sga
1. Who, when, where, signatories			
2. Identify key agreement			
3. Hypothesize motives of each signatory			
4. Impact on governance, then and now			

Discuss, etc., the potential regarding controversial issues. Use article.

How have governments in Canada, past and present, been reflective of Canadian societies?

Suggestions for Assessment

Suggested criteria for assessing student analysis
- knowledge of perspectives/world view of each society
- knowledge of governance of each society
- explain how one is a reflection of the other
- compare the First Nations experiences

Suggestions for assessment of group research
- focus on student participation through a checklist and/or peer assessment

Application Assessment: students, individually or in groups, investigate a First Nations society (other than examples done). They can develop and support a generalization regarding the relationship.

Notes

Mi'kmaw Resource Guide, 2nd Edition, Native Council of Canada. pp. 6–7

Mi'kmaq Studies 10, Department of Education (Halifax: NS) pp. 20–23

Canada's First Nations, Olive Dickson. pp. 46–49, 50–52, 59–61

Canada: A North American Nation, Bennet, Jaener, Brine, Skeoch. pp. 38–40

How have governments in Canada, past and present, been reflective of Canadian societies?

Outcomes

Students will be expected to

G2
- demonstrate an understanding of how and why competing French, British, and American governing philosophies merged in BNA
  - explain how the governance of New France reflected the Ancien Régime of France and the realities of colonial life
  - explain how the governance in England's American colonies reflected the political struggles in England at that time
  - analyse the effect of British policy in BNA as a result of the conquest of Quebec and the arrival of the Loyalists

Suggestions for Learning and Teaching

Teacher Note: *It may be worthwhile to conduct a brief review using a K-W-L organizer or a variation of it to assess students' knowledge of the French/English wars and conquest of Quebec (see Globalization SCO GL3). The main focus in the SCO is the political philosophies of the time and how they were reflected in the governance structure and their effects on the development of Canada. This is an opportunity to expose students to the writings of John Locke, Voltaire, Rousseau, and Montquieu. In BNA there will be a struggle for democracy parallelling the struggle in Western Europe. This is an opportunity to draw those parallels.*

Using schematic organizers, the teacher can demonstrate the parallels in the governance and society of France (Ancien Régime) and New France (include feudalism and seigneurial system). Through discussion and questions, lead students to develop an understanding of why each structure was absolutist. Selected documents and writings may be used to reinforce their understanding.

Using their knowledge of New France as a reference, students can analyse a typical New England governance structure to determine similarities and differences. As the differences are identified, have students advance hypothesis as to why there was a difference.

- Elected assembly versus no assembly
- Free hold land tenure vs. seigneurial system
- Religious freedoms vs. state religion/church

The hypothesis should address the political clash in England between Parliament and the crown during the 1600s.

How have governments in Canada, past and present, been reflective of Canadian societies?

Suggestions for Assessment

Using their completed chart, students can write a short essay or position paper that addresses the question "Who benefited most from these acts and who benefited least?"

Trace the impact (using the organizers) of the four acts on one of the specific peoples involved (First Nations, Canadians, English Colonists) in a written assignment.

Explain the relationship of a current aspect of Canada (e.g., population distribution, language rights, aboriginal rights) to these specific acts.

Conduct a formal debate on "Be it resolved that the French Model of colonial government was more effective than the British colonial model in North America."

Teacher Note: *This would be a parliamentary style debate. Two parties government and opposition (for and against the resolution). The parties are teacher-selected for ? grouping. All students are expected to prepare (in concert with the whole party) and deliver a speech on a particular aspect of the topic. Following all speeches, rebuttals will be delivered. The teacher can act as a speaker and direct debates, giving all students an opportunity to debate. (See Appendix F: Perspectives and Interpretations.)*

Notes

Canada: North American Nation, Bennet, et al. pp. 121–25
* transplanting Ancien Régime vs. Mayflower Compact

Parks Canada curriculum unit: Fort Anne

How have governments in Canada, past and present, been reflective of Canadian societies?

Outcomes

Students will be expected to

G2

- demonstrate an understanding of how and why competing French, British, and American governing philosophies merged in BNA
  - explain how the governance of New France reflected the Ancien Régime of France and the realities of colonial life
  - explain how the governance in England's American colonies reflected the political struggles in England at that time
  - analyse the effect of British policy in BNA as a result of the conquest of Quebec and the arrival of the Loyalists

Suggestions for Learning and Teaching

Using selected excerpts from the following documents, complete charts or organizers for the four documents explaining the impact and significance.

- Articles of Capitulation (1760)
- Proclamation Act of 1763
- Quebec Act (1774)
- Constitutional Act of 1791

	First Nations	French Colonists	British Colonists	Present Impact
Articles				
Proclamation				
Quebec				
Constitution				

OR

	Land	Government Structure	Rights	Present Impact
Articles				
Proclamation				
Quebec				
Constitution				

Students using a version of co-operative learning can use the documents to complete the organizer or section and have whole-class synthesis.

How have governments in Canada, past and present, been reflective of Canadian societies?

Suggestions for Assessment

Teacher's Ideas/Notes for Next Term/Year

Notes

How have governments in Canada, past and present, been reflective of Canadian societies?

Outcomes

Students will be expected to

G3

- analyse how emerging political and economic structures led to Confederation
  - analyse how colonial governing structures led to a series of struggles for political reform in BNA
  - identify and analyse the political and economic development of the 1850s and 1860s that created a need for significant political change
  - analyse the process and leadership that created the Canadian Confederation (1864–68)
  - identify and explain who was and was not empowered in these political processes (people, groups, provinces)
  - analyse the new governance structure for Canada (BNA Act)

Suggestions for Learning and Teaching

In pairs, students can research one of the individuals who played a key role in the struggle for responsible government (e.g., MacKenzie Papineau, Baldwin, LaFontaine, Howe, Strahan, Francis Bond Head, generic member of oligarchy in Lower Canada, New Brunswick rep, William Carson, Prince Edward Island rep, Durham, and Elgin. Sample questions to guide students' research include the following:

- What is my background (biographical sketch such as where was I born, class, occupation, etc.)?
- What are my political views regarding reform?
- Key quotes (actual or fabricated that represents political beliefs)
- Key contributions (This is what I did.)

Presentations of the findings could be done through PowerPoint presentations, political cartoons, speeches, interviews, etc.

Create or adapt a simulation of the process leading to confederation (e.g., Quebec Conference). Consider including the following into the simulation.

- Recognition of the need for change (political deadlock, railways, US Civil War, trade/reciprocity).
- Recognition of regional/provincial perspectives of who didn't take part by including roles for First Nations, women, the media, Joe Howe and other opponents, Louis Riel.
- Allow students to create their own simulation and then compare it with the actual history and make generalizations regarding similarities and differences.

Teacher Note: *Student's creations must address the issues of the 1860s, and teachers should discuss with students the differences in values and perspectives for the 1860s and today.*

How have governments in Canada, past and present, been reflective of Canadian societies?

Suggestions for Assessment

Using Inspiration software, students can create a visual organizer that demonstrates their understanding of the relationship between the developments in that time period and the final achievement of a Canadian Confederation. A sample organizer follows.
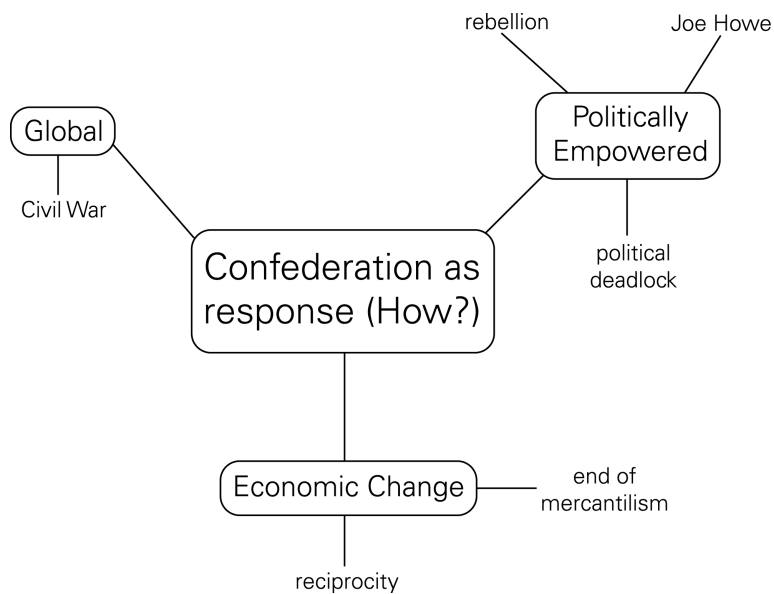
Notes

Parks Canada curriculum unit: Louis Papineau

How have governments in Canada, past and present, been reflective of Canadian societies?

Outcomes

Students will be expected to

G3
- analyse how emerging political and economic structures led to Confederation
  - analyse how colonial governing structures led to a series of struggles for political reform in BNA
  - identify and analyse the political and economic development of the 1850s and 1860s that created a need for significant political change
  - analyse the process and leadership that created the Canadian Confederation (1864–68)
  - identify and explain who was and was not empowered in these political processes (people, groups, provinces)
  - analyse the new governance structure for Canada (BNA Act)

Suggestions for Learning and Teaching

Using a graphic organizer, students can research individually or in pairs, other federal systems and compare those federal systems with that of Canada. The key here is to refine student understanding of the concept of federalism in this comparison. A suggested organizer follows.

	Iroquois Confederacy	USA	Canada	Australia	Malaysia
Branches of government					
Separation of Powers (exec–leg)					
Checks and Balances					
Distribution of Powers (fed–prov)					
Amending Formula					
Who is empowered __?					

How have governments in Canada, past and present, been reflective of Canadian societies?

Suggestions for Assessment	Notes
Teacher's Ideas/Notes for Next Term/Year	

How have governments in Canada, past and present, been reflective of Canadian societies?

Outcomes

Students will be expected to

G4
- evaluate the evolution of federalism in Canada from Confederation to Patriation
  - explain the origins, goals, and effects of the Indian Act on First Nations and Canada
  - identify selected events and people in the evolution of Canadian federalism and explain their impact
  - identify and explain significant socio-economic changes (e.g., roads, highways, education, health care, social safety net) and analyse their affect on federal-provincial relations

Suggestions for Learning and Teaching

Arrange students in nine groups (6 provinces, 3 territories) to research and report on the circumstances and effects of the provinces joining Canada and territories being created. The aim here is to enable students to analyse the effects and potential effects on federalism of this expansion. Guiding questions/outline for research may include the following:
- Historical context
- Impact on aboriginal peoples
- Terms of entry
- Effects (short- and long-term) of the terms
- Process of negotiating entry
- Key individuals
- Reasons for joining
- Pros and cons

In a document study, students will read and analyse selected excerpts from the Indian Act of 76 and some primary and secondary sources that address issues of residential schools, reserves, governance structures, amendments of the act. Documents should include statistics, personal accounts, government reports, policies, etc., that provide multiple perspectives. Key to this study is that the students come to understand the assimilationist goals of the Indian Act and the encompassing effect it and its regulations had and has on First Nations people. **Treaty rights may need to be addressed at this point for clarification.**

Teacher Note: *The four responsibilities identified in 1867 as provincial responsibility were not perceived as onerous responsibilities. Most were seen as something taken care of by the church and charitable organizations. In the next 90 years, society required government to take a leading role, for provinces, this meant huge costs against a low tax base.*

Students can create a four-layer time line (as illustrated) where they identify/explain 7–10 significant events/developments that demonstrate increasing provincial role in providing these services.

How have governments in Canada, past and present, been reflective of Canadian societies?

Suggestions for Assessment

Teacher's Ideas/Notes for Next Term/Year

Notes

Opportunity for statistical analysis

How have governments in Canada, past and present, been reflective of Canadian societies?

Outcomes

Students will be expected to

G4
- evaluate the evolution of federalism in Canada from Confederation to Patriation
  - explain the origins, goals, and effects of the Indian Act on First Nations and Canada
  - identify and explain significant events and people in the evolution of Canadian federalism and explain their impact
  - identify and explain significant socio-economic changes (e.g., roads, highways, education, health care, social safety net) and analyse their affect on federal-provincial relations

Suggestions for Learning and Teaching

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                          ┌──────────┐
                          │   TCH    │
                          │1949–1962 │
   1867                   └────┬─────┘      2000
    ├──────────────────────────┼──────────────┤
              Roads/Highways

    ├─────────────────────────────────────────┤
                  Health Care

    ├─────────────────────────────────────────┤
                   Education

    ├─────────────────────────────────────────┤
                Social Assistance
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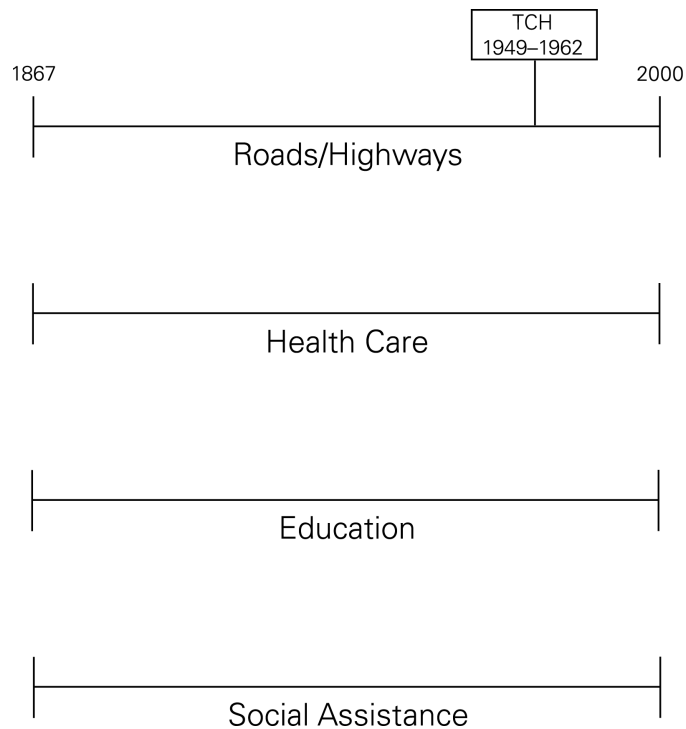
A follow-up activity would be to simulate a first Minister's conference on sharing a federal transportation fund among the provinces (could use Health Care, Education, etc., as a focus). See Appendix for sample activity. (Chuck will provide a master).

The teacher should pick the 6–8 individuals/events that they feel best address the evolution of federalism and use a lecture-based discussion technique with the students that focusses on the role each individual/event played in the evolution of federalists. Every 8–10 minutes, the teacher should stop and have students, in pairs, précis orally and in writing the event/individual and the role played. Students should be encouraged to ask questions for clarification.

How have governments in Canada, past and present, been reflective of Canadian societies?

Suggestions for Assessment

Using documents of sections 91, 92, and 93 and BNA Act, have students suggest ways that separation of powers should, in their opinion, have been determined (focus on 6–10 powers) considering the challenge of Canadian federalism since 1867. Students should explain the potential effects of their suggested realignment. Criteria can be developed in collaboration with the students.

Research a recent federal election to determine the role played by federal-provincial issues and create a case and effect organizer.

Debate "Be it resolved that education (health care, social assistance) should be a federal rather than a provincial responsibility)" or "Be it resolved that the Indian Act should not have been enacted in 1876."

Research and then compare the Indian Act of 1876 with similar legislation/structures in Australia, USA, or Brazil. Present and defend a thesis developed from the comparison.

Notes

How have governments in Canada, past and present, been reflective of Canadian societies?

Outcomes

Students will be expected to

G5

- analyse the shift from a traditional two-party process to a multi-party process in post-Confederation Canada
  - analyse the roles played by regionalism, economics, class, alienation, and empowerment in the creation of third parties
  - advance and defend a hypothesis as to whether Canada is best served by a two-party or multi-party system
  - identify various ways outside the party system that Canadians can be and have been politically active

Suggestions for Learning and Teaching

Teacher Note: *Until the 1920s, Canada has a clearly defined two-party system, particularly at the federal level, that emerged from the struggles between tories and reformers over responsible government and the negotiations/compromises at the time of Confederation. Teachers may wish to review with students the emergence of the Conservative and Liberal parties of Macdonald and Laurier. The first major change in this system was the Union government of 1917 and its effect on French-English relations. In the 1920s and 30s, a new pattern emerged, since repeated in the 1980s and 1990s, of new national and provincial parties emerging due to economic problems, regional alienation, and empowerment.*

Identifying six third parties (Progressive Social Credit, CCF/NDP, Union Nationale, Reform, Bloc Quebecois), teachers may use a jigsaw grouping (co-operative learning structure) to facilitate the analysis of the six parties.

Having identified home groups, students in their expert groups, would use prepared docupacks (see *Emerging Identities*, pp. 406–434) and a guided research structure to learn about their assigned party. This guided research could use questions such as the following:
- What was the historical context?
- Who were/are the key leaders?
- What were the key factors that caused the formation of the party?
- What were the parties' key policies?
- What were the short- and long-term effects?

From these expert groups, students then return to their home groups where each in turn teaches their fellow students. Encourage students to use a variety of approaches to teach their peers what they have learned.

One of the major effects of third parties is the creation of minority governments. Teachers could use the minority governments of the 1960s (Pearson and Deifenbaker) to have students research the ongoing historical question as to whether the minority governments are better (more responsive) for Canada. The generalization developed could be applied to those minority governments of the 1920s, 1950s, and 1970s.

In order to make students aware that the political process is more than the political party process, have the class brainstorm various ways people can/try to affect political decisions (lobby groups, protests, court legislation actions, non-party organization, unions, etc.). Having identified a number, have students research and report on a historical and current example of each identifying who, when, why, and effects (short- and long-term). Teachers may wish to review with students those eras of reform (e.g., 1890–1910, Temperance, Suffrage) to provide historical context.

How have governments in Canada, past and present, been reflective of Canadian societies?

Suggestions for Assessment

The work of expert groups could be assessed for processes (checklists) and product (rubric).

Students can develop a position paper that addresses whether Canada is best served by a multi-party or two-party system.

Debate: Be it resolved that the interests of Canada's diverse regions and peoples would be best served by a system of proportional representation in the House of Commons and Legislative Assemblies.

Teacher's Ideas/Notes for Next Term/Year

Notes

Emerging Identities, Bennet and Jaesen

How have governments in Canada, past and present, been reflective of Canadian societies?

Outcomes

Students will be expected to

G6

- demonstrate an understanding of the purpose of the Canadian constitution
  - compare the 1867 Constitution (BNA Act) with the 1982 constitution in terms of key components and purpose
  - examine and analyse various perspectives regarding selected issues of constitutional reform (e.g., desire for constitutional recognition, amending formula, division of powers)

Suggestions for Learning and Teaching

Teachers can start with either student council cast or student handbook (Code of Conduct) or comparable document (e.g., constitution for minor hockey) that defines the student's role in an institution. Develop a set of inquiry questions that have students investigate the structure, purpose, limits and effects of these documents. In follow-up debriefing, develop concept of constitution in which students identify attributes and non-attributes of constitution and then apply to the Canadian constitution. Topics of who benefits, doesn't benefit, making changes can be developed out of this discussion.

Teachers can use paraphrased outlines of the 1867 Constitution (BNA Act) and the 1982 Constitution, to have students (in pairs) make a list of new key elements that include Charter of Rights and Freedoms, Supreme Court, equalization, amending formula that were incorporated in the 1982 Constitution. From a whole discussion of why these elements were added, students can develop hypothesis regarding the nature of the societies that developed the two documents. This is an opportunity for students to pursue in their independent study.

Teacher Note: *In research—Meech Lake and Charlottetown should come forward (e.g., submissions, articles that are part of research).*

In a simulation of a Royal Commission on the constitution, students in pairs or small groups can take the roles of various groups such as government of Quebec, Assembly of First Nations, National Action Council on the Status of Women in Canada, Council of Maritime Premiers, Council of Western Premiers, Canadian Labour Congress, federal cabinet, Ontario, Newfoundland, Council of Canadians, or other groups with a defined perspective. The students must research the positions of their assigned group on the three major issues of constitutional reform (special status, amending formula, redivision of powers, entrenchment of rights) and prepare a 2–3 page submission. Each group can present their submission to the class. In a debriefing, the teacher, through questioning, can clarify with students the issue itself and the multiple perspectives introduced by groups (e.g., a visual similar to concept web).

Teacher Note: *Not all groups might have positions on all issues and issues such as senate reform or a social charter may emerge from research.*

Extension activity or as independent study, compare the US and Canadian constitutions in the areas of
- amending formula
- division of powers (Federal-Provincial/State)
- individual rights (Bill of Rights and Charter of Freedom)
- division of branches of government (checks and balances)

How have governments in Canada, past and present, been reflective of Canadian societies?

Suggestions for Assessment	**Notes**
Each student, after the Royal Commission activity, will write a 2–3 page recommendation of the Royal Commission. Alternatively, students could create a graphic visual of the issues and perspectives.	
Write a constitution for their family and/or classroom in which they must address issues of special status, amending formula, assigned powers and entrenchment of rights.	
Invite students, individually or in their simulation group, to write a letter to the Prime Minister outlining the identified constitutional reform issues and their recommendations.	

Sovereignty

How have struggles for sovereignty defined Canada, and how do they continue to define Canada?

Outcomes

Students will be expected to

S1
- demonstrate an understanding that struggles for sovereignty affect countries and peoples globally
  - demonstrate an understanding of the concept of sovereignty
  - develop hypotheses why peoples struggle for sovereignty
  - demonstrate an understanding of economic, cultural, and political perspectives of sovereignty
  - demonstrate an understanding that struggles for sovereignty are a global phenomenon

Suggestions for Learning and Teaching

Teacher Note: *The purpose of this introductory SCO is to enable students to develop an understanding that there are multiple perspectives regarding the concept of sovereignty. Students should be challenged to think outside the traditional Canadian and political context for sovereignty. Terms and concepts such as autonomy, self-determination, self-government, self-rule, independence, territoriality, control of resources, nation, nation-state, centrifugal forces, home-rule and others should be part of the discussion. These terms and concepts should be elaborated within the context of multiple examples and perspectives during the study of the sovereignty outcomes. This outcome offers opportunities to reinforce critical literacy and thinking within the inquiry process.*

In whole-class discussion or think/pair/share, teachers may assess prior knowledge and understanding of the broad concept of sovereignty. Students should create a visual representation of their preliminary understanding through a graphic organizer such as concept web, word splash or KWL. Then using Inspiration and other software, as a class, they can develop a concept web for sovereignty. This should be kept to one side and returned to at the end of the unit to compare and assess growth in understanding. (It may also be built on as the unit progresses.)

Teacher Note: *In the following activity, the teacher should choose sovereignty examples that represent the broadest range of versions of sovereignty questions (economic, cultural, racial, religious, political, territorial) in order to develop and reinforce the multiple perspectives of sovereignty.*

In an Internet-based activity, students can research multiple versions of sovereignty questions. Students (or teachers) can use an Internet search engine to come up with a list of Web sites based on the term "sovereignty." (Teachers may prefer to do this themselves and then assign grouping of Web sites to individuals, pairs, or groups.) This activity's purpose is to explore multiple perspectives of sovereignty within a global context and refine the student's critical literacy skills.

Prior to beginning the Web site analysis, teachers may develop with the class, evaluation criteria to use when evaluating the Web sites [e.g., accuracy, perspective of author(s), currency (Is it dated?), bias, what's missing…] with specific questions related to sovereignty (e.g., location, who's involved, key questions, time frames, aspect of sovereignty)

How have struggles for sovereignty defined Canada, and how do they continue to define Canada?

Suggestions for Assessment

Rubric(s) for Internet research

- Peer and teacher assessment re process
- presentation

In a reflective writing exercise, students should evaluate what they have learned about the concept of sovereignty and discuss how and/or whether their perception has evolved and whether their perceptions on sovereignty reflect their background.

Notes

Some suggestions for Internet research are
- Hawaiian—indigenous people
- Lombardy (Italy)— economic
- South Tyrol (Italy)—language/culture
- Belarus—political
- Chechnya—colonial
- Basques—languages/culture
- Scotland—economic/cultural
- Tamils—ethnic
- Sikhs—religious
- Northern Ireland—religious/economics
- New Zealand—cultural sovereignty (e.g., Australia English language)
- Tibet—indigenous peoples/religion
- Austria—cultural sovereignty (e.g., Germany)
- Czechoslovakia— separation
- Palestinians—nationalism

For some students, this concept may be initially approached from the perspective of personal sovereignty (e.g., age of majority, personal autonomy, economic independence) to help them conceptualize. Then they may transfer their ideas to the case study.

Teacher Note: *In their research of the above, students will find that the sovereignty issue suggested may well be far more complex. This will be a positive effect of the research.*

How have struggles for sovereignty defined Canada, and how do they continue to define Canada? *(continued)*

Outcomes

Students will be expected to

S1
- demonstrate an understanding that struggles for sovereignty affect countries and peoples globally
  - demonstrate an understanding of the concept of sovereignty
  - develop hypotheses why peoples struggle for sovereignty
  - demonstrate an understanding of economic, cultural, and political perspectives of sovereignty
  - demonstrate an understanding that struggles for sovereignty are a global phenomenon

Suggestions for Learning and Teaching

Individually or in small groups, students can research the assigned Web sites. While part of the group uses classroom (and/or library) computers, other members of the group can research and evaluate print and other resources (video) that relate to the sovereignty topic. The group then convenes to share their findings and develop a technology-based presentation to the class on the concept of sovereignty as it related to their specific case study. Students can then link their (Web sites, Inspiration, PowerPoint) technology-based presentation to a world map using ArcView GIS (hot links). Using this world map, teachers can lead a debriefing session on the multiple versions of sovereignty questions around the world in terms of perspectives, patterns, and effects.

Based on their Internet research and the various class presentations, each student can revisit the earlier class development concept web of sovereignty to refine their version of the concept web. From this concept web, students can develop a hypothesis as to why peoples struggle for sovereignty and write it in a journal. As they investigate questions of sovereignty and collect ideas (e.g., sovereignty within and without Canada).

How have struggles for sovereignty defined Canada, and how do they continue to define Canada?

Suggestions for Assessment

Teacher's Ideas/Notes for Next Term/Year

Notes

How have struggles for sovereignty defined Canada, and how do they continue to define Canada?

Outcomes

Students will be expected to

S2
- demonstrate an understanding of how desires for sovereignty create conflict and compromise
  – analyse the struggle by selected provinces for increased economic sovereignty (e.g., Nova Scotia in 1880s)
  – analyse the struggle of the Acadian people for cultural sovereignty
  – analyse the struggles of the Métis of Red River and Saskatchewan for political sovereignty (Louis Riel)

Suggestions for Learning and Teaching

Teacher Note: *The intent in these suggestions is not to investigate the examples of sovereignty questions sequentially, but rather as three separate activities taking place simultaneously culminating in class presentations. In each case, teachers may wish to review or refer students to the appropriate outcomes in Globalization, Development, and Governance that provide necessary background to the activities.*

The first activity is a simulation/role-play of the negotiation between Newfoundland and Canada in 1948–49 regarding Newfoundland joining Canada. The key here is that students will need to research the post-1949 economic history of Newfoundland and use that information to inform their role-playing the 1948–49 negotiations (e.g., What would/could be different?). An alternate version would be to simulate a "what if." What if Newfoundland voted against joining Canada in 1948 and now as a self-governing Dominion was opening negotiations?

Students can research to gather examples of Acadian literature, music, art, dance, and traditions. The group(s) will critically examine these art forms to determine how they reflect the struggles of Acadians to maintain their culture (sovereignty). In their presentations, students could use a variety of art forms to present their finding (original song, poetry, skit, etc.) and put forth a hypothesis regarding this struggle in the future.

The third activity involves the group(s) reviewing what they have previously learned (KWL) re the Métis, Louis Riel, and the 1860–1880s era, conduct additional research and then collaboratively develop a question for debate. (Teachers may wish to review with students the structure and process of debate; what is a good question …) Then each debating team researches, prepares, and participates in a formal debate as their presentation.

These three activities may be done simultaneously by 3–6 groups in the class.

How have struggles for sovereignty defined Canada, and how do they continue to define Canada?

Suggestions for Assessment

Rubrics for each group's work may include
- self
- peer
- teacher assessment re process

Rubrics developed with each group regarding the content of each presentation.

Using specific case study (e.g., Scotland) that incorporated all three elements of sovereignty, have students apply their understanding of each aspect of sovereignty in a written assessment.

In a creative writing exercise, students can assume a character (real or fictional) in one of three examples (Newfoundland, Acadian, Métis). Examples of characters that may be used are fishermen in Newfoundland, Acadian school girl, and a NWMP officer. Then in a creative exercise (e.g., diary entry, letter to relative, MP, dialogue or script, persuasive monologue) present their understanding of the social issues involved in these sovereignty struggles.

Research the experience of Newfoundland and Iceland since 1950, noting the many similarities of geography to determine if there are conclusions that can be drawn re economic sovereignty and sovereignty in general. The results of the research can be presented orally and visually.

Notes

Web search re Newfoundland Referendum of 1948 and Newfoundland history.

Connect through technology with an Acadian School in Atlantic Canada.

Connecting Canada: A Resource for Canadian Schools, pp. 146–147

Parks Canada curriculum unit: Batoche

How have struggles for sovereignty defined Canada, and how do they continue to define Canada?

Outcomes

Students will be expected to

S3
- analyse the struggles of First Nations to reestablish sovereignty
  – apply their understanding of the concept of sovereignty to pre-contact First Nations
  – analyse the impact of treaties and legislation on First Nations sovereignty and peoples
  – assess the strategies used by various First Nations on their current (post-1960) struggle for sovereignty [activism, Constitutional Act of 1982—Aboriginal Rights, new treaties (e.g., Ni'sga, Nunavut), Supreme Court decisions (e.g., Marshall decision of 1999)]

Suggestions for Learning and Teaching

Teachers should activate students prior understanding of First Nations pre-contact (GL2, D1, G1) using a graphic organizer such as a web or chart of indicators of sovereignty.

Students, in groups or as individuals, can create a preliminary cause and effect chart that addresses the relationship between treaties, legislation, government policies, and their effects on First Nations. This is a brainstorm on the students part based on prior knowledge and generalizations.

The students, in a learning centre approach, examine several case studies. Examples may include
- accessing E-STAT online to analyse social indicators for First Nations in comparison with national indicators
- document study on the "Centralization Policy in Nova Scotia"
- viewing selected videos using an evaluation criteria rubric (videos should reflect individual experiences as well as group experiences)
- selected case study (e.g., Lubricon Cree) using primary/secondary resources
- Residential schools
- selected poetry, art, music, that reflects First Nations experiences

In a summative activity, students now return to their preliminary cause and effect chart to review and revise the chart based on their work at the learning centres. This may include adding new knowledge, correcting misinformation, and misconceptions, and deleting incorrect material.

A supplementary activity that may be done would be to have students develop and support a hypothesis as to why First Nations were able to maintain their identities despite governments and policies.

Teacher Note: *Prior to beginning this activity, teachers may wish to discuss with students the waves of social and political activism that emerged in North America and elsewhere in the world in the 1950s and 1960s. This would provide that context for the study of the rejuvenated activism of Aboriginal Peoples emerging in the 1960s and continuing through today in their struggle to reinforce that one of the major outcomes of education is citizenship—active, participatory citizenship. The Essential Graduation Learnings—Citizenship may be used to find focus for discussion.*

In a modified jigsaw activity, the class may be divided into eight groups. Each group will (using Internet search, outline and library periodical database, selected document, community sources) research one of the eight examples of First Nations' activism/struggle for sovereignty. Each group will use the organizing leadings/questions from the chart to focus their research and presentation. All students will complete the full chart during the group presentation.

How have struggles for sovereignty defined Canada, and how do they continue to define Canada?

Suggestions for Assessment

Students can write a reaction paper (one page) outlining their response to Chief Moses' minimum list for Native self-determination. Key criteria for assessment in how and to what degree the student relates these principles to the concept of sovereignty.

In 1992, Chief Ted Moses, described as the ambassador of the Cree Nation, spoke to the United Nations Commission on Human Rights. He set out what he saw as the minimum elements for Native self-determination. He said he had drawn his list up from the principles used in a number of international organizations. Chief Moses' list would allow Native peoples the right to

- choose freely their own form of government
- determine their economic, social, and cultural development
- not be deprived of their own means of living
- participate in the political life of the state
- approve all territorial changes that directly concern them
- enjoy fundamental human rights and equal treatment and be free from discrimination on grounds of race, colour, creed, or political conviction.

Students can develop and support a hypothesis regarding First Nations sovereignty in the current and future Canadian and global community.

In small groups or as individuals, students can research one of the following indigenous peoples and present a report (in writing and/or orally to the class) on their current situation re sovereignty.

- Sami (Norway)
- Caribs (Caribbean)
- Ainu (Japan)
- Yanonami (Brazil)
- Dayake (Indonesia)
- Maori (New Zealand)
- Maya (Guatemala)
- other examples

Notes

- *Mi'kmaq Studies 10* curriculum guide
- Treaty Handbook
- *Canada and the World— Backgrounder*, September 1995, "Native People"

Teachers may wish to access Web sites of the Assembly of First Nations and organizations to gather information on their aims and roles.

Many aboriginal leaders have insisted that Aboriginal peoples' inherent right to self-government translates into a third order of government. Both federal and provincial governments have rejected that interpretation and have agreed to entrench a form of aboriginal right to self-government that is based on powers to be negotiated and subject to federal and provincial sovereignty.

A copy of the pertinent sections (Section 32 and Charter of Rights and Freedoms) should be available in the classroom.

How have struggles for sovereignty defined Canada, and how do they continue to define Canada?

Outcomes

Students will be expected to

S4

- identify and explain the historical and contemporary facts that promoted the emergence of Quebec nationalism
  - analyse the policies developed by Quebec to maintain and expand sovereignty
  - identify and explain the responses of the federal government to the sovereignty movement in Quebec

Suggestions for Learning and Teaching

Teacher Note: *Teachers may review with the class their study re the specific curriculum outcomes GL3, conscription delineations from GL4 and GL5 from the Globalization unit, relevant delineations from G2, G3, G4, and G6 from the Governance unit, and D4 from the Development unit. One way to focus the discussion would be to create a Quebec/Canada time line to 1960 based on student prior knowledge. This time line can be enhanced during the course of this outcome's study.*

The class may be divided into four groups using selected documents that reflect the sweep of the history of Quebec and French Canadians. Students can prepare an oral/visual presentation (supported by a written report) illustrating the fundamental characteristics of the French Canadian identity. Following the presentations, ask each student to demonstrate their understanding of French Canadian Nationalism visually or in writing ("La Survivance," "Je Me Souviens").

Using the GIS and E-STAT, students can spatially represent the location, relative size, and patterns of French Canadian populations across Canada. Graphically illustrate changes in population size relative to total population since 1945 to present using census and other data sources. Spatially represent these changes using chloropeth maps. Based on this research and presentation, students can advance hypothesis regarding changes, patterns, and projections.

Examine the development of political parties in Quebec from 1967 to present to determine to what extent these developments reflect nationalism in Quebec. This can be done in groups (Parti National, Henri Bourassa, Union Nationale, MNR, Parti Québecois, Bloc Québecois). Alternatively or in conjunction, students can research key leaders, their ideologies, impact, etc. (Honoré Mercier, Robert Bourassa, René Levesque, Jacques Parizeau, Pierre Trudeau, Lucien Bouchard).

Students can research the historical evolution of the terms "Canadian" and "Québecois" noting the key shifts in meaning and relevance to Canada as a whole.

Teacher Note: *In addressing the delineations regarding policies of both Quebec and Canada since 1960 re sovereignty issues, the following activity can be expanded or narrowed in terms of the research and number of items. The intent is to have students understand the cause and effect relationships, and the back and forth of initiatives.*

How have struggles for sovereignty defined Canada, and how do they continue to define Canada?

Suggestions for Assessment

Students can write two position papers on sovereignty, one from the nationalist perspective in Quebec, and the other from the federalist perspective in Quebec.

Students can be assigned selected artistic expressions from Quebec (music, art, literature, and dance) that they can analyse in relationship to nationalism and/or identity.

Rubric for assessment of time line activity re process and content.

Students can develop and support (2–3 pages) a hypothesis regarding the possibility of sovereignty for Quebec in the current and future global community.

Based on demographics and their work on population trends, students can project Quebec's demographics 30 or 50 years into the future and make and support a generalization. This can be done spatially with maps, graphically, or using other visual representations.

Create an annotated time line of key events in Quebec sovereignty with assigned criteria.

Notes

Emerging Identities, Bennett and Jaenen

Connecting Canada: A Resource for Canadian Students, 1992, Canadian Education Association, Toronto, pp. 125–220.

SCO Sovereignty 3

Material Memory: Documents in Pre-/Post-Confederation History, Keslen and Morton, pp. 301–318 (Post-Confederation History)

Parks Canada curriculum unit: Louis Papineau

How have struggles for sovereignty defined Canada, and how do they continue to define Canada?

Outcomes

Students will be expected to

S4
- identify and explain the historical and contemporary facts that promoted the emergence of Quebec nationalism
  – analyse the policies developed by Quebec to maintain and expand sovereignty
  – identify and explain the responses of the federal government to the sovereignty movement in Quebec

Suggestions for Learning and Teaching

Teachers can identify the 15+ key events, policies, legislation, and influences that are part of the ongoing struggle within and without Quebec regarding questions of sovereignty. The following list is not meant to be inclusive. Students individually or in pairs would be assigned to research each using the following criteria (which may be adapted):
- date (time frame)
- specifics
- key individuals
- why this…at this time?
- immediate effects

How have struggles for sovereignty defined Canada, and how do they continue to define Canada?

Suggestions for Assessment	Notes
Teacher's Ideas/Notes for Next Term/Year	

How have struggles for sovereignty defined Canada, and how do they continue to define Canada?

Outcomes

Students will be expected to

S5
- analyse the external factors that have impacted on the struggle for Canadian sovereignty
  - identify and explain the economic and political factors challenging Canadian sovereignty
  - identify and explain factors challenging Canada's cultural sovereignty
  - assess Canada's responses to the challenges to her national sovereignty

Suggestions for Learning and Teaching

Teacher Note: *Much of the background for the study of political and economic factors has been addressed in GL6 and D5 outcomes. The bulk of the activities in this outcome will focus on issues of cultural sovereignty and identity of Canada as a nation in the global community. (Talk on cultural sensitivity re minorities vs. mainstream.)*

In a full-class discussion, teachers can review with the students the political and economic factors studied in GL6 and D5. A graphic organizer or organizers may be used to focus discussion on these aspects of sovereignty. From the organizers, prioritize the key factors in each area (political and economic). Assign one factor per small group. In their groups, have students complete the following chart.

Factor	Impact on Canadian Sovereignty	"What if…" Scenario (Future)
give example		

In a debriefing, each group presents their portion of the chart of the class. Teachers can use questioning techniques to develop a complete class chart, or students can use presentation skills to complete and elaborate on the chart.

Use a K-W-L organizer to introduce students to the issues and factors regarding cultural sovereignty and Canada (examples could range from music, art, literature, sports, drama, etc.).

Students can engage in a debate or debates. Examples of topics for debate could include the
- role of national government in protecting and promoting Canadian culture and identity
- impact on multicultural Canada of global cultural imperialism (globalization of cultures)
- role of sports in cultural sovereignty
- role of television and who decides what is accessible to viewers
- Internet and cultural sovereignty

(See Appendix F: Examples of Instructional Strategies and Approaches.)

Teacher Note: *Teachers may wish to approach these topics other than debates (e.g., panel discussions, position papers, PowerPoint presentations).*

How have struggles for sovereignty defined Canada, and how do they continue to define Canada?

Suggestions for Assessment	**Notes**

Suggestions for Assessment

Rubric or criteria for group work and chart.

Student essay/position paper on the question "Does Canadian sovereignty have a future in the 21st century?" Variations of this question could include specifying political, economic, or cultural sovereignty.

Students can analyse the effects of September 11, 2001, on Canada's sovereignty and represent their findings in a graphic organizer, position paper, or skit.

Students can create a political cartoon or other visual representation (poster) that exemplifies an issue of sovereignty for Canada.

Students could create a satirical video or skit on an aspect of Canadian sovereignty (political, economic, cultural).

Students can create a sovereignty seismograph of the ebb/flow of Canadian sovereignty in the 20th century with supporting evidence.

Justice

How has Canada struggled for a just and fair society?

Outcomes

Students will be expected to

J1

- analyse the contributions of First Nations, France, and Britain to Canada's legal system
  - explore the concept rule of law, both in theory and reality
  - analyse selected contributions of First Nations legal principles and practices
  - explain the origins of common law and analyse its contributions to Canada's legal system
  - explain the origins of the civil code and analyse its contributions to Canada's legal system

Suggestions for Learning and Teaching

Teacher Note: *This outcome is not meant to be an exhaustive study of Canada's legal system, but rather a look through the historical lenses at the contributions of First Nations, France, and Britain. It is important to develop with the class the universal concept of rule of law present in all organized societies. This is an opportunity to make global connections, both current and historical.*

Students can read and view selected excerpts (Judge Rupert Ross' books, Circle Unbroken video series) that deal with sentencing circles in northern courts. To focus student reading/viewing, questions such as the following could be used to provide the basis for class discussion.

- What is a sentencing circle?
- Are there variations?
- Why were they introduced?
- What was the role of sentencing circles in traditional First Nations cultures?
- Could they be used in all courts?

Teachers may initiate a role-play activity using a sentencing circle to resolve a classroom discipline issue to demonstrate the potentials of sentencing circles. Possible research questions for the class or individuals could be as follows:

- Have traditional First Nations legal principles influenced the Canadian legal system?
- Explore the origins of recent (since 1970) innovations in the legal system.

Using primary and secondary documents, students can analyse these resources to determine the origins, attributes, and contributions of civil code and common law to Canada. A chart may be used to organize their findings.

	Origins	Attributes	Contributions
Civil Code	France .	. codified .	. .
Common Law	England .	. precedents .	. .

An extension activity could be to compare either/or of these with another country (e.g., China, Japan).

How has Canada struggled for a just and fair society?

Suggestions for Assessment

Teacher's Ideas/Notes for Next Term/Year

Notes

Canada Today (for old Canada Studies 10, see British Columbia guide)

Dancing with a Ghost, Rupert Brook

Circle Unbroken video series, Education Media Services

How has Canada struggled for a just and fair society?

Outcomes

Students will be expected to

J1
- analyse the contributions of First Nations, France, and Britain to Canada's legal system
  - explore the concept rule of law, both in theory and reality
  - analyse selected contributions of First Nations legal principles and practices
  - explain the origins of common law and analyse its contributions to Canada's legal system
  - explain the origins of the civil code and analyse its contributions to Canada's legal system

Suggestions for Learning and Teaching

Using selected first person accounts of life in a totalitarian state (e.g., Pinochet's Chile, Nazi Germany, Communist East Bloc, Pol Pot's Cambodia), students look for patterns in the relationship of individuals to the state. For example:
- lack of freedom of speech
- arbitrary arrest and imprisonment
- no due process
- state-sanctioned murder
- no trials or rigged trials
- selective application of law (same above the law)

List the student conclusions on the board and draw a line. Then, as a whole-class activity, note the opposite of each of the characteristics of the totalitarian state. From this mirror image on the board, develop with the class the concept of rule of law.

How has Canada struggled for a just and fair society?

Suggestions for Assessment

Write a reflective paragraph in which they respond to a question (e.g., Why would communities adopt sentencing circles? Why would the sentencing circle be effective? Would a sentencing circle work in your community?). Why might a sentencing circle be better at promoting rehabilitation?

The completion of the chart comparing civil code and common law may be assessed for accuracy and completeness. Alternatively, students may do their comparison orally or in a visual form.

Notes

All About Law, 4th Edition, pp. 50–51

Civics (McGraw-Hill Ryerson), pp. 65–68

How has Canada struggled for a just and fair society?

Outcomes

Students will be expected to

J2
- demonstrate an understanding of the relationship between land and culture and analyse the effects of displacement
  - analyse cultural relationships with place
  - analyse the motivating factors behind displacement
  - analyse the effects of displacement on the displaced and on Canada as a whole
  - identify and describe the causes and effects of displacement on the following selected Canadian examples: James Bay Cree, Acadians, Japanese-Canadians, Newfoundland Outports, Africville, First Nations centralization in Nova Scotia, Membertou, Red River Métis, Maroons

Suggestions for Learning and Teaching

Teacher Note: *Teachers may wish to briefly review the GL2 outcomes to establish a context for this issue which began in the 1600s and has continued to today.*

Teachers can use one selected example of displacement (e.g., Grand Pré) to illustrate the relationship between a culture and its land and the effects of displacement. The following can be used to frame the study.
- Why is/was this land (place) so important to this culture (geographically, historically, economically, culturally)?
- Why did this displacement occur?
- What were the short- and long-term effects of the displacement?
- How could this situation have been dealt with in a more equitable fashion reflecting the principle rule of law?

The Parks Canada material on Grand Pré could provide students with an indepth introduction to this issue.

Based on the model, teachers can create learning centres that each address a specific case of displacement (6–8 centres). Resources at each centre could include maps, first person accounts (oral history), secondary documents, visuals, videos, audio, and Internet access. Students, in small groups, apply the investigation model at each centre. A variation on this would be to assign each group one centre to investigate and develop a class presentation. Based on their examination of a number of examples of displacement, students could develop and support/refute a hypothesis on motives and impact.

Teachers could use a period to debrief the class on the activities using the questions from the model as a template.

How has Canada struggled for a just and fair society?

Suggestions for Assessment

Student participation in groups can be assessed by teacher and peers using checklists or other rubrics.

A rubric could be used to assess student understanding of the whole-class activity. The rubric could be based on the four questions of the template.

Teachers may reserve a case study from the whole-class activity that each student could do as an assignment. Based on their study of this case, students can write a one-page opinion paper that addresses each of the four questions.

Students can research and report on a specific case of displacement in another country (e.g., Bosnia, 1990s; Armenia, 1915; Kurdistan, 1990s; Cambodia, 1970s; Maori in New Zealand; Aborigines in Australia; South Africa, pre-1990; Rwanda, 1990s; Amazonia, 1900s) to determine if there are common elements with Canadian experiences.

Notes

Remember Africville (booklet and video)

Mi'kmaq Studies 10 curriculum guide (re centralization), Department of Education and Culture, Halifax NS: 1998

The Dispossessed by G. York, Chapter 3

African Canada Studies 11 curriculum guide, Department of Education and Culture, Halifax NS: 1998

Parks Canada curriculum unit: Grand Pré

How has Canada struggled for a just and fair society?

Outcomes

Students will be expected to

J3

- demonstrate an understanding of Canada's immigration policies and analyse their origins and effects
    - analyse the origins and effects of the current immigration policies
    - explain how the different implementations of post-Confederation (1867–1960s) policies affected immigration patterns
    - compare the origins and effects of France and Britain's immigration policies in their North American colonies
    - explain how these immigration policies reflected societal values of the time

Suggestions for Learning and Teaching

Using StatsCan and other sources, students can do a statistical study to build on their understanding of the waves of migration to and from Canada. These statistics may also be mapped and incorporated into a database using GIS software. Key statistical components may include, but not limited to

- numbers
- key eras
- ethnic breakdown
- out-migration

Compare French and British colonial policies using a graphic organizer such as a chart or Venn diagram noting such key points as

- purpose of colony
- role of religion
- restrictions
- key eras
- push-pull factors

(NOTE: It is important that the colonies in the Caribbean be also researched so as to demonstrate the diverse colonial experience.)

In groups, students can be assigned the roles of various immigrant groups to research and present. There should be a diversity that reflect those encouraged, those recruited, and those discouraged.

Accessing the federal government—Citizenship and Immigration—Web site and/or documents. Students can either

(a) develop and support a hypothesis as to why there were significant changes in immigration policies in 1967 and 1978

OR

(b) conduct one or more debates on resolutions such as "Be It Resolved"—the number of immigrants be limited to less than 100 000 per year
AND/OR
increase immigration to 400 000+ per year
AND/OR
all immigrants must settle in a community of less than 500 000 inhabitants

How has Canada struggled for a just and fair society?

Suggestions for Assessment

Compare and contrast Canadian and Australian immigration policies since 1950.

One to two-page position paper addressing the relationship between immigration policies and practices and the societal values of a particular era.

Write a diary entry of an immigrant from one of the identified groups (1896–1960) discussing why they were allowed/disallowed to immigrate to Canada.

Students, after their debates, will write a one-page paper supporting the position of the opposing side.

Write a dialogue between an immigration officer and a potential immigrant (e.g., in pairs).
- vary with immigrant group
- vary time frames

Notes

Immigration Web site (Government of Canada) www.cic.gc.ca

We Are Canadians kit

Social Trends magazine

Canadian Geographic Issue— January–February 2001?

English Language Arts 10–12 curriculum (see formal debate and assessment)

Video: *Who Gets In 1989*, National Film Board

How has Canada struggled for a just and fair society?

Outcomes

Students will be expected to

J4
- demonstrate an understanding of how the lack of political and economic power has led to inequities and analyse the responses to these inequities
  - identify and describe selected historical and contemporary examples of both political and economic inequities
  - identify and describe selected responses to political and economic inequities
  - examine the concept of the poverty cycle and explain its connection to political and economic inequities
  - identify and analyse barriers to economic and political opportunity in today's society and develop an action plan to address these barriers

Suggestions for Learning and Teaching

Teacher Note: *There are innumerable examples of inequities and responses throughout Canadian History. Teachers should take care to select examples that are representative of the following:*
- *breadth and sweep of history*
- *diversity of Canada's peoples*
- *include both political and economic inequities*
- *reflective of regions of Canada*
- *demonstrates the connections between economics and politics*

Students can research (individually or in pairs) selected examples (e.g., habitants, Aboriginal fur trappers, Chinese labourers on CPR, Cape Breton miners 1890–1920s, women in factories circa 1900, child labour, Atlantic fishermen, etc.) and use the following if/then graphic to organize and present their research. Teachers may organize docupacks to facilitate student research in the classroom.

Example	Inequity with Indicators	Response	Short-Term Effects	Long-Term Effects
Cape Breton Miners (1890–1929)	Exploitation of labour (company store, child labour, poverty cycle)	Unionization (struggle, strikes, and lock-outs; contracts; government intervention)	Some improvement in wages and conditions, end of child labour in mines	
Ni'sga of British Columbia	External control (question of ownership of land and resources, hindering economic development, key decisions in Ottawa)	Self-government through treaty (struggle for recognition, use of courts)	Land is returned	Precedence
Habitants of New France				

How has Canada struggled for a just and fair society?

Suggestions for Assessment

Notes

Students may produce a visual that represents the findings of their research on the selected examples of inequity.

Students may write a one-page response of the visual presentations.

A creative writing exercise (poetry, short story, script, dialogue, dramatic monologue, song lyric) that reflects the personal experiences and/or reaction.

Students can create a political cartoon illustrating their understanding of the relationship between lack of economic and political and inequity.

How has Canada struggled for a just and fair society?

Outcomes

Students will be expected to

J4
- demonstrate an understanding of how the lack of political and economic power has led to inequities and analyse the responses to these inequities
  – identify and describe selected historical and contemporary examples of both political and economic inequities
  – identify and describe selected responses to the political and economic inequities
  – examine the concept of the poverty cycle and explain its connection to political and economic inequities
  – identify and analyse barriers to economic and political opportunity in today's society and develop an action plan to address these barriers

Suggestions for Learning and Teaching

To introduce students to the issue of poverty and the poverty cycle in Canada, a Q-sort activity (see appendix) may be used to focus student decision regarding poverty and value statements. Then a circular organizer may be used to develop the concept of the poverty cycle. A review of the historical examples of economic disparity may be used to illustrate the attributes.

Teachers may use a literature-based approach to the topic by selecting poetry, short stories, traditional song, or lyrics that express the feelings of struggling against inequities past and present.

In a teacher-led discussion, the barriers to economic and political opportunities (ethnicity, race, gender, geographical location, social class) may be introduced and discussed. Teachers should be sensitive in this discussion with their students.

How has Canada struggled for a just and fair society?

Suggestions for Assessment	**Notes**
	Global Connections (global geography text), Figure 9.8, p. 215

How has Canada struggled for a just and fair society?

Outcomes

Students will be expected to

J5

- analyse the evolution of the struggle to achieve rights and freedoms
  - recognize and explain the opposing views of collective and individual rights
  - demonstrate an understanding of the Charter of Rights and Freedoms (1982)
  - analyse the new role of the Supreme Court since 1982
  - outline the struggles for civil rights
  - demonstrate an understanding of the impact of prejudice and discrimination on policies on different groups of Canadians

Suggestions for Learning and Teaching

Teacher Note: *The Supreme Court is the court of last resort for everyone in Canada whether the case is criminal or civil and whether it involves individuals, groups, or governments. The Supreme Court also interprets the Constitution and in particular the Charter of Rights and Freedoms. This newer responsibility (since 1981) has become a somewhat controversial issue as the decisions can have impact on public policy. Some have suggested parallels to the role of the US Supreme Court.*

Using selected Supreme Court decisions, students can analyse whether the courts' interpretation of the Constitution Act of 1981 (Charter of Rights and Freedoms) has broadened the role and influence of the Supreme Court in public life. This may be done in groups (4–6 cases).

Teachers may present a variety of scenarios to illustrate the opposing views of individual vs. collective rights. These modern examples could include
- gun registration
- drivers license—age restrictions
- smoking in public places
- expropriation of land
- disruptive student in classroom

These could be used to engage in informal debates where they would draw at random an issue and the particulars. Then in small groups, take 5–10 minutes to prepare their arguments and then debate.

Distribute a copy of the Charter of Rights and Freedoms to all students. Begin a discussion with the students about the kind and level of language and why this language is used. Pose to the class the challenge of translating the Charter into language that is understandable and meaningful to them (e.g., poem, song, rap).

To focus the study of the struggle for civil rights, teacher may wish to focus the class discussion on the struggle since 1867 to broaden the right to vote from a limited franchise to universal suffrage. A time line may be used to focus discussion or key events.

Teachers can have students reflect on the course to identify examples of the impact of prejudice and discriminatory policies and assess the societal responses.

How has Canada struggled for a just and fair society?

Suggestions for Assessment

Using a new (to the class) case of the Supreme Court, students can analyse whether the decision has broadened the role of the Supreme Court.

Rubric for informal debates.

Having clarified the concepts of individual and collective rights, teachers can introduce students to a study issue of the "sign law in Quebec." Where the conflict between individual and collective rights ended up in the Supreme Court (Ford vs. Attorney General of Quebec, 1988).

Students can do a peer assessment of their translation/interpretation of the Charter of Rights and Freedoms.

Notes

All About Law, p. 35

All About Law, 4th edition, pp. 38–39

Chart of how a case goes through the various levels of courts

Independent Study (Reflection)

Outcomes

Students will be expected to

- engage in specific research using the historical method and communicate the findings of their research effectively

Reflection

- – reflect upon and value what they have learned

Suggestions for Learning and Teaching

Students should engage in reflective writing prior to, during, and following the completion and presentation of their projects, addressing such questions as

- How are my biases and perspectives reflected in my research and presentation?
- Did I accomplish what I set out to do?
- Did I encounter difficulties and how did I attempt to resolve them?
- Were there any surprises during the learning process?
- What would I do differently next time?
- How might I improve my organization, research, presentation skills?
- How will the feedback help me to improve on the process next time?
- How have I contributed to the study of the history of Gaelic culture?

Teachers can

- invite students, staff members, parents, and community members to observe presentations and provide feedback to assist in the assessment process
- engage students in reflective dialogue regarding the learning that has taken place
- examine journal entries and pose questions to elicit suggestions for future project work

Independent Study (Reflection)

Suggestions for Assessment

- This reflection on history and historiography would take place towards the end of the course. Teachers can ask students to demonstrate the historical skills refined during the independent study by asking them to apply those skills to the course (curriculum resources and pedagogy) determine what perspectives, interpretations, are embedded in this study of history.
- The question for reflective writing on the opposite page could be used to create a rubric for self-assessment.

Notes

Contexts for Learning and Teaching

Principles of Learning

The public school program is based on principles of learning that teachers and administrators should use as the basis of the experiences they plan for their students. These principles include the following:

1. **Learning is a process of actively constructing knowledge.**

Therefore, teachers and administrators have a responsibility to
- create environments and plan experiences that foster inquiry, questioning, predicting, exploring, collecting, educational play, and communicating
- engage learners in experiences that encourage their personal construction of knowledge, for example, hands-on, minds-on science and math; drama; creative movement; artistic representation; writing and talking to learn
- provide learners with experiences that actively involve them and are personally meaningful

2. **Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.**

Therefore, teachers and administrators have a responsibility to
- find out what students already know and can do
- create learning environments and plan experiences that build on learners' prior knowledge
- ensure that learners are able to see themselves reflected in the learning materials used in the school
- recognize, value, and use the great diversity of experiences and information students bring to school
- provide learning opportunities that respect and support students' racial, cultural, and social identity
- ensure that students are invited or challenged to build on prior knowledge, integrating new understandings with existing understandings

3. **Learning is enhanced when it takes place in a social and collaborative environment.**

Therefore, teachers and administrators have a responsibility to
- ensure that talk, group work, and collaborative ventures are central to class activities
- see that learners have frequent opportunities to learn from and with others
- structure opportunities for learners to engage in diverse social interactions with peers and adults

- help students to see themselves as members of a community of learners

4. **Students need to continue to view learning as an integrated whole.**

Therefore, teachers and administrators have a responsibility to
- plan opportunities to help students make connections across the curriculum and with the world outside and structure activities that require students to reflect on those connections
- invite students to apply strategies from across the curriculum to solve problems in real situations

5. **Learners must see themselves as capable and successful.**

Therefore, teachers and administrators have a responsibility to
- provide activities, resources, and challenges that are developmentally appropriate to the learner
- communicate high expectations for achievement to all students
- encourage risk-taking in learning
- ensure that all students experience genuine success on a regular basis
- value experimentation and treat approximation as signs of growth provide frequent opportunities for students to reflect on and describe what they know and can do
- provide learning experiences and resources that reflect the diversity of the local and global community
- provide learning opportunities that develop self-esteem

6. **Learners have different ways of knowing and representing knowledge.**

Therefore, teachers and administrators have a responsibility to
- recognize each learner's preferred ways of constructing meaning and provide opportunities for exploring alternative ways
- plan a wide variety of open-ended experiences and assessment strategies
- recognize, acknowledge, and build on students' diverse ways of knowing and representing their knowledge
- structure frequent opportunities for students to use various art forms—music, drama, visual arts, dance, movement, crafts—as a means of exploring, formulating, and expressing ideas

7. **Reflection is an integral part of learning.**

Therefore, teachers and administrators have a responsibility to
- challenge their beliefs and practices based on continuous reflection
- reflect on their own learning processes and experiences

- encourage students to reflect on their learning processes and experiences
- encourage students to acknowledge and articulate their learnings
- help students use their reflections to understand themselves as learners, make connections with other learnings, and proceed with learning

A Variety of Learning Styles and Needs

Learners have many ways of learning, knowing, understanding, and creating meaning. Research into links between learning styles and preferences and the physiology and function of the brain has provided educators with a number of helpful concepts of and models for learning. Howard Gardner, for example, identifies eight broad frames of mind or intelligences. Gardner believes that each learner has a unique combination of strengths and weaknesses in these eight areas, but that the intelligences can be more fully developed through diverse learning experiences. Other researchers and education psychologists use different models to describe and organize learning preferences.

Students' ability to learn is also influenced by individual preferences and needs within a range of environmental factors, including light, temperature, sound levels, nutrition, proximity to others, opportunities to move around, and time of day.

How students receive and process information and the ways they interact with peers and their environment, in specific contexts, are both indicators and shapers of their preferred learning styles. Most learners have a preferred learning style, depending on the situation and the type and form of information the student is dealing with, just as most teachers have a preferred teaching style, depending on the context. By reflecting on their own styles and preferences as learners and as teachers in various contexts, teachers can
- build on their own teaching-style strengths
- develop awareness of and expertise in a number of learning and teaching styles and preferences
- identify differences in student learning styles and preferences
- organize learning experiences to accommodate the range of ways in which students learn, especially for whom the range of ways of learning is limited

Learning experiences and resources that engage students' multiple ways of understanding allow them to become aware of and reflect on their learning processes and preferences. To enhance their opportunities for success, students need
- a variety of learning experiences to accommodate their diverse learning styles and preferences
- opportunities to reflect on their preferences and the preferences of others to understand how they learn best and that others may learn differently

- opportunities to explore, apply, and experiment with learning styles other than those they prefer, in learning contexts that encourage risk taking
- opportunities to return to preferred learning styles at critical stages in their learning
- opportunities to reflect on other factors that affect their learning, for example, environmental, emotional, sociological, cultural, and physical factors
- a time line appropriate for their individual learning needs within which to complete their work

The Senior High School Learning Environment

Creating Community

To establish the supportive environment which characterizes a community of learners, teachers need to demonstrate a valuing of all learners, illustrating how diversity enhances the learning experiences of all students. For example, by emphasizing courtesy in the classroom through greeting students by name, thanking them for answers, and inviting, rather than demanding participation. Students could also be encouraged to share interests, experiences, and expertise with one another.

Students must know one another in order to take learning risks, make good decisions about their learning, and build peer partnerships for tutoring, sharing, cooperative learning, and other collaborative learning experiences. Through mini-lessons, workshops, and small-group dynamic activities during initial classes, knowledge is shared about individual learning styles, interpersonal skills, and team building.

The teacher should act as a facilitator, attending to both active and passive students during group activities, modelling ways of drawing everyone into the activity as well as ways of respecting and valuing each person's contribution, and identifying learners' strengths and needs for future conferences on an individual basis.

Having established community within the classroom, the teacher and students together can make decisions about learning activities Whether students are working as a whole class, in small groups, in triads, in pairs, or individually, teachers can
- encourage comments from all students during whole class discussion, demonstrating confidence in and respect for their ideas
- guide students to direct questions evenly to members of the group

- encourage students to discover and work from the prior knowledge in their own social, racial or cultural experiences
- encourage questions, probing but never assuming prior knowledge
- select partners or encourage students to select different partners for specific purposes
- help students establish a comfort zone in small groups where they will be willing to contribute to the learning experience
- observe students during group work, identifying strengths and needs, and conference with individuals to help them develop new roles and strategies
- include options for students to work alone for specific and clearly defined purposes

Engaging All Students

A supportive environment is important for all learners and is especially important in encouraging disengaged or underachieving learners.

Canadian History 11 provides opportunities to engage students who lack confidence in themselves as learners, who have a potential that has not yet been realized, or whose learning has been interrupted, for example refugees. These students may need substantial support in gaining essential knowledge and skills and in interacting with others.

Students need to engage fully in learning experiences that
- are perceived as authentic and worthwhile
- build on their prior knowledge
- allow them to construct meaning in their own way, at their own pace
- link learning to understanding and affirming their own experiences
- encourage them to experience ownership and control of their learning
- feature frequent feedback and encouragement
- include opportunities for teachers and others to provide individuals with clarification and elaboration
- are not threatening or intimidating
- focus on successes rather than failures
- are organized into clear, structured segments

Acting as facilitators to encourage students to take more responsibility for their own learning, teachers can provide opportunities for students to decide how intensively to focus on particular areas. Within the Canadian History 11 curriculum outcomes framework, teachers can work with individual students to identify learning outcomes that reflect the student's interests and career plans.

It is important that teachers design learning experiences that provide a balance between challenge and success, and between support and autonomy.

All students benefit from a variety of grouping arrangements that allow optimum opportunities for meaningful teacher-student and student-student interaction. An effective instructional design provides a balance of the following grouping strategies:
- large-group or whole-class learning
- teacher-directed small-group learning
- small-group-directed learning
- co-operative learning groups
- one-to-one teacher-student learning
- independent learning
- partnered learning
- peer or cross-age tutoring
- mentoring

Learning beyond the Classroom

Meeting the Needs of All Students

Learners require inclusive classrooms, where a wide variety of learning experiences ensure that all students have equitable opportunities to reach their potential.

In designing learning experiences, teachers must accommodate the learning needs of individuals, and consider the abilities, experiences, interests, and values which they bring to the classroom.

In recognizing and valuing the diversity of students, teachers should consider ways to
- create a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
- give consideration to the social and economic situations of all learners
- model the use of inclusive language, attitudes, and actions supportive of all learners
- acknowledge racial and cultural uniqueness
- adapt classroom organization, teaching strategies, assessment
- practices, time, and learning resources to address learners' needs and build on their strengths

- provide opportunities for learners to work in a variety of contexts, including mixed-ability groupings
- identify and utilize strategies and resources that respond to the range of students' learning styles and preferences
- build on students' individual levels of knowledge, skills, and attitudes
- design learning and assessment tasks that draw on learners' strengths
- use students' strengths and abilities to motivate and support their learning
- provide opportunities for students to make choices that will broaden their access to a range of learning experiences
- acknowledge the accomplishment of learning tasks, especially those that learners believed were too challenging for them

In a supportive learning environment, all students receive equitable access to resources, including the teacher's time and attention, technology, learning assistance, a range of roles in group activities, and choices of learning experiences when options are available. All students are disadvantaged when oral, written, and visual language creates, reflects, and reinforces stereotyping.

Teachers promote social, cultural, racial, and gender equity when they provide opportunities for students to critically examine the texts, contexts, and environments associated with [Course Name] in the classroom, in the community, and in the media.

Teachers should look for opportunities to
- promote critical thinking
- recognize knowledge as socially constructed
- model gender-fair language and respectful listening in all their interactions with students
- articulate high expectations for all students
- provide equal opportunity for input and response from all students
- encourage all students to assume leadership roles
- ensure that all students have a broad range of choice in learning and assessment tasks
- encourage students to avoid making decisions about roles and language choices based on stereotyping
- include the experiences and perceptions of all students in all aspects of their learning
- recognize the contributions of men and women of all social, cultural, linguistic, and racial backgrounds to all disciplines throughout history

Social and cultural diversity in student populations expands and enriches the learning experiences of all students. Students can learn much from the backgrounds, experiences, and perspectives of their classmates. In a community of learners, participants explore the

diversity of their own and others' customs, histories, values, beliefs, languages, and ways of seeing and making sense of the world.

When learning experiences are structured to allow for a range of perspectives, students from varied social and cultural backgrounds realize that their ways of seeing and knowing are not the only ones possible. They can come to examine more carefully the complexity of ideas and issues arising from the differences in their perspectives and understand how cultural and social diversity enrich their lives and their culture.

The curriculum outcomes designed for Canadian History 11 provide a framework for a range of learning experiences for all students.

Teachers must adapt learning contexts, including environment, strategies for learning and strategies for assessment, to provide support and challenge for all students, using curriculum outcomes to plan learning experiences appropriate to students' individual learning needs. When these changes are not sufficient for a student to meet designated outcomes, an individual program plan is required. For more detailed information, see *Special Education Policy Manual (1996)*, Policy 2.6.

A range of learning experiences, teaching and learning strategies, resources, and environments provide expanded opportunities for all learners to experience success as they work toward the achievement of designated outcomes. Many of the learning experiences suggested in this guide provide access for a wide range of learners, simultaneously emphasizing both group support and individual activity. Similarly, the suggestions for a variety of assessment practices provide multiple ways for students to demonstrate their achievements.

In order to provide a range of learning experiences to challenge all students, teachers may adapt learning contexts to stimulate and extend learning. Teachers should consider ways that students can extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. Some learners can benefit from opportunities to negotiate their own challenges, design their own learning experiences, set their own schedules, and work individually or with learning partners.

Some students' learning needs may be met by opportunities for them to focus on learning contexts which emphasize experimentation, inquiry, and critical and personal perspectives; in these contexts, teachers should work with students to identify and obtain access to appropriate resources.

The Role of Technologies

Vision for the Integration of Information Technologies

The Nova Scotia Department of Education has articulated five components to the learning outcomes framework for the integration of IT within curriculum programs:

Basic Operations and Concepts

concepts and skills associated with the safe, efficient operation of a range of information technologies

Productivity Tools and Software

the efficient selection and use of IT to perform tasks such as
- the exploration of ideas
- data collection
- data manipulation, including the discovery of patterns and relationships
- problem solving
- the representation of learning

Communications Technology

the use of specific, interactive technologies which support collaboration and sharing through communication

Research, Problem Solving, and Decision Making

the organization, reasoning, and evaluation by which students rationalize their use of IT

Social, Ethical, and Human Issues

that understanding associated with the use of IT which encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster stronger relationships with their peers and others who support their learning

Integrating Information and Communication Technologies within the Canadian History 11 Classroom

As information technologies shift the ways in which society accesses, communicates, and transfers information and ideas, they inevitably change the ways in which students learn.

Students must be prepared to deal with an information and communications environment characterized by continuous, rapid change, an exponential growth of information, and expanding opportunities to interact and interconnect with others in a global context.

Because technologies are constantly and rapidly evolving, it is important that teachers make careful decisions about applications, always in relation to the extent to which technology applications help students to achieve the curriculum outcomes.
Technology can support learning for the following specific purposes.

Inquiry	Theory Building: Students can develop ideas, plan projects, track the results of growth in their understanding, develop dynamic, detailed outlines, and develop models to test their understanding, using software and hardware for modelling, simulation, representation, integration, and planning.
	Data Access: Students can search for and access documents, multimedia events, simulations, and conversations through hypertext/hypermedia software; digital, CD-ROM, and Internet libraries, and databases.
	Data Collection: Students can create, obtain, and organize information in a range of forms, using sensing, scanning, image and sound recording and editing technology, databases, spreadsheets, survey software, and Internet search software.
	Data Analysis: Students can organize, transform, analyse, and synthesize information and ideas using spreadsheets, simulation, statistical analysis or graphing software, and image processing technology.
Communication	Media Communication: Students can create, edit, and publish, present, or post documents, presentations, multi-media events, Web pages, simulations, models, and interactive learning programs, using word processing, publishing, presentation, Web page development, and hypertext software.
	Interaction/collaboration: Students can share information, ideas, interests, concerns, and questions with others through e-mail; Internet audio, video, and print conferences; information servers; Internet news groups and listservs; and student-created hypertext environments.
	Teaching and Learning: Students can acquire, refine, and communicate ideas, information, and skills using tutoring systems and software, instructional simulations, drill and practice software, and telementoring systems.
Construction	Students can explore ideas and create simulations, models, and products using sensor and control systems, robotics, computer-aided design, artificial intelligence, mathematical and scientific modelling, and graphing and charting software.
Expression	Students can shape the creative expression of their ideas, feelings, insights, and understandings using graphic software, music making, composing, editing and synthesizing technology; interactive video and hyper media, animation software; multimedia composing technology; sound and light control systems and software; and video and audio recording and editing technology.

The Role of Technology in Canadian History 11

[Insert course specific information.]

Assessing and Evaluating Student Learning

Introduction

Assessment and evaluation are essential components of teaching and learning in history. Without effective assessment and evaluation, it is impossible to know whether students have learned, whether teaching has been effective, and how best to address student learning needs. The quality of assessment and evaluation in the educational process has a profound and well-established link to student performance. Research consistently shows that regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how results are communicated send clear messages to students and others about what is really valued: what is worth learning, how it should be learned, what elements of quality are considered most important, and how well students are expected to perform.

Teacher-developed assessments and evaluations have a wide variety of uses, such as
- providing feedback to improve student learning
- determining if curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- setting goals for future student learning
- communicating with parents about their children's learning
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
- meeting the needs of guidance and administration personnel

Assessment

To determine how well students are learning, assessment strategies have to be designed to systematically gather information on the achievement of the curriculum outcomes. In planning assessments, teachers should use a broad range of strategies in an appropriate balance to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. Many types of assessment strategies can be used to gather such information, including, but not limited to,
- formal and informal observations
- work samples
- anecdotal records
- conferences
- teacher-made and other tests
- portfolios
- learning journals
- questioning

- performance assessment
- peer and self-assessment

Evaluation

Evaluation involves teachers and others in analysing and reflecting upon information about student learning gathered in a variety of ways. This process requires

- developing clear criteria and guidelines for assigning marks or grades to student work
- synthesizing information from multiple sources
- weighing and balancing all available information
- using a high level of professional judgment in making decisions based upon that information

Reporting

Reporting on student learning should focus on the extent to which students have achieved the curriculum outcomes. Reporting involves communicating the summary and interpretation of information about student learning to various audiences who require it. Teachers have the responsibility to explain accurately what progress students have made in their learning and to respond to parent and student inquiries about learning.

Narrative reports on progress and achievement can provide information on student learning that letter or number grades alone cannot. Such reports might, for example, suggest ways in which students can improve their learning and identify ways in which teachers and parents can best provide support.

Effective communication with parents regarding their children's progress is essential in fostering successful home-school partnerships. The report card is one means of reporting individual student progress. Other means include the use of conferences, notes, and phone calls.

Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed. Principles for Fair Student Assessment Practices for Education in Canada articulates five basic assessment principles.

- Assessment strategies should be appropriate for and compatible with the purpose and context of the assessment.
- Students should be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviours being assessed.
- Procedures for judging or scoring student performance should be appropriate for the assessment strategy used and be consistently applied and monitored.
- Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a

student's performance in relation to the curriculum outcomes for the reporting period.
- Assessment reports should be clear, accurate, and of practical value to the audience for whom they are intended.

These principles highlight the need for assessment that ensures that
- the best interests of the student are paramount
- assessment informs teaching and promotes learning
- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes
- assessment is fair and equitable to all students and involves multiple sources of information

While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what he/she knows and can do.

Evaluation in history emphasizes assessment activities that incorporate the skills, perspectives, and knowledge of the many fields and disciplines within the social studies.

Instruction and evaluation are centred around outcomes. Not only are outcomes used in providing structured teaching and learning, but they also provide a framework for assessment and evaluation.

Assessment in history is an integral and ongoing part of the learning process. Assessment can be used to shape instruction to better ensure student success. Assessment strategies should inform the daily instructional process. Moreover, students require frequent opportunities to assess and evaluate their own learning and performance.

In the history classroom, there should be a balanced approach to assessment in which emphasis is given to the learning process as well as the products of learning. Assessment in history should reflect the following practices:
- assessing rich, well-structured knowledge
- assessing history processes
- designing assessment tasks in ways that recognize various learning styles
- engaging students in ongoing assessment of their work and that of others
- assessing the learning process
- assessing a variety of products
- assessing to inform effective planning and instruction

These practices should be reflected in the variety of teaching and assessment strategies that teachers use. The following, in addition to the assessment strategies listed on p. 31, form a non-exhaustive list of methods contributing to balanced assessment practices:

- case studies
- interviews
- rubrics
- simulations
- checklists
- reports
- questionnaires
- oral presentations
- role plays
- debates
- panel discussions
- learning contracts
- demonstrations
- interpretation and creation of graphical representations
- reflective writing
- written forms such as essays

Canadian History 11 envisions a shift in focus that reinforces and complements the principles underlying learning of history and the learning environment that will result in a better balance between process and product.

Appendices

Appendix A: Canadian History 11 Outcomes Framework

The following introductory SCOs will be addressed first to set the framework for the course.

Students will be expected to

- identify and describe continuing/persistent questions that have deep roots in Canada's history
- identify those individuals, events, and/or symbols that they believe have contributed to the development of Canada and explain their historical significance

Globalization

What has been Canada's place in the community of nations, and what should Canada's role be?

Students will be expected to

GL1
- investigate and assess various traditional and emerging theories regarding the peopling of the Americas
    - identify traditional and emerging theories regarding human origins in the Americas [e.g., land bridge, Pacific routes, Solutrian (North Atlantic), Aboriginal perspectives]
    - explain how archaeologists and anthropologists gather and analyse evidence and develop hypothesis (e.g., dating, artifacts, beliefs, linguistics)
    - assess the theories based on evidence provided by archaeologists and anthropologists

GL2
- analyse the effects of contact and subsequent colonization
    - analyse the motivations for the initiation of European expansion to North America
    - analyse the responses of First Nations to the European expansion (e.g., trade, alliances)
    - investigate the impact of contact and expansion on European and global societies
    - analyse the changes in aboriginal societies as a result of colonization
    - analyse the role of African labour in the colonization of the "New World"

GL3
- demonstrate an understanding that Canada's development was influenced by evolving relationships with France, Britain, and the USA
  - analyse the changing roles of New France and Acadia in France's global empires (1604–1763)
  - demonstrate an understanding of the implications of the incorporation of Quebec into Britain's global empire
  - describe how Anglo-American relations affected Canada's development (1775–1914)
  - analyse the impact of the migration and settlement of Africans in Canada (1600–1914)

GL4
- analyse the role played by WWI in shaping Canada's identity
  - identify and describe Canada's various military roles and contributions in WWI
  - analyse the impact of the war on Canada's evolution from colony to nation
  - explain how the war was a catalyst for societal change (e.g., changing roles for women, minorities, children, governments, and home front)
  - analyse some of the controversial decisions involving Canadians (e.g., internments, 1917 election, racist policies, and conscription)

GL5
- analyse the role played by WWII in shaping Canada's identity
  - identify and describe Canada's various military roles and contributions in the war
  - analyse the impact of the wars on Canada's evolution to nationhood
  - explain how the war was a catalyst for societal change (e.g., changing roles for women, minorities, children, governments, and home front)
  - analyse some of the controversial decisions involving Canadians (e.g., internments, Hong Kong, Dieppe, bombing of cities, the conscription crisis of 1944)
  - analyse Canada's role regarding Jewish immigration and the Holocaust

GL6
- analyse the evolution of Canada's roles in the late twentieth century
  - analyse Canada's evolving relationship with the US in global issues
  - explore and analyse Canada's roles in peacekeeping and peace making efforts around the globe
  - investigate and assess Canada's humanitarian roles since 1945 (e.g., CID, NGOs, UN organizations, refugees)

– compare the evolution of Canada's traditional and emerging relationships (e.g. Commonwealth, Francophone, OAS, Pacrim)

Development

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Students will be expected to

D1
- investigate the economic systems of Aboriginal societies in North America
  – analyse the relationship between population density and geography
  – research the efficiencies of technological developments
  – explain how trade promoted growth
  – investigate the relationship between "world view" and economic decisions

D2
- analyse the role played by the Staple Trade in the development of (Colonial) Canada.
  – evaluate and compare the role played by the cod and fur trades in the development of Canada
  – analyse the effect of the timber and wheat trades in the economic expansion of early 19th century British North America
  – compare the role of staple trade (primary industries) in today's economy to that of the colonial era
  – analyse the effects of Britain's adoption of free trade in the 1840s on BNA (e.g., Reciprocity, Treaty of 1854).

D3
- analyse the relationship between the National Policy and the industrialization of Canada
  – outline the components and aims of the National Policy
  – explain why Central Canada emerged as the heartland of the new Canadian industrial economy
  – analyse the effects of the National Policy on the Hinterlands (the Maritimes, the North and the West) and their peoples
  – assess the impact of industrialization on Canada's working class and assess society's responses

D4
- analyse the role of the free trade debate/issue in Canada's development
  – advance and support a hypothesis as to why free trade was a major issue between Confederation and WWII

– explain how the Great Depression and WWII changed the role of governments in the economic and social life of the nation
– advance and support a hypothesis as to why free trade emerged again as a major issue in 1980s

D5
- analyse the economic trends and policies that impact on Canada's current and future development
  – describe the current and speculation on the future impact of trade linkages on Canada (e.g., NAFTA, FTAA, WTO)
  – examine current demographic patterns and their effects (e.g., migration, population growth, age distribution)
  – demonstrate an awareness of the effects of disparities in the distribution of wealth in Canada (e.g., age, gender, race, region, social class)
  – explore the implications of industrial and technological development for Canadian society and cultures
  – explore the relationship between economic development and the state of the environment in Canada (e.g., sustainable development)

Governance

Have governments in Canada, past and present, been reflective of Canadian societies?

Students will be expected to

G1
- demonstrate an understanding of how pre-contact and post-contact First Nations governing structures and practices were reflective of their societies
  – analyse the values and perspectives of selected First Nations
  – describe the governing structures and practices created by these societies
  – explain how these structures reflect the values and perspectives of these First Nations
  – analyse the impact of treaties on the governing structures of selected societies

G2
- demonstrate an understanding of how and why competing French, British, and American governing philosophies merged in BNA
  – explain how the governance of New France reflected the Ancien Régime of France and the realities of colonial life
  – explain how the governance in England's American colonies reflected the political struggles in England at that time
  – analyse the effect of British policy in BNA as a result of the conquest of Quebec and the arrival of the Loyalists

G3

- analyse how emerging political and economic structures led to Confederation
    - analyse how colonial governing structures led to a series of struggles for political reform in the BNA
    - identify and analyse the political and economic development of the 1850s and 1860s that created a need for significant political change
    - analyse the process and leadership that created the Canadian Confederation (1864–68)
    - identify and critically examine who was and was not empowered in these political processes (people, groups, provinces)
    - analyse the new governance structure for Canada (BNA Act)

G4

- evaluate the evolution of federalism in Canada from Confederation to Patriation
    - explain the origins, goals, and effects of the Indian Act on First Nations and Canada
    - identify selected events and people in the evolution of Canadian federalism and explain their impact
    - identify and explain significant socio-economic changes (e.g., roads, highways, education, health care, social safety net) and analyse their affect on federal-provincial relations

G5

- analyse the shift from a traditional two-party process to a multi-party process in post-Confederation Canada
    - analyse the roles played by regionalism, economics, class, alienation, and empowerment in the creation of third parties
    - advance and defend a hypothesis as to whether Canada is better served by a two-party or a multi-party system
    - identify various ways outside the party system Canadians can be and have been politically active

G6

- demonstrate an understanding of the purpose of the Canadian constitution
    - compare the 1867 Constitution (BNA Act) with the 1982 constitution in terms of key components and purpose
    - examine and analyse various perspectives regarding selected issues of constitutional reform (e.g., desire for constitutional recognition, amending formula, division of powers)

Independent Study

The SCO for this unit is "Students will be expected to engage in specific research using the historical method and communicate the findings of their research effectively." Though this SCO is designed to provide the frame for a specific piece of historical research by the student, it will be reflected in the overall approach to the course.

IS1
- Students will be expected to engage in specific research using the historical method and communicate the findings of their research effectively.

The Process
- develop and refine a proposal for an inquiry or a creative work
- develop a work plan that enables time management, monitors progress, and contributes to the criteria for evaluation
- formulate a question for research
- conduct an 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
- organize research findings, using a variety of methods and forms (e.g., note taking, graphs and charts, maps, and diagrams)
- demonstrate an ability to identify bias, prejudice, stereotyping, or a lack of substantiation in statement, arguments, and opinions
- compare key interpretations of Canadian history
- explain relationships and connections in the data studies (e.g., chronological ties, cause and effect, similarities, and differences)
- draw conclusions based on the effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations

The Product
- demonstrate an ability to develop a cogent thesis substantiated by effective research
- communicate effectively, using a variety of styles and forms
- 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
- express ideas, opinions, and conclusion clearly, articulately, and in a manner that respects the opinions of others

Reflection
- reflect upon and value what they have learned

Sovereignty

How have struggles for sovereignty defined Canada and how do they continue to define Canada?

Students will be expected to

S1
- demonstrate an understanding that struggles for sovereignty affect countries and peoples globally
  - demonstrate an understanding of the concept of sovereignty
  - develop hypotheses why peoples struggle for sovereignty
  - demonstrate an understanding of economic, cultural, and political perspectives of sovereignty
  - demonstrate an understanding that struggles for sovereignty are a global phenomenon

S2
- demonstrate an understanding of how desires for sovereignty create conflict and compromise
  - analyse the struggle by selected provinces for increased economic sovereignty (e.g., Nova Scotia in 1880s)
  - analyse the struggle of the Acadian people for cultural sovereignty
  - analyse the struggles of the Métis of Red River and Saskatchewan for political sovereignty (Louis Riel)

S3
- analyse the struggles of First Nations to re-establish sovereignty
  - apply their understanding of the concept of sovereignty to pre-contact First Nations
  - analyse the impact of treaties and legislation on First Nations sovereignty and peoples
  - assess the strategies used by various First Nations in their current (post 1960) struggle for sovereignty [activism, Constitutional Act of 1982—Aboriginal Rights, new treaties, (e.g., Ni'sga, Nunavut,) Supreme Court decisions (e.g., Marshall decision of 1999)]

S4
- identify and explain the historical and contemporary facts that promoted the emergence of Quebec nationalism
  - analyse the policies developed by Quebec to maintain and expand sovereignty
  - identify and explain the responses of the federal government to the sovereignty movement in Quebec

S5
- analyse the external factors that have impacted on the struggle for Canadian sovereignty
  - identify and explain the economic and political factors challenging Canadian sovereignty

– identify and explain factors challenging Canada's cultural sovereignty
– assess Canada's responses to the challenges to her national sovereignty

Justice

How has Canada struggled for a just and fair society?

Students will be expected to

J1
- analyse the contributions of First Nations, France, and Britain to Canada's legal system
  – explore the concept rule of law, both in theory and reality
  – analyse selected contributions of First Nations legal principles and practices
  – explain the origins of common law and analyse its contributions to Canada's legal system
  – explain the origins of the civil code and analyse its contributions to Canada's legal system

J2
- demonstrate an understanding of the relationship between land and culture and analyse the effects of displacement
  – analyse cultural relationships with place
  – analyse the motivating factors behind displacement
  – analyse the effects of displacement on the displaced and on Canada as a whole
  – identify and describe the causes and effects of displacement on the following selected Canadian examples: James Bay Cree, Acadians, Japanese-Canadians, Newfoundland outports, Africville, First Nations centralization in Nova Scotia, Membertou, Red River Métis, Maroons

J3
- demonstrate an understanding of Canada's immigration policies and analyse their origins and effects
  – analyse the origin and effects of the current immigration policy
  – analyse how the different implementations of post-Confederation (1867–1960s) policies affected immigration patterns
  – compare the origins and effects of France and Britain's immigration policies in their North American colonies
  – explain how these immigration policies reflected the societal values of the time

J4
- demonstrate an understanding of how the lack of political and economic power has led to inequities and analyse the responses to these inequities

– identify and describe selected historical and contemporary examples of both political and economic inequities
– identify and describe selected responses to political and economic inequities
– examine the concept of the poverty cycle and explain its connection to political and economic inequities
– identify and analyse barriers to economic and political opportunity in today's society and develop an action plan to address these barriers

J5

- analyse the evolution of the struggle to achieve rights and freedoms
    – recognize and explain the opposing views of collective and individual rights
    – demonstrate an understanding of the Charter of Rights and Freedoms (1982)
    – analyse the new role of the Supreme Court since 1982
    – outline the struggles for civil rights
    – demonstrate an understanding of the impact of prejudice and discrimination on different groups of Canadians (e.g., women, visible minorities)

Appendix B: Learning and Teaching History

The success of Canadian History 11 must be measured by what happens when it is taught in the classroom. What follows, however, is in no way intended as a comprehensive discussion of the teaching of history. It aims, rather, to provide a very general outline of the subject, drawing on recent research, in order to indicate the kind of teaching that a high school history course ought to foster.

The first point to be made is that recent research bears out what common sense and experience both suggest—that the nature and quality of teaching of history depend very much on the views of history held by teachers (Wilson & Wineburg, 1988; Wineburg & Wilson, 1988, Wineburg, 1991b; Martineau, 1999). Teachers will not, indeed cannot, teach the kind of history envisaged in this paper if they are not themselves familiar and, even more, comfortable with it. History has long suffered from being taught as a catalogue of dates and events to be memorized and then forgotten. As a Manitoba school inspector put it in 1921: *The subject has not been made a real live one. Not sufficient time or care is taken in the assignment of lessons and in directing the pupil how and what to study and too much time and labour have been spent by the teacher in writing notes on the board and by the pupil in "taking" these notes. The pupil is apt to think that note taking is the "chief end of man," especially in history.* (Manitoba Department of Education, 1920–21: 66)

It cannot be emphasized enough that if the history course is to be successful, much will depend on the teachers that are required to teach it. Effective history teaching depends upon teachers knowing their subject in a factual sense, but even more on their understanding it is a form of disciplined inquiry. It is more than probable that success will depend on an intensive program of professional development in which historians and educationists will need to be collaborative involved. It is not a

case of providing teachers with more historical content, or with more pedagogical expertise, but of combining pedagogy and content, in the context of a particular course, in ways that show teaching strategies and subject-matter knowledge into terms that students can understand and that enrich and enhance that understanding (see, for example, Leinhardt, 1993; Leinhardt, Stainton, et al., 1994)

Teachers who possess a rich understanding of history are likely to find their own ways to convey it to their students. Wineburg and Wilson, for example, studies two expert history teachers, whose teaching techniques differed substantially, but who achieved much the same results:

> One teacher planned a weeklong debate on the legitimacy of British taxation in the American colonies, saying little as her students thrashed out pros and cons, while another teacher covered similar ground in a more traditional, teacher-directed lecture. Yet despite dramatic differences in the outward appearance of this instruction, there was a fundamental similarity in the history sense students were being taught. In both classrooms, students encountered a vision of the subject matter that challenged them to consider alternatives, forced them to grapple with uncertainty, and invited them to consider how interpretative frameworks coloured their perception of the past (Wineburg, 1996: 432; see also Wineburg & Wilson, 1988 & Wineburg, 1991b).

What matters is the spirit in which teachers use their various teaching techniques, the purpose for which they employ them, and the vision of history and history education that guides them. A generation ago Massialas and Cox made a

distinction between "method" and "technique" which deserves a wider hearing than it has received. "Method" they defined as "the overarching attitude the teacher takes towards knowledge, the materials at hand, the learning situation, and the roles that students are to perform," while "technique" describes the specific teaching methods used at any given moment, lecturing, note-taking, discussion, and the rest (Massialas & Cox, 1966: 62). Their point is that techniques make sense only within the context of method. Whether, for example, a lecture or a story or a group discussion contributes to a richer understanding of history depends almost entirely on the reasons the teacher has for using it.

At the same time, some techniques are more effective than others in helping students arrive at an adequate understanding of history. They include

- requiring students to work with primary sources
- using a wide variety of secondary sources and going beyond the textbook
- using non-print as well as print materials (artefacts, cartoons, maps, pictures, etc.)
- making the past interesting
- employing "meta-discourse," i.e., making clear to students the assumptions, reasoning strategies, value-judgments, etc., that lie between and behind the lines of written and spoken statements
- creating a sense of empathy with the people of the past so that students see the world as they saw it
- avoiding presentism by seeing the past on its own terms
- focussing on specific people or groups rather than on abstract movements, trends, and isms and using concrete realia and events to open up more abstract and impersonal forces
- presenting history as open-ended in the sense that students see the people of the past as contending with problems whose outcomes they could not foretell so that they did not know what the future held for them
- showing the people of the past as active agents doing what they could to shape their lives

- doing justice to all the people of the past regardless of gender, race, class or other characteristics
- incorporating multiple perspectives into the exploration of the past, in the sense of revealing the multiplicity of voices in the past and of multiple viewpoints of the past in the present
- treating history as problems to be explored (not solved), rather than as facts to be learned
- introducing students to issues of historiography and historical interpretation
- helping students arrive at reasonable criteria of historical significance while also seeing the subjective (but not capricious) nature of such criteria
- treating the textbook and other sources of information critically
- requiring students to do history, both through the critical analysis of sources and the construction of historical accounts
- requiring students to do some original research, i.e. research that has never been done before, e.g. in family or local history
- incorporating techniques of critical thinking, issues analysis, etc., into history teaching
- incorporating academic skills (reading, writing, research, etc.)
- making connections (comparisons, contrasts, analogies, linkages) between the past and the present but without imposing presentist values on the past
- alerting students to nuances of language and style and their effect on argument and interpretation
- emphasizing multi-causation in history
- requiring students to formulate, clarify, justify their own ideas based on evidence
- insisting that arguments, hypotheses, etc., be based on evidence so that students see that historical understanding requires factual knowledge

Appendix C: Literacy and Canadian History 11

Students can best become literate in any given subject area if reading, writing, talking, and viewing, along with other ways of representing, are an integral part of content learning. History is a subject that allows for each of these communication dimensions to be integrated on an ongoing basis in our constructivist history classrooms. None of these modes of learning should be an add-on to an already busy classroom environment, but rather "the way" teachers facilitate and monitor learning. Talking, reading, writing, and viewing to learn activities, are ways to maximize the learning of History content and to instill in students, a desire to learn, as well as develop tools for learning independently. In this sense, the development of literacy is not a "bag of tricks" but a conscious, structured effort on the part of the teacher to immerse students in a thinking climate, where students can practice and refine the skills of communication.

History, like all content areas, has its own vocabulary and vocabulary knowledge is a critical factor in reading comprehension. The vocabulary density of history reading material can be a major cause of poor comprehension in the subject. Thus, what can the History teacher do to promote vocabulary acquisition so that students can learn more effectively ?

First of all, the teacher can generate excitement about words by utilizing strategies such as a word wall, where a section of the classroom might be dedicated to a particular topic or theme and key words and concepts are placed there by students as they encounter them in their readings, discussions, research etc. Teachers also may place words on this wall, as appropriate, to highlight key elements of a topic. In this way, a unit on "Globalization" could enthusiastically generate a wall of words from students and teacher that traces the evolution of student understandings of this concept. Further exploration could lead to students, grouping

words into concept webs (where ideas are linked), and graphic organizers created, extending thinking. Moreover, writing assignments can be given where students write about the link between selected words on the wall and the unit being explored. Such instruction, activates student prior knowledge and ownership of material under study.

Having students select words from their reading and research, which can be shared with the class, can also increase student excitement about words and language and increase depth and breadth of student vocabulary. ((Ruddell, Shearer ,2002). This Vocabulary Self Collection Strategy (VSS), focuses on words that students want to know, that are important to them, and about which they have expressed interest and curiosity. Other motivational strategies include, word of the day and word of the week, where students can have fun with words and increase their vocabularies.

Additional instructional approaches that may help to motivate students and connect them to a topic include, brainstorming, K-W-L, and anticipation guides, where students are presented with statements related to what they are about to read, in order to activate prior knowledge and anticipate and predict what an article or book is all about. In this way, reading is more likely to be meaningful, through an active thinking process, rather than the passive decoding of words.

The application of reading as a tool to learn subject matter doesn't occur automatically and a strategy that helps to bridge this gap is "Scintillating Sentences and Quizzical Quotes" (Stephen and Brown, 2000). Upon assigning a reading, the teacher asks each student to identify and share a "Scintillating Sentence," which is one that the student thinks represents a significant idea or key point and to identify one "Quizzical Quote," which is a sentence that the student may

not quite understand and for which clarification may be required. These quotes can be written on paper strips and placed around the room, where they become the focal point for discussion, led by the student who brought forth the sentence(s). These sentences can also be the focal point for student writing, which becomes the visual expression of student thinking. Thus students, through this activity could be involved in reading, writing, talking and listening.

Motivating and engaging students to speak, ask questions, learn new vocabulary and write their thoughts can come more easily when they are curious, exploring and engaged in historical inquiry. The challenge for Canadian History 11 teachers is to create this environment in their classrooms by using a multiplicity of instructional strategies which encourage reading, speaking, listening, viewing and writing. Because writing is how we think our way into a subject and make it our own, many different opportunities for writing need to be provided. One way to do this on an ongoing basis, is to have students write "reflections" often, about what they have been learning. Such a "reflection" can be a short (1–2 page) opinion, supported by evidence, of what they believe about some topic/concept addressed in class, why they feel this way and the implications of such an opinion. Over time, such short writings can improve student thinking and writing skills and keep them connected and involved in their learning. These short assignments can be used for assessment purposes and are not onerous in marking time. Variations of this approach can challenge students to predict, hypothesize, question and interpret issues, quotations, pictures, cartoons, etc., around a theme being investigated.

Teachers may ascertain what students are learning and/or what difficulties are being encountered by periodically having students write an "exit paragraph." Students can be given time near the end of class to write a paragraph about questions that baffle them, what they have been learning during the week, or what the implications are of what they have been studying. This focussed writing engages students in creating meaning and gives the teacher a clearer picture of what learning

and connections are being made so that instruction may be differentiated to meet the needs of all students.

Teachers are encouraged to use other writing assignments with students such as having them write a "dialogue" between two historical figures that highlight opposing viewpoints. For example, such a dialogue could be between Louis Riel and John A. Macdonald during Riel's exile to the United States; or John Diefenbaker and John F. Kennedy during the Cuban Missile crisis. Students could be asked to write "Letters" that convey the feelings of a historical figure to a particular audience. For example, René Lévesque writing to English Canada; Or Lester Pearson to the U.N. during the Suez Crisis. Students could be asked to write a "newspaper editorial" about an historical event, for example, the failure of the Dieppe raid.

In the independent project for Canadian history 11,students could interview individuals who experienced recent historical events and write oral histories afterwards. For example, interview a soldier , sailor who participated in the "war against terrorism" and present his or her story. Because classrooms are rich with students from a variety of backgrounds, experiences and talents other assignment opportunities present themselves. Students may wish to write a song, a poem or create a visual such as a Hero/Wanted poster that illustrates the most salient features about a person , event or controversy. Assignments that are compelling enough for students to care about will result in inspired writing. (Bower, Lobdell, Swenson, 1999)

Moreover, to assist students to develop listening skills, a variety of music from various eras can be presented. Gordon Lightfoot`s Railroad Trilogy could be one such example. Analysing such songs for key concepts, use of language etc., can be an excellent motivator and even inspirational.

In the fast-paced visual world of today, where the media through television, computers and slick advertizing confront students daily, experience in visual and technological literacy are a requirement. Presentation and interpretation of historical

cartoons, pictures, paintings, etc., can be a regular part of the Canadian history 11 classroom, to develop student analytical and critical thinking skills. For example, interpretations of WW1 and WW2 recruiting posters can present an image of a far different world than exists today in terms of gender roles, war contributions and stereotypes. Such visual strategies can be highly motivational, lead to deep understanding and lifelong skills of analysis, interpretation and construction of meaning.

Canadian History 11 will include many opportunities for research and reading of internet site information. Student technological literacy will be a requirement as teachers provide opportunities and experiences for students to determine the validity of both internet sites and information contained on them. Questions as to the site`s accuracy, authority, objectivity, currency and coverage need to be part of the students repetoire of skills.

Teachers are encouraged to use these ideas as a springboard to continue to develop their own literacy strategies to meet the needs of all learners to advance the goal of becoming lifelong, independent learners.

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Appendix D: Goals of History Teaching

A course should have five aims. One, it should make the past and the study of history interesting and important to students. Two, it should give them a sympathetic understanding of the people of the past as active agents shaping their own lives as best they could. Three, it should give them a reasonably comprehensive picture of the Canadian past, in all its diversity, not as an exercise in patriotism but as an introduction to the nature of the country of which they are citizens. Four, it should initiate them into the continuing debate that characterizes Canadian life over the kind of country is Canada is and wants to be., so that they understand the historical roots of the problems we face and acquire the knowledge and skills to tackle both them and the as yet unknown problems that the future will bring. Five, it should familiarize them with the nature of history as a form of disciplined inquiry into the past and a way of thinking about the present and future.

These five aims are consistent with the goals of education as specified by the Nova Scotia Department of Education and with the Atlantic Canada Social Studies Framework. The Nova Scotia Goals of Public Education specify six Essential Graduation Learnings: aesthetic expression, citizenship, communication, personal development, problem solving, and technological competence. The kind of history course envisaged in this paper is certainly relevant to the concepts of citizenship, communication, personal development, and problem solving, as defined in the Goals of Public Education document, and, given the amount of historical data now available on the internet and the usefulness of the computer as a tool of teaching and learning, the goal of technological competence is also served by history. Even aesthetic expression, which to some might seem remote from historical study, can be enhanced, especially when it is defined to include understanding the significance of such institutions as galleries and museums. And, beyond this, imaginative teachers have long incorporated art, music and other forms of cultural and aesthetic expression when teaching about societies of the past. Moreover, the Nova Scotia Goals document goes on to define aesthetic expression as including an understanding of "the contexts of time, place and community" and as "internalizing human experiences and expression in a unique manner" (Nova Scotia, 1999–2000: A4 &A6). Clearly, the study of history and the appreciation of the past are relevant here.

The kind of history course envisaged in this paper is equally congruent with the vision of social studies contained in the Atlantic Canada Social Studies Framework. In the words of the Framework, "The Atlantic Canada Social Studies curriculum will enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world" (Atlantic Canada, 1998: v). Moreover, although the Framework speaks largely in terms of an interdisciplinary social studies curriculum, it explicitly states that social studies "recognizes and validates the importance of the individual disciplines in providing avenues and perspectives to help students understand issues and problems" (Atlantic Canada, 1998: 2). In short, the study of history, especially as described in this paper, can easily find a place in the Framework, for without an understanding of history students will not be able to tackle the issues and problems that face them as citizens of Canada and the world. This is especially apparent when one considers the six conceptual strands of the Framework, all of which draw on a knowledge and understanding of history. They are: (1) citizenship, power, and governance; (2) individuals, societies, and economic decisions; (3) people, place, and environment; (4) culture and diversity; (5) interdependence; and (6) time. continuity, and change.

Appendix E: Students Learning History

When teaching a course in history, it is important to keep in mind that students do not come into the classroom with empty minds. We too easily assume that to teach history is simply to transfer what is in the curriculum into the heads of students, without stopping to realize that students already possess a good deal of historical knowledge. More than this, they have their own ideas of what history is, why it matters, and what it means to study it. Like the rest of us, students are surrounded by traces of the past and they acquire a good deal of historical knowledge from family, friends, pop music, comic books, film, television, advertising, and a thousand other aspects of everyday life. As a result, they often possess their own time-lines, their own criteria of historical significance, their own assessments of what is important in the past, their own sense of progress over time, or the lack of it (Seixas, 1993, 1994, 1996, 1997; Barton & Levstik, 1998; Levstik, 2000). As Rosenzweig and Thelen have shown, people know a fair amount of history and are interested in the past, but not necessarily the kind of history and the version of the past that we emphasize in school (Rosenzweig & Thelen, 1998).

It is true that students' understanding of the past and of history is often fragmented, disorganized and inaccurate, even after they have studied a topic (see, for example, Van Sledright, 1995; 1996). Their chronologies and their understanding of who did what and when are often confused. They see history as the facts and see the "facts" as self-evident and non-controversial. They tend to trust textbook and other "authoritative" accounts. They personalize history by seeing the past as the work of individual men and women, who can change the course of events almost at will. They have little or no sense of the nature of historical evidence and interpretation, of the use of sources, of the difference between history and the past. Alternatively, when they do begin to understand that history is constructed by historians, they

sometimes become total relativists, believing that all ideas are equally valid and that history is nothing more than opinion. Minority students, such as African-Americans and African-Canadians and the First Nations, often have their own understanding of history, or perhaps more accurately counter-history, which runs against the grain of the orthodoxies of national history, and they regard their cultural communities as more authoritative sources of historical information than the schools or any other official bodies (Epstein, 1997, 1998).

Researchers have also found that students' understanding of concepts changes over time. Everyday words such as government, law, king, and so on are often understood by students in ways that teachers might not realize. A British researcher, for example, found a developmental sequence in the way students understood the word "king." Young children pictured a king as someone who lives in a castle. This early conception then gave way to a conception of a king as someone who is rich and powerful. This in turn, developed into a concept of a king as the ruler of a country, before itself transmuting, with teenage students, into a notion of kingship as containing a range of possibilities from absolute monarchy to constitutional, figurehead rule, as being more a set of roles and an institution than a person (Peel, 1967; Thompson, 1972). Research into students' political ideas has revealed similar shifts in thinking. For example, Adelson and his colleagues found that at twelve years of age, students typically see government in personalized terms: the president, the premier, the mayor, and so on. By the age of sixteen or seventeen, however, students are beginning to see government in a more sophisticated way, as involving institutions, procedures, power blocs, and the like. In the same way, early teenagers often find it difficult to think in sociocentric terms. By sixteen or so, however, they can do so. Again, early teenagers typically take a Hobbesian view of law. As Adelson puts it: "To a large and various set of questions on crime

and punishment, they consistently propose one form of solution: punish, and if that does not suffice, punish harder" (Adelson, 1971: 1023). By late adolescence, however, this single-minded authoritarianism gives way to a broader and more nuanced understanding of law beyond its retributionary function.

To say that students' ideas of history are incomplete, unsophisticated, or lacking in disciplinary rigour, however, is very different from saying that students have no ideas about history at all. Thus, a course in history must give teachers space to explore what students already know or think they know about history. This is much more than a matter of giving a conventional pre-test to see what facts students know. It is, rather, a matter of probing their ideas about the past, what it means, why it matters, and how we know about it. If students are to arrive at an adequate understanding of history, teachers need to know how to fold what they want to teach into what students already think they know. To teach history, as with any other subject, is not to pour new data into an empty pitcher, but to find ways to mesh new ideas and information with old. In Piagetian terms, when students assimilate new material into their mental schemas, and accommodate existing ones to suit, it makes for more effective teaching if we know what schemas students already possess.

Students have their own ideas about history and are capable of more than we often suspect are consistent with the recent turn to constructivist learning theory, which tells us (what good teachers have always known) that students are active meaning makers in their own right and that the task of teaching is to provide the environment and the direction so that they can actively make sense of what they are expected to learn (Gardner, 1991; Oakes & Lipton; 1992). In concrete terms, the exercise involving Frontenac's building Fort Frontenac in 1673, and Hodgetts's description of "dialogue" classes, both described earlier in this paper, show how constructivist approaches can be applied to history. Obviously, there are many other applications also, ranging from role-play and simulation through field trips and local history to critical uses of primary and secondary sources, and

on and on. As already noted in this paper, all such teaching strategies are no more than "techniques," whereas what is absolutely crucial is the "method" that teachers employ, the vision they have of their subject and what it means to teach it. Recent research is conclusive on this point: good history teaching depends on the depth of understanding teachers have of their subject and the way in which this shapes their pedagogy.

Constructivism is especially appropriate to a subject such as history, where it can be too easily assumed that since the subject-matter is too far removed from the interests of present-minded students, both in place and time, the only way to teach it is didactically, to lecture, show films, assign reading, and give notes. In reality, however, there are ways of linking historical subject-matter, no matter how apparently remote, to students' concerns. and not the least of them is to approach it as something to be investigated and explored, rather than memorized; to learn history by doing history, in fact. The previous section of this paper listed a variety of approaches to teaching that do precisely this and that are consistent with what we are now learning about students think when they study history.

Appendix F: Perspectives and Interpretations

Teachers recognize that an effective learning environment is one in which students interact with each other co-operatively, construct meaning, and confirm understanding through conversation. A learning environment is dynamic. It is one in which teachers guide students in searching for meaning, acknowledging and valuing uncertainty, and assuming a large measure of responsibility for their own learning. Particular strategies have been developed that foster such a climate. Brief descriptions of a number of these follow.

Group Discussion

Turn to Your Partner and . . . (TTYPA)

This strategy is used frequently in interactive classrooms. As a concept or idea is presented to the class, students are asked to turn to a partner and talk about it. Students explore personal connections to the topic under discussion. By articulating ideas to each other, students enhance their learning. These short interactions are followed by a transition to a small group or full-group discussion.

Think/Pair/Share

In the think/pair/share design of co-operative interaction, a teacher's question is deliberately followed by three to ten seconds of silence, called "wait time" by its original researcher, Mary Budd Rowe. After giving students sufficient wait time to think through a question and make some personal connections, the teacher asks the members of the pairs to share their thinking with each other. As students begin to share their ideas, each partner can benefit from the other's perspective. Partners retrace their words, searching for examples and clarifying their thinking. The teacher may ask the partners to synthesize their ideas into one.

Triads: Observer Feedback

In this strategy, partner work is complemented by a third role, that of an observer. While partners engage in the learning task, the observer outside the interaction records observable behaviours and later provides feedback to the pair of them.

Triads: Three-Step Interview

Students work in triads' each group member assumes, in turn, one of three different roles: interviewer, interviewee, or recorder. Usually, the teacher provides a number of open-ended interview questions and a form for recording responses. Though the initial questions are pre-established, interviewers are encouraged to use their own questions to prompt and probe.

Triads: Carousel Activity

In this activity, students have the opportunity to develop a collective knowledge base and respond to one another's ideas and opinions. Open-ended questions are written on pieces of chart paper. The questions are placed in accessible locations around the classroom, and student triads move in rotation to these sites. They record their knowledge and/or viewpoints and respond to the ideas of prior groups. Triads may prepare for this activity in a variety of ways (e.g., by reading related material or watching a video). Through full-class critical dialogue, students review their ideas and opinions.

Co-operative Learning in Groups

Co-operative learning occurs when students work together to accomplish shared goals. Three to five learners are grouped for co-operative work on a particular task. Participants work over a period of days or weeks on a shared assignment. The cooperative "base group," heterogeneous in nature, may be in place for a long term, possibly a year. Its members help, encourage and support one another over the long term. Key elements for co-operative groups include positive independence, individual accountability, group processing, such as respectful listening, social skills, and face-to-face interactions. Assigned roles may include timekeeper and recorder.

Jigsaw Activity

This activity involves students in learning and teaching. In essence, individual students become familiar with a portion of an assigned task and "teach" the selected material or skill to a small group of their peers. Two types of groupings are involved: base and expert. Each member of the base group selects or is assigned a different portion of the task (e.g., one aspect of curriculum content). Students with the same materials meet as an expert group, review their task, and decide what to teach and how to teach it. Students then return to their base groups and provide a series of mini-lessons as each student shares his/her information and knowledge. To perform the jigsaw effectively, students need explicit instructions on how to select and share information.

Red Tag Technique

This technique is designed to encourage some level of participation from all students and to ensure that individual students do not monopolize group discussions. Each member of the group is given four red tags (the teacher may vary this number). Each time a member makes a contribution, he/she must discard one tag. The group cannot finish the discussions until all the participants have used up their red tags. If a student is asking a question for clarification, he/she does not have to discard a tag. Teachers may wish to have students practise this technique on a topic that generates vigorous discussion such as gender.

Community Circle

A circle provides a supportive setting for a sharing of ideas. In the circle, one person is the speaker. All other group members should listen carefully and respectfully to the speaker. When finished, the speaker turns to the student beside him/her and that student becomes the speaker. This procedure is followed until all students have had an opportunity to speak. Students may pass if they do not wish to speak at that time. This activity is effective in allowing students to share their feelings and ideas. Initially, the teacher may have to take an active role to ensure that individual students in the circle speak in turn and that other students listen carefully. Often a decorated talking stick or South American rain stick is helpful in focussing both speakers and listeners.

Brainstorming Webs

These webs foster individual and/or group creativity. They allow students to draw on their personal knowledge and explore their own understanding. For example, in the Justice unit, students working in triads may brainstorm their ideas about reasons for emigration of a people.

Graphic Organizers

Several visual tools can help students and teachers construct knowledge, organize information, and communicate their learning to others. Brainstorming webs, task-specific organizers, and thinking-process maps are three such techniques. Students in Canadian History 11 use a variety of graphic organizers throughout the course. Although these visual tools are useful for all students, they are particularly meaningful to those with visual learning strengths.

Task-Specific Organizers

These organizers foster specific content learning. They assist students in drawing information from various source materials, in constructing categories, and in recognizing relationships among ideas and concepts. Task-specific organizers are particularly well-suited to group work. They are well defined by a task, graphically consistent, and easily shared among students with varying abilities.

Thinking-Process Maps

Thinking-process maps foster cognitive development and critical thinking. They extend students' thinking and encourage the transfer of skills and knowledge into new areas. For example, in the Development unit, students may interpret researched statistical data by illustrating patterns and forces of change in economies.

Other Strategies

Oral Presentation

Oral presentations are a means by which students communicate ideas, concepts, stories, poetry, and research findings to their peers. Oral presentations are important in this course as they allow students to practise and enhance communication skills.

Students need to understand the importance of body language (showing confidence and making eye contact with the audience), voice and projection (clear and strong voice), and organization (use of interesting visuals, involving the audience by inviting and answering questions, and keeping within the time frame) in conducting a successful presentation. This process is easier for some students than others, and sensitivity is required in modelling and coaching.

Dramatic Representation

Drama is a powerful learning tool. It may take many forms and is a particularly important means by which we acknowledge and strengthen varying learning styles and intelligences. In all units of *Canadian History 11*, opportunities exist for students to represent their understandings through this medium. Many recommended strategies are available in the *Drama 10 and 11* curriculum guide. A few follow:

Role-playing is an activity in which students assume a character role in a simulated situation. Role-playing allows students to build on and apply prior knowledge and skills while developing their communication, cooperative, and interpersonal skills.

Readers Theatre is a forum in which students read aloud from scripts (commercial or adapted versions from literature) with no special costumes, sets, props, or music. Whole class or partners can participate in this strategy which encourages students to reflect on the story, the character, the author's intent, or the theme.

Dance drama is expressive movement through which ideas, stories, sounds, and music can be interpreted. It can be used effectively forsuch episodes as slow-motion battle scenes or dream sequences from stories.

A *tableau* is a still image, a frozen moment, or a photograph created by posing still bodies. It communicates a living representation of an event, idea, or feeling and can be a powerful statement to initiate discussion or reflection.

Flash backs and flash forwards can be used effectively to help build belief, challenge the students to consider the consequences of their decisions, and support periods of reflection. For example, in a drama about emigrants to the New World, students are asked to

work in pairs–one in role as a settler and the other as someone who is left behind. They are asked to improvise the most difficult goodbye on their separation.

Visual Arts, Dance, and Music

Many students have strengths in art, dance, and music that can enhance learning in any subject area. These students can be encouraged to share their expertise and invited to express their understandings through these media. The soul of Canadian culture is reflected in its music, art, dance, and languages, and many suggestions appear throughout the units that incorporate the arts as a means of teaching, learning, and assessment.

Portfolios

A portfolio is a selection of work samples and other items that demonstrate students' interests, talents, skills, and achievements. The purpose of a portfolio is to show others—teachers, counsellors, parents, peers, possible employers—what students have learned, accomplished, and/or produced. Students should frequently update their portfolios, and reflect on their progress and growth.

Portfolios at the high school level can be used to display and summarize a range of achievements and can serve to help students

- identify and acknowledge personal growth and achievement
- demonstrate their achievements to families and others
- apply to post-secondary institutions
- apply for scholarships and bursaries
- obtain a volunteer position
- make decisions concerning career path choices

Reflective writing is a key component of portfolios.

Creating Portfolios

There are a range of options for students and educators in the creation and use of portfolios. There are however, four basic types of portfolios:

Student Portfolios demonstrate the skills, accomplishments and achievements of a student's academic career over a specific time period. The portfolio can represent one area of study or it can encompass a broad range of disciplines. Students are often encouraged to include materials that represent accomplishments and interests outside of the classroom.

Project Portfolios are designed to outline the steps or progress of a specific project or independent study. Students are required to record and comment on the process and outcome of their efforts.

Expert and Professional/Employability Portfolios identify the initiatives and accomplishments of students focussed on pursuing

career interests. This type of portfolio is becoming popular as a useful addition to the standard résumé.

A Personal Portfolio is designed in a format similar to a scrapbook or a personal journal. It reflects the personal interests, ideas, and aspirations of the student.

The most important factor for a successful portfolio format is durability, accessibility and presentability. Whether a portfolio is in a binder, scrapbook, a folder, on computer disks, multi-media CD-ROMs, video or audio tape, it must be easy to transport, showcase, and understand. Students must be able to easily organize and maintain their portfolios.

The decision of what to include in a portfolio is entirely dependent on the purpose of the portfolio. Following are some of the materials that could be included:
- essays, position papers
- reflective writing
- awards
- evaluations/reviews
- articles, news paper clippings
- rubrics, test results, assessment information
- photographs
- letters of invitation, thanks
- art and design work
- poems, tunes, stories

Assessing Portfolios

The assessment of portfolios should be discussed and negotiated with students before the process of their creation is initiated. Assessment often reflects the design and purpose of the portfolio. The most important form of feedback to students often comes in the form of dialoguing and conferencing. However, whether in the form of dialogue or a written comment, there are a few general qualities that students should be aiming to achieve
- clean format—easy to read and understand
- thoughtfully organized and creative
- thoughtful self-evaluation
- clear representation of learning goals

Debate

A debate is a formal discussion that begins with a statement of one point of view on a particular issue. Participation in debates allows students to explore different points of view and to respond critically to a range of issues.

The three standard forms of formal debate are:
- Cross examination—modelled after courtroom procedures; debaters question or cross-examine their opponents
- Oxford—the most basic form where two teams of two to three members each debate the resolution point by point; emphasis is placed on the debating skills of each team.
- Parliamentary—modelled after Westminster parliamentary procedure; after the prime minister and the leader of the opposition have spoken, then members of the government and the loyal opposition take turns debating various points of the bill before the House.

Choose an interesting, two-sided topic that is relevant to the interests and abilities of your students. Avoid broad or complicated questions or propositions that can never be proved or disproved.

Field Study

Field studies provide the opportunity for students to gain a "first-hand" impression of a Canadian cultural experience, event, or site. The local community often provides an excellent forum for students to investigate a range of cultural experiences. Field studies can be teacher-directed, student-directed, or expert-led experiences. Examples of field studies are
- a walking tour of a local historic area
- a field trip to a museum, attraction, celebration, site
- a project that includes data gathering, observation, and analysis such as the interviewing of senior Canadians

Interviewing

The process of preparing and participating in an interview provides a range of learning opportunities and experiences for students to explore and develop their reading, writing, speaking, listening, and critical thinking skills. Interviews help students gain a better understanding of concepts developed in the classroom setting as well as helping them to build important links between themselves, their community, and their school.

Planning for an interview is crucial for its success and usefulness. Students should research their topic in advance and prepare a list of questions to review with their teacher before the interview. Decisions on the date, time, place and method of recording should be confirmed well in advance of the interview. A well-prepared and confident student will conclude most interviews with a wealth of information and an important connection to their community.

Journal Writing

The use of personal or interactive journals provides an effective means by which students may reflect upon most classroom proceedings and activities. Reflective journals assists students in articulating what they have learned and what they want to learn. The form and content of journals can be tailored to suit the particular activity and the needs of the individual student. It is important that the journal be an interactive means by which teachers can respond to students questions, concerns, deadlines, etc.

The Research Process

The research process involves many different skills and strategies grouped within phases or stages. The process is cumulative in nature, each stage laying the groundwork for the next. The phases or stages are commonly identified as
- identify the research question/focus
- planning (or pre-research)
- assessing and gathering information (or information retrieval)
- evaluating information sources
- interacting with information
- organizing information
- creating new information
- preparing, sharing, and presenting information
- evaluating the research process

Students' use of the information process is not linear or purely sequential. A new piece of information, artifact, or conversation with a resource person may lead a student to either revise a question under consideration, or help determine a perspective or point of view from which to examine critically the information available or to develop an alternate plan.

During the introductory stage of the research process, students are usually involved in a classroom theme, unit of study, or an area of personal interest.

- Topics or questions are identified for further inquiry. These often arise from the discussion that surrounds a purposeful activity. Students and teachers decide on a general area of interest that requires further investigation and information. The topic or area of focus is then clarified or narrowed to make it more manageable and personal for students.
- Questions are developed and students use individual or group methods to guide information processing. As they begin to ask questions, students also develop a growing sense of ownership of their idea or research focus.
- Sources of information that could be used by the students are considered.
- Methods of recording data, information, or notes are demonstrated or reviewed; strategies for keeping track of the materials they used are introduced.

Students assess appropriate learning resources (print, non-print, information technology, human, community). The actual resource is located, and the information is found within the resource. Students will need to learn and practise several important skills:

- search (with direction) a card catalogue, electronic catalogue, the World Wide Web to identify potential information resources such as books, journals, newspapers, videos, audios, databases, or other media
- locate resources (e.g., community, text, magazines, artifacts from home, World Wide Web sites) and determine appropriate ways of gaining access to them
- select appropriate resources in a range of media
- use organizational tools and features within a resource (e.g., table of contents, index, glossary, captions, menu prompts, knowledge tree for searching electronically, VCR counter to identify video clips for specific relevance)
- skim, scan, view, and listen to information to determine the point of view or perspective from which the content is organized/told
- determine whether the content is relevant to the research question
- determine whether the information can be effectively shaped and communicated in the medium the student will use to complete the project

Teachers should help students realize that fewer appropriate resources are better than a multitude of inappropriate resources.

Students continue to evaluate the information they find to determine if it will be useful in answering their questions. Students will practise reading, viewing, and listening skills:

- question, skim, read (QSR)
- use text features such as key words, bold headings, and captions
- read and interpret simple charts, graphs, maps, and pictures
- listen for relevant information
- scan videos, bookmark and highlight Websites
- compare and evaluate content from multiple sources and mediums

They will also record the information they need to explore their topic, attempting to answer their guiding questions. Simple point-form notes (facts, key words, phrases) should be written or recorded symbolically (pictures, numerical data) in an appropriate format, such as a concept map, Web site, matrix sheet, chart, computer database or spreadsheet. Students will cite sources of information accurately and obtain appropriate copyright clearances for images, data, sounds, and text they reference or include in their work.

Students may use a variety of strategies to organize the information they have collected while exploring their topics and answering their guiding questions:

- numbering
- sequencing
- colouring, highlighting notes according to questions or categories
- creating a Web page of annotated links to relevant Internet sources
- archiving e-mail collaborations using subject lines and correspondents' names
- creating a database of images and sound files using software such as ClarisWorks

Students will also review their information with regard to their guiding questions and the stated requirements of the activity to determine whether they need additional information, further clarification before creating their products, planning their performance or presentation, exhibiting their works, or to reframe the research forms in light of information and sources gathered.

Students should have many opportunities to share with a variety of audiences what they have learned, discovered, and created and to examine carefully the responses of those audiences to their work. Students should reflect on the skills and learning strategies they are using throughout activities. They should be able to examine and discuss their learning processes.

Teachers and library professionals can help students with evaluation by

- providing time and encouragement for reflection and metacognition to occur (e.g., What did we/you learn about gathering information?)
- creating a climate of trust for self-assessment and per assessment of process, creation, or performance. (Students tend to be realistic and have high expectations for their own work.)
- asking questions, making observations, and guiding discussions throughout the process
- conferencing
- monitoring student progress (e.g., demonstrated ability to organize notes)